

Application for a Public Charter School

Full Application

**Submitted to the NYSED Office of Innovative School Models
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Application Narrative

<i>I. Education Plan</i>	
A. Curriculum and Instruction	2
B. School Calendar and Daily Schedule	8
C. Target Population	10
D. Assessment	14
E. School Climate and Discipline	19
<i>II. Organizational Plan</i>	
A. Governing Body	22
B. Founding Group Composition	23
C. Management and Operation	24
D. Staffing and Human Resources	27
E. Student Recruitment, Enrollment and Evidence of Demand	30
F. Community Involvement	31
F1. Joint Application	33
<i>III. Financial Plan</i>	
A. Budget	35
B. Financial Management	35
C. Facility	36
D. Transportation	37
E. Food Service	38
F. Insurance	38
G. Pre-Opening Plan	39

Attachments

- Attachment 1 – Sample Daily Schedule
- Attachment 2 – Proposes Annual Calendar
- Attachment 3 – Proposed Corporate Bylaws
- Attachment 4 – Proposed Code of Ethics
- Attachment 5 – Resumes
- Attachment 6 – Organizational Chart
- Attachment 7 – Key Position Descriptions
- Form 1 – Certification Statement
- Form 2 – Roster of Key Contacts
- Forms 3 and 4 – Statement of Assurances and Requests for Information
- Form 5 – Budget and Cash Flow Template
- Optional Additional Attachments

Note: Any attachments referenced in a particular section that are not REQUIRED ATTACHMENTS can be found in the OPTIONAL ADDITIONAL ATTACHMENTS.

The Prospectus submitted on 8/16/10 to NYSED is incorporated into this full application by reference. Where referenced, please refer to the Prospectus for additional information.

I. Education Plan

A. Curriculum and Instruction

Overview

As an Expeditionary Learning school, *Launch* students will spend most of each day embarking on purposeful, rigorous learning expeditions that involve cross-discipline, intellectual, service, and kinesthetic dimensions. Learning expeditions are in-depth studies of a single theme or topic (see below for additional explanation) and are what make up the *Launch* curriculum.

Learning Expeditions are a form of curriculum design in which teachers and students pursue long-term case studies built around significant projects and performances. The case studies take students out into the world and bring the world into the classroom. Often they provide students with opportunities to serve the wider community. The learning expedition is marked by equal attention to goals of academic content and performance, and character development and community. Opportunities for ongoing assessment are woven throughout the expedition, pushing students to higher levels of achievement.

Learning Expeditions are teacher developed with guidance from the Principal, the School Designer and the Instructional Guide. Teachers receive extensive professional development both at school and off-site through *Launch's* partnership with NYC Outward Bound and Expeditionary Learning (please see section III.e. in the Prospectus for an overview of professional development offered by *Launch*). *Launch* does not purchase boxed curricula. *Launch* is able to draw upon successful Expeditions from any of the 150 Expeditionary Learning schools nation-wide, and the nine schools in New York City. The *Launch* curriculum is based on the most successful Learning Expeditions implemented in the NYC Outward Bound network of schools as well as other successful Expeditionary Learning schools in New York State. *Launch* teachers will be introduced to the Learning Expeditions for their grade and subject during summer professional development and use these expeditions as models (teachers can access all of these expeditions and other planning materials on their own through the EL Commons section of the Expeditionary Learning Schools website, where all Expeditions are stored). Teachers will then begin to adapt and plan their own Expeditions with the above-mentioned support. All Expeditions are planned using learning targets that are rigorously aligned to the New York State Standards (please see section D. *Assessment* for a more detailed description of learning targets). Expeditions in each grade will cover content as specified by New York State Standards. This content is specified by grade in each section below. Specific Expedition Topics that teachers are able to implement themselves or use as models are included for Social Studies. The qualities of all Learning Expeditions are detailed below, as well as the structures and qualities behind the planning of Expeditions for English Language Arts, Social Studies, Math, Science and Art. (For a sample expedition, please see attachments).

Qualities of Learning Expeditions include the following:

- A strong connection to the world, with a focus on linking the classroom and the outside world, fully drawing on school and community resources.
- Teachers possess a passion for learning and alertness to opportunity, and endeavor to help their students share the same.
- High standards and stakes—an emphasis on student work of consequence, quality, and value in major projects as well as ongoing, smaller tasks and assignments.
- Expanding time and space to make room for in-depth case studies, fieldwork, teachers' collaboration, and multi-disciplinary connections.
- Leadership and organization on the part of teachers and students.
- New roles for learners—images of groups of students as crews, and individual students as explorers and apprentices.
- A clear focus on assessment and understanding, fostering a continuous process of reflection, critique, and revision among teachers and students. Everyone is constantly asking, "How am I doing?"
- A clear set of learning goals (consistent with school and state guidelines)
- Major/final project as an assessment task

Social studies, science, mathematics, literacy and language arts state standards are integrated into learning expeditions as students focus on the study of compelling topics. Students at all levels investigate the natural, social, political and economic history of the community and the larger world. As they advance, they make increasingly complex global comparisons and connections.

Launch's curriculum structure provides an interdisciplinary framework on which students build their understandings year after year. All learning expeditions involve intensive research, reading, writing, scientific exploration, ongoing formative and summative assessment, and real-world application. The curriculum offers challenging, interesting standards-based content for all students, regardless of their age and ability levels.

Social Studies

The Social Studies curriculum at *Launch* is designed around projects, problem-based content and interactive instructional practices. The curriculum is designed to foster a student's inquiry in the field of social studies. The social studies curriculum requires that students think, write and research like social scientists. This will enable students to develop a personal understanding of complexities of the social sciences and their own ability to influence the study and progression of history. Inquiry-based learning in the social sciences will enable students to drive their own learning through engaging in the professional community. Learning Expeditions will allow students to apply and extend content standards to authentic situations. Culminating projects will always integrate literacy with research as students will read, write, and communicate thoughtfully.

The Social Studies curriculum will expose and engage students in the creation and synthesis of history through the understanding of a wide variety of voices and perspectives. Social Studies inherently requires students to recognize and defend these multiple perspectives, which is regarded as one of the highest goals of character development. Students will be expected to respect and cherish diversity in their understanding of history and demonstrate this respect in their work products.

Social Studies Curriculum Information:

The following describes principles for developing curriculum in the social sciences.

- Social studies expeditions will be developed to ensure that an expedition hinges on a student's understanding of different points of view within each historical time period or conflict.
- Expeditions will allow students to use a specific scientific lens to generate complex content mastery.
- Social studies teachers will strategically group standards to ensure that the year's instruction is designed to support the progression of student learning and create a holistic picture of the relationship among historical events.
- Social studies expeditions are developed to highlight cause-and-effect relationships.
- Assessments are designed to allow students to independently make connections from historical events to the current global political climate.

Social Studies Content by Grade:

- 6th Grade – Ancient Civilizations and The Eastern Hemisphere
 - **Expedition Topics:** Who Owns the Past? Why is it Important to Preserve the Past? What is Civilization?
- 7th and 8th Grade – United States and New York State History
 - **Expedition Topics:** Native Americans (Mannahatta); Civil War; American Revolution
- 9th and 10th Grade – Global History and Geography
 - **Expedition Topics:** Ancient Civilizations; WWII; The Cold War; Immigration
- 11th and 12th Grade – United States History and Government, Economics and Political Science
 - **Expedition Topics:** Trade: Slave, Salt, Human Trafficking; Immigration/Industrialization; Water

ELA

English Language Arts at *Launch* is a course that can provide foundational instruction for Expeditions across the curriculum. Teaching the reading and writing process through a combination of literacy and literature instruction, ELA is able to both teach and reinforce skills and habits that are required in every class and in all expeditions. Teachers in all courses follow the lead of the ELA instructor and become teachers of reading and writing in their own content areas. Though in a seemingly supportive role in many expeditions, ELA can truly become an anchor, where students are learning the reading and writing skills and exploring themes that are reinforced and will make them successful in all of their subjects.

Launch believes that a passion for reading is developed when texts are presented in a meaningful context and with a purpose in mind. Compelling topics create a desire to know, and teachers present texts in a variety of genres that satisfy these desires. Texts must be presented and taught in conjunction with teaching the literacy skills and comprehensions strategies that students need to be able to comprehend and appreciate texts. Reading is all about making meaning. Comprehension strategies taught in ELA and reinforced in all other subjects are locating main ideas and supporting details, making inferences, recognizing patterns, using context clues, asking questions, summarizing or outlining, re-reading, and think-aloud with a partner. Students also learn different narrative elements as well as surface structures such as fluency, language structure, strategies for solving word problems, and vocabulary.

Understanding how to communicate properly and express ideas and arguments through writing is a primary skill that will be taught in ELA and across the curriculum. Once again, writing is assigned within the context of an Expedition, providing purpose and motivation. This is reinforced through practices such as RAFTS (Role, Audience, Format, Topic, Strong Verb). An example may be students writing a letter to community leaders regarding a specific problem or desire for improvement in the community. Students learn modes of writing (narrative, expository, persuasive, reflective), formats of writing (letters, biographies, poems), traits of writing (organization, word choice, voice, sentence fluency, conventions, presentations), as well as the writing process (pre-writing, drafting, revising, editing, publishing). Students understand how to write for different purposes and audiences and use writing in all courses. Students all reinforce character development through the writing process by further developing craftsmanship and perseverance as well as using empathy in making connections to characters and the world at large as well as predicting outcomes and analyzing results.

Pedagogical Strategies that Support the ELA curriculum

- Teachers understand how students develop phonemic awareness, decoding skills, fluency and comprehension, so they can teach those skills and concepts explicitly
- Teachers use a common language to teach comprehension strategies
- Teachers model the use of comprehension strategies, the enjoyment of reading and reading for multiple purposes
- Teachers know their students and show them how to choose books
- Teachers integrate reading into learning expeditions to teach content and to develop literacy skills
- An anchor text or texts are chosen for read-alouds to help teach expedition content
- Reader's and Writer's workshops are used to teach strategies and content and to scaffold products
- Socratic seminars and other protocols are used to expedition-related articles and texts
- Literature circle texts relate to expedition topics
- Texts include a variety of genres

ELA Curriculum Content by Grade

Because NYS does not specify content, but rather skills for ELA, teachers and school leaders will decide upon content. As previously mentioned, ELA content often mirrors content being covered in an interdisciplinary Expedition.

- 6th – 12th Grade - Network selected, standards-aligned Expeditions (interdisciplinary) following the Reading and Writing Literacy Competencies and Grade-Specific Performance Indicators.

Math

Launch believes that learning math involves understanding concepts, grasping procedures, and applying them to real-life contexts. At *Launch* mathematics is taught in an inquiry-based manner as emphasized by the National Council of Teachers of Mathematics standards. The Expeditionary Learning approach focuses on big mathematical ideas, high quality student work, and structures for teaching math within and outside of learning expeditions. *Launch* math teachers invite students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning, and to become metacognitive about their strategies. Teachers cultivate mathematical habits of mind: curiosity, risk-taking, perseverance, craftsmanship, and tolerance for ambiguity. Math class is often conducted as a workshop. It begins with a complex problem, and continues with independent or group work, a mini-lesson based on what students are struggling with or have discovered, sharing/comparing problem-solving strategies, and a synthesis of the day's learning. This sequence ensures that students are doing the thinking.

Math Curriculum Information:

The following concepts inform *Launch's* Math Curriculum

- Teachers emphasize big mathematical ideas and encourage the generalization and abstraction of big ideas from experience and application.
- Students study the history of mathematics and the contributions of diverse cultures to that history.
- Student work focuses on authentic application as much as possible.
- Students work on open-ended problems, investigations, and projects.
- Teachers model comprehension strategies to improve understanding and to build a common language for talking about math.
- Teachers foster mathematical discourse by asking open-ended questions, teaching the vocabulary of the discipline, and using effective instructional practices.
- Classrooms provide evidence of students' mathematical thinking and learning through anchor charts and displays of student work.

Math Curriculum Content by Grade:

- 6th-8th Grade – Network selected, standards-aligned Expeditions follow the five process strands and four content strands and are built around the performance indicators for 6th-8th grade in the NYS Core Curriculum
- 9th-12th Grade – Network selected, standards-aligned Expeditions in Algebra I, Geometry, Algebra II, Trigonometry and Calculus

Mathematics Curriculum Structures:

Furthermore, *Launch*, informed by Expeditionary Learning, uses the following structures to support implementation of the mathematics curriculum:

- Inquiry-based case studies, occurring over one or more class sessions, are a primary way for students to build understanding of mathematical concepts and skills.
- Integrated math projects connected to interdisciplinary learning expeditions.
- Students apply math concepts and problem solving strategies through independent math projects that incorporate some elements of a learning expedition, such as guiding questions and learning targets, tackling real-world problems, literacy, ongoing assessment, authentic products and audiences

Pedagogical Strategies that Support the Mathematics Curriculum:

Launch's approach to mathematics requires attention not only to curricular and structural areas, but also to teachers' pedagogical practices. Below are examples of how *Launch* teachers support students' achievement in mathematics through intentional pedagogy:

- Teachers make sure that students become fluent with number facts and computation: they allot plenty of time for practice and help students see patterns, relationships, and shortcuts.
- Teachers promote flexibility in mathematical thinking by encouraging different ways to solve problems. Teachers help students develop efficient problem-solving techniques.
- Teachers stress craftsmanship in mathematics through elegant solutions, accuracy, and neat work.
- Teachers ask students to analyze and make sense of errors.
- Students show the thinking behind their answers through numbers, words, graphs, and diagrams.
- Teachers ask that students pose as well as solve mathematical problems.
- Students use manipulatives as tools for thinking and representing.
- Teachers promote critical thinking through rich mathematical discourse.

Science

Launch believes that exceptional science instruction is founded in inquiry instruction that extends outside the walls of the classroom. The curriculum and standards act as a framework for a teacher to build relevant, interesting units of instruction that require students to think critically and problem solve beyond the doors of the classroom. The curriculum is built to guide students in their thinking but allows the student to be responsible and drive their own learning process through the stages of inquiry—engaging, exploring, explaining, elaborating, and evaluating.

Expeditionary Learning utilizes inquiry-based instruction, coupling standards and problem-directed learning with the real world applications of that content material. The teacher guides students to synthesize both math and literacy skills to engage in challenging scientific exploration. Both learning from expeditions and inquiry-based classroom instruction will allow students to demonstrate mastery of content standards through authentic student driven assessments and portfolio presentations.

Ingrained in all scientific explorations through inquiry instruction are opportunities for students to not only build their scientific understanding of the world but also to garner a respect for the diversity of the world around them. By building this respect and harnessing the students' newfound understanding of the complexity of the scientific world, students will develop a sense responsibility and service to the community.

Science Curriculum Development:

The following concepts inform the construction and implementation of the science curriculum at *Launch*

- Standards are the framework for the development of the challenging inquiry and expeditionary learning tasks. The teacher will strategically group standards to create units of instruction around a theme or problem for student investigation.
- Teachers collaborate with each other to integrate and overlap skills and standards from other subject areas to support students' interdisciplinary understanding of academia.
- Teachers organize each Expedition and their instruction to ensure that students are provided the necessary requisite knowledge to support and scaffold self-directed learning until a student reaches mastery of content material.
- Within the development and progression of each Expedition, the teacher will use guiding, open-ended questions to drive students during investigations and projects.
- All units will focus on building critical thinking and problem solving skills to attack real world problems.
- Each Expedition will culminate in student demonstration of mastery through an authentic assessment or portfolio presentation and this assessment will drive the structure of the unit modeled after the Understanding by Design planning cycle.

- Classroom environment and laboratory space will be organized to both promote learning and showcase past learning in a purposeful and productive manner.

Science Curriculum Content by Grade:

- 6th Grade – Network selected, standards-aligned Expeditions in Living Environment
- 7th Grade – Network selected, standards-aligned Expeditions in Physical Science
- 8th Grade – Network selected, standards-aligned Expeditions in Earth Science
- 9th Grade – Network selected, standards-aligned Expeditions in Living Environment
- 10th Grade – Network selected, standards-aligned Expeditions in Chemistry
- 11th Grade – Network selected, standards-aligned Expeditions in Physics
- 12th Grade – Network selected, possible electives based on Senior Expedition topics

Art

Art curriculum at *Launch* will act as the interface and medium for other curriculum at the school, as well as follow and adhere to its own robust set of standards. The art curriculum will be a means to showcase learning in other curricula and an opportunity for students to learn and appreciate the diversity and beauty of art. The curriculum is built to align to the art standards and also in collaboration with other disciplines to create authentic and real-world applications of art classroom instruction. The curriculum is also built to garner students' character development by emphasizing self-discovery, appreciation for diversity, craftsmanship, and risk-taking.

Expeditionary Learning will act as a showcase for students to create, perform, and respond to a variety of art forms, and to connect the arts to content. These expeditions will be an opportunity for students to apply classroom instruction to authentic situations or to drive their own learning through problem solving and data collection.

Teachers develop Expeditions to encourage students to learn the techniques of an artistic medium and to represent their understanding of expedition content. These units are designed to help students generalize what they learned from analyzing and critiquing art and connect to other disciplines. Each Expedition will culminate in an independent project in an arts discipline asking students to respond to fieldwork and combine their understanding of art as it relates to the social sciences.

Art Curriculum Development:

Art curriculum will follow the same principles and effective instructional practices as all disciplines.

- Art Expeditions will be developed in collaboration with other content teachers. Through interdisciplinary collaboration, students will develop an appreciation and understanding of aesthetic value in a content field.
- Art teachers will strategically group standards to ensure that the year's instruction is designed to support the progression of students learning through the content area.
- Art teachers will use principles from *Understanding by Design* to ensure that units teach students to reason and solve problems in artistic production.
- Art teachers organize each unit and their instruction to ensure that students are provided the necessary requisite knowledge to support and scaffold self-directed learning until a student reaches mastery of art standards.
- Within the development and progression of each unit, the teacher will use guiding open-ended questions to drive students during investigations and projects.
- Units will ensure that students have a common language for analyzing, critiquing, and responding to the art form they are studying.

- Each unit will culminate in student demonstration of mastery through an authentic assessment or portfolio presentation that will allow students to demonstrate the values of presentation and craftsmanship.

Art Curriculum Content by Grade

- 6th Grade – Network selected, standards-aligned Expeditions in Visual Arts
- 7th Grade – Network selected, standards-aligned Expeditions in Music
- 8th Grade – Network selected, standards-aligned Expeditions in Dance
- 9th – 12th Grade - Network selected, standards-aligned Expeditions for Elective

Promotion Requirements

Launch believes in the abilities of all students and believes that student success is, in part, met by setting ambitious yet feasible expectations for all students. Promotion requirements for Launch will also demonstrate those high, rigorous expectations.

Course Grades: Launch students must complete courses with a 70% or above to receive graduation credits for the course. This standard is higher than they DOE requirement of 65% but Launch believes that students should be held to a higher standard of excellence.

Attendance: Student attendance is essential for student success. Launch requires that all students attend all classes 95% of the required school days. Thus, students absent 10 times or more from any one or multiple of classes will not receive credit for that course. This policy will help highlight the importance of attendance in all classes. Schoolnet will help track and run reports for school administration and crew leaders to track and intervene before students reach 10 absences in any course.

Passage Portfolios: All students will complete a passage portfolio to be promoted to the next grade level. This portfolio will showcase a student’s mastery and learning from the entire year. It will also provide insight to teacher, administration, and parents on how to support that student in the upcoming year.

Students who have Individualized Education Programs (IEPs) will be promoted to the next grade based on successful completion of the annual goals listed in the IEP. However, the attendance and behavior policies that bar promotion for other students equally apply to students with IEPs, unless otherwise designated in the IEP.

B. School Calendar and Daily Schedule

Yearly Calendar

The school year at Launch is designed to provide increased learning time for both staff and students. The school year has 190 instructional days, and staff are present for an additional 16 days of planning and professional development throughout the year. There is a full day of professional development and planning prior to the beginning of each term. Half days have also been scheduled at the end of each term to provide staff with dedicated time for data collection, record keeping, and reporting.

Student Schedules

Allocation of Instructional Time							
Subject	ELA	Math	Science	Soc St	Gym	Elective	Crew
Minutes/ Week	540	485	269	269	106	106	140

Our student schedules have been designed to provide increased instructional time and facilitate our inquiry based, experiential learning model. By delivering instruction primarily in block periods of 108 minutes, our

teachers will be able to deliver lessons using active pedagogy, frequent fieldwork and experiments, seminars, and in-depth research to promote a deeper understanding of the content and its real world applicability.

Each day, students will begin the day with breakfast and Crew advisory. Beginning the day with crew allows students to meet with to an adult who knows them well first thing each morning, and provides time for support to address anything that might stand in the way of their learning that day.

Launch students will take part in two periods of gym and two periods of an elective each week in addition to the core classes. The diversity of enrichment and elective classes will increase as the school grows to scale. In addition to continually increasing our enrichment opportunities during the school day, *Launch* students will have access each afternoon to after-school clubs designed and delivered collaboratively with our community partners.

All students and teachers will participate in Community Circle once a week. Community Circle is a forum led by staff and students to further develop a close-knit school culture. During this time we celebrate our achievements; share our learning; engage in conversations about college, career, and important social issues; and take part in other community building activities.

Staff Schedules

Launch's teacher schedules are designed to provide significant opportunities for student support, collaboration, planning, and professional development. In addition to their lead teaching periods, all teachers have at least two open periods a day. One of these periods will be used as a flexible professional period during which teachers will have a range of activities to take part in. This will include, but not be limited to, peer observation, co-teaching, push-in support, and meetings with the Principal, Instructional Guide, or Special Education Coordinator depending on each teacher's individual growth plan.

Launch's teaching schedules provide a manageable total student load for teachers that allows for high levels of support and feedback provided to students. Our English Language Arts and Math teachers, two at each grade level, work with two classes of students while one Science and Social Studies teacher per grade see four classes.

Teachers must arrive each day by 7:30 and assist in supervising breakfast, as well as lunch and recess, on a rotating basis. Additionally, all teachers are responsible for serving as Crew advisors each morning. This ensures that all students are well known, provides an opportunity for staff to engage in formal and informal conversations with students throughout the day, and ensures high levels of supervision at all times.

Built into each day are periods for collaborative planning and professional learning in grade level teams. These meetings facilitate the planning of interdisciplinary units and co-teaching opportunities. Additionally, they provide space for the use of protocols to examine student work, behavior, and performance data across the grade level and to develop collective action plans based on these conversations.

In addition to these grade-level team meetings, teachers participate in content-area team meetings. Teachers use this time to collaboratively plan and examine student work, ensuring alignment and providing a critical partnership to improve instruction. As the school grows to include multiple grades, this provides a structure to ensure alignment across the grade levels, and for teachers gain insight into student needs from teachers who have worked with their current students in the past.

Every Wednesday all staff participate in up to an hour and forty-five minutes of professional development. This provides an opportunity for ongoing professional learning throughout the year, and for staff to be responsive to the evolving needs of the school community in a timely and effective way.

C. Target Populations

The *Launch* mission and academic program are designed to meet the needs of the students we will be serving in Community School District 16 or other like districts. Below please find the *Launch* full enrollment plan, statistical evidence demonstrating the efficacy of the Expeditionary Learning model with students across the nation that match the demographics of many of the students we will serve in CSD 16, as well as team research and planning in best practices to serve our particular students. The Expeditionary Learning model is designed to develop both the academic proficiency of our students as well as their social and emotional development. Students in CSD 16

Mission: *Launch* students will develop the academic skills and strength of character necessary to thrive in college, contribute to their communities, and excel in their careers.

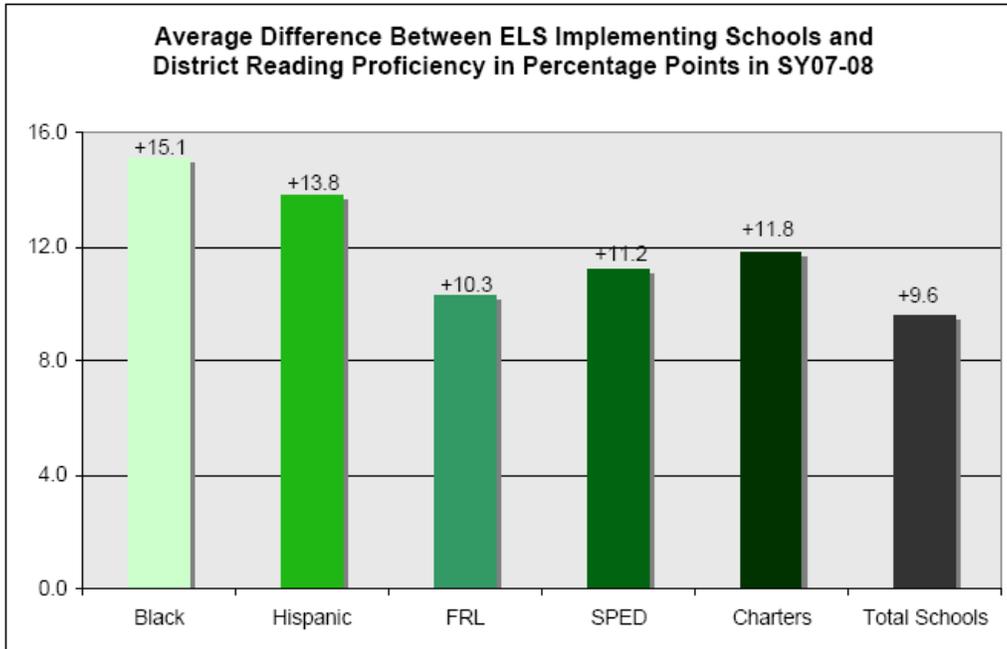
Enrollment Planning:

During the first year, *Launch* will serve students in the sixth grade, with four classes of twenty-five students in each grade, for a total of one hundred students. We will add one class each year until we are at full capacity in year six, serving grades six through twelve. The first five years of growth (through renewal) and enrollment at full growth are demonstrated in the model below, accounting for attrition:

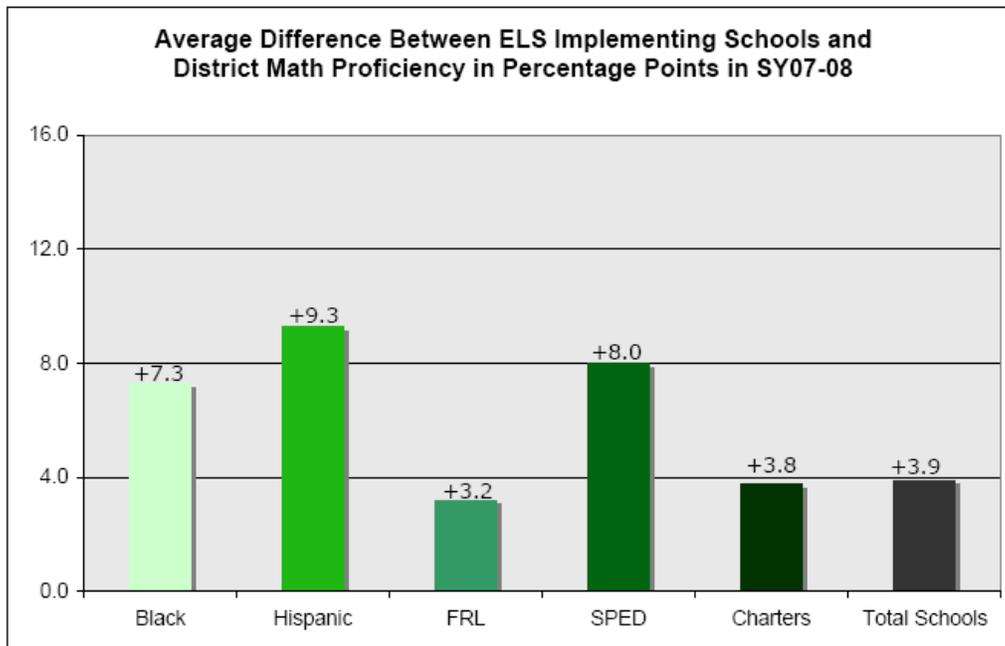
Grade	Ages	First Chartering Period					Full Enrollment	
		11-12	12-13	13-14	14-15	15-16	16-17	17-18
6	11-12	100	100	100	100	100	100	100
7	12-13		90	90	90	90	90	90
8	13-14			81	81	81	81	81
9	14-15				100	100	100	100
10	15-16					90	90	90
11	16-17						81	81
12	17-18							73
Total		100	190	271	371	461	542	615

Expeditionary Learning Schools System-Wide Trends and Test Performance

There is strong evidence that sustained implementation of the Expeditionary Learning design has a powerful impact on student achievement, particularly with those students who need it the most. Expeditionary Learning schools that were implementing our design (Overall IR score of 2.4 or better) considerably outperformed their district in SY2007-2008 in reading and math. The performance of critical subgroups of students (Black, Hispanic, students eligible for free or reduced-price lunch (FRL), and students in designated special education programs (SPED)) in EL schools showed even more dramatic achievement compared to their district subgroup peers.



- The average reading proficiency rate for all implementing schools was 9.6 percentage points above district average, with some schools exceeding district average by as much as 46 percentage points in reading.
- In our implementing charter schools, the average reading proficiency rate exceeded district average by 11.8 percentage points, with some charter schools exceeding district average by as much as 46 percentage points in reading.
- Black, Hispanic, FRL, and SPED students in EL schools outperformed their district subgroup peers in reading proficiency by 15.1, 13.8, 10.3, and 11.2 percentage points, respectively.



- The average math proficiency rate for all implementing schools was 3.9 percentage points above district average, with some schools exceeding district average by as much as 41 percentage points in math.
- In our implementing charter schools, the average math proficiency rate exceeded district average by 3.8 percentage points, with some schools exceeding district average by as much as 41 percentage points in math.
- Black, Hispanic, FRL, and SPED students outperformed their district subgroup

Expected student population, including demographics, academic performance, and home languages, ELL, and special education population.

The goal of Launch Expeditionary Learning Charter School is to serve a student population that has a high need for the rigorous and supportive learning environment we will offer. This need clearly exists in CSD 16¹

Key demographic information about the student population of Launch expects to serve in CSD 16 includes:

- 84% of students are Black or African American and 13% are Latino
- 80% of students qualify for free or reduced lunch
- 12% of students have individualized education plans (IEPs)²
- 3% of students have limited English proficiency (Spanish is the language spoken at home for 77% of non-English proficient speakers in Community District 3, which comprises the majority of CSD 16, according to the most recent census data available)

Notable information about academic performance in CSD 16 according to the most recent available data:

- 19% of 6th grade students in scored at or above a level 3 on the state English Language Arts (ELA) exam and 31% did so on the state mathematics exam in 2010
- 19% of 8th grade students scored at or above a level 3 on the state ELA exam and 27% did so on the state mathematics exam in 2010
- 61% of students testing scored above a 65% on the Comprehensive English Regents Exam in 2009
- 27% of students tested scored above a 65% on the Integrated Algebra Regents Exam in 2009
- The district graduation rate is 42%: 44% for Black or African American students, 26% for Hispanic or Latino students, and 6% for students with disabilities in 2009

A wealth of data also points to the strong need for character education and social and emotional learning and support for the students of CSD 16. A recent study by the New York City Department of Health and Mental Hygiene examined health behaviors of teens in public high schools throughout New York City³. The study reported the following information about students in Bedford-Stuyvesant and Bushwick:

- 17% had used marijuana in the past 30 days and 9% had done so before the age of 13, the highest rates in the city
- 34% reported symptoms of depression and 12% reported attempting suicide, the highest rates in the city
- 17% were obese, tied for the South Bronx for the highest rate in the city
- 45% have been sexually active, 16% had sexual intercourse before the age of 13, and 11% had been or gotten someone pregnant, all the highest rates in the city
- The teen pregnancy rate is 133 per 1,000, while the national average is 75 per 1,000 and the New York City average is 94 per 1,000

¹ Academic data in this section taken from 2008-2009 NYS Accountability and Overview Reports and Comprehensive Information Reports

² Calculated using Department of Education S-Form report found here:
<http://schools.nyc.gov/AboutUs/data/stats/Register/SFormbyDistricts/default.htm>

³ Noyes P, Alberti P, Ghai N. Health Behaviors among Youth in East and Central Harlem, Bedford-Stuyvesant and Bushwick, and the South Bronx. New York, NY: New York City Department of Health and Mental Hygiene, 2008

- 24% carried a weapon in the last 30 days, 7% carried a gun, and 9% carried a weapon on school property, all the highest rates in the city
- 47% had been in a fight in the last 12 months, the highest rate in the city

Additional relevant information about the students and families of Bedford-Stuyvesant includes:

- At 40 per 1000, Community District 3, which comprises the majority of CSD 16, has the highest rate of adult incarceration in Brooklyn
- At 1:11, CD 3 has the highest incarceration ratio of males age 16-24 in Brooklyn
- CD 3 has the highest ratio of children in foster care and families on Temporary Assistance for Needy Families

By complementing a rigorous, college focused academic program with a comprehensive, meaningful character development program, *Launch* will enable students to overcome the obstacles highlighted above and equip them for a life of success.

Planning Team Research

The planning team for *Launch Expeditionary Learning Charter School* has conducted targeted research of best practices through school visits, attendance at conferences, professional development workshops, special programs and visits with our institutional partner. These visits served to highlight consistent best practices at high performing schools as well as build the teams knowledge of the Expeditionary Learning model. School visits typically consist of a tour of the school, time spent observing classroom instruction, and a debrief with school leadership. Some consistent takeaways from these visits were: Student achievement must be the number one driver of overall school success, no matter what else the school does well; Strong leadership must keep a laser focus on the school's mission as a necessary function for success; With a focus on the recruitment process, it is possible to secure a highly qualified teaching staff at every position. However, if not provided with opportunities to grow, develop and take on leadership roles, wonderful teachers will leave quickly; Data must be compiled and analyzed in a meaningful way, allowing student achievement to be the number one driver of school success. This must be incorporated into the culture of the school; Advisory programs can be powerful tools for building school culture and increasing academic achievement, but only with consistent planning and resource allocation; Network support for Expeditionary Learning is available on the local, regional and national level and should be leveraged to support school development.

Our visits to WHEELS and Validus have been supplemented by frequent and enlightening discussions with many of the other EL school leaders in the city and several school leaders in the state. These visits and meetings have not only served to strengthen our knowledge of Expeditionary Learning, but have allowed EL leaders to brainstorm with us about how to innovate best practices in a new charter setting. These preliminary discussions have focused around how increased instructional time will allow for greater freedom in Expedition planning, how to develop an even more focused professional development program, how to further integrate data and best uses of the Schoolnet data system and a possible increased role for Crew.

The New York Charter Schools Association Incubator Program is the “special program” referred to below. The *Launch* planning team worked for two months as a member of a small cohort of schools receiving individualized attention through a workshop series on charter school development and start-up.

The *Launch* planning team will continue to research best practices and develop close relationships with high performing charter schools and experts in the field in order to continually improve instruction and school development.

In August, Co-Applicant Geoffrey Roehm was able to spend a month in residence at High Tech High (HTH) in San Diego, CA. HTH is one of the premier project-based learning schools in the country and currently runs nine charter schools. Mr. Roehm was present in August for HTH's new teacher induction program, school retreats and school planning phases. Mr. Roehm worked closely with Nicole Hinojosa, the Director of High Tech High North County. Mr. Roehm will continue to make frequent trips to HTH throughout the year to continue to learn from this successful organization.

Charter Schools Visited:

- Explore Charter School – Brooklyn, NY
- DREAM Charter School – NY, NY
- North Star Academy – Newark, NJ
- The Preuss School – La Jolla, CA
- Animo Leadership (GreenDot) – L.A., CA
- Oscar De La Hoya Animo (GreenDot) – L.A., CA
- Hyde Leadership Charter School – Bronx, NY
- High Tech High – San Diego, CA

Expeditionary Learning Schools Visited:

- WHEELS – NYC
- Validus – NYC
- Brooklyn School For Collaborative Studies – NYC

Conferences Attended, Professional Development and Special Programs:

- Expeditionary Learning National Conference – Kansas City, MO.
- Expeditionary Learning Network PD – NYC
- ASCD National Conference – San Antonio, TX
- Character Education Partnership National Conference – D.C.
- NYC Charter Center Workshop Series – NYC
- NYCSA New Schools Incubator Cohort 4 (Two Months) – NYC

Charter and EL School visits planned:

- NYC and NYS EL Schools – NYC, NYS
- Gateway High – San Francisco, CA
- SEED Public Charter – Washington D.C.
- Capital City Public Charter School (EL) – Washington D.C.
- The Odyssey School (EL) – Denver, CO
- Codman Academy (EL) – MA

D. Assessment

Overview

Launch believes that the purpose of assessment is to engage, support and hold students accountable for rigorous learning. Assessment at *Launch* can be broken down into two categories, **summative** and **formative**. These two types of assessments are supported by **learning targets**. These three terms, and their relationship to one another, are defined below.

Formative Assessment: Formative assessment is defined as assessment actions that help students at the outset of learning and during the process of learning.

Summative Assessment: Summative assessment is defined as assessment actions given after learning has occurred.

Learning Targets: Both formative and summative assessments are linked at *Launch* through the thoughtful and intentional crafting of learning targets. Learning targets are goal statements that are first and foremost directly linked to specific state standards. Learning targets help to clarify state standards. Learning targets have the following characteristics:

- Written in student-friendly language
- Specific, often referring to the particular context of a lesson, project or investigation
- Clear about the intended *learning* (not doing) that will be assessed

A carefully crafted learning target is an anchor that will vertically align everyday learning and minor classroom assessments with high stakes state assessments. Learning targets do this by supporting both formative and summative assessments.

Learning Targets Support Formative Assessments: Learning targets support formative assessments by clearly framing curricular goals, guiding instructional choices and focusing critique and revision. The intentional use of formative assessment strategies involves students in the assessment process and therefore increases student ownership.

Learning Targets Support Summative Assessments: Learning targets support summative assessments by helping teachers choose appropriate assessment methods based on target type and ensuring that each portion of an assessment is linked to a learning target to help students understand precisely what is being assessed.

The sum of the learning targets during a particular course will cover the required standards for that course, supporting students and holding them accountable not only for the high stakes, summative state assessments that they will be required to take, but ensuring that they are truly engaged and supported in the process of rigorous learning.

Accountability

Assessment data will drive the daily decision-making process in determining how *Launch* is accomplishing its academic goals. Successful teaching and learning is not a mystery. Success is based on the systematic analysis of gathered data and implementation of targeted best practices to achieve results based on clear goals. At *Launch*, teachers and school leaders will collect and analyze from two general categories: Student assessment results and teacher skill in implementing the Expeditionary Learning model.

The members of the school community listed below will monitor achievement data regularly. Student achievement data will be used to determine if students are meeting learning targets. Regular and consistent data analysis using Schoolnet, coupled with teacher observations will help to determine what supports a teacher needs if students are not meeting learning targets. Student achievement data will assist the principal in determining individual teacher professional development plans and eventual staffing decisions.

Use of Assessment Data

Instructional Guide: It is essential that teachers be supported in collecting and analyzing student data. This begins by establishing a school culture where data analysis is viewed as an essential piece of the teaching and learning process. Beginning in year one, *Launch* will employ an **Instructional Guide (IG)** to coordinate all professional development and work closely with both the Principal and the School Designer at NYC Outward Bound. IG's are essential in both the development and assessment of learning expeditions themselves. Integral to this support and oversight is the development and analysis of consistent formative assessment, the assurance of alignment of expedition activities with standards, and the utilization of Schoolnet in gathering and analysis of formative and summative assessment data built into the expedition design. IG's will analyze and share this data with teachers during daily common planning, weekly professional development and full professional development days.

Teachers: Teachers will work with the Instructional Guide (IG) to analyze assessment data during weekly professional development time and during common planning periods. Analysis of formative assessment data will be used to determine if students are making progress toward learning targets tied to NYS Standards. Teachers will use formative assessment data on a daily basis to ensure student comprehension and progress. Teachers will use data to inform and differentiate lessons in order to ensure that all students will meet learning targets. Teachers will also share data with colleagues during regularly scheduled common planning and professional development time to understand department and grade level patterns and collaborate on strategies for school improvement. Data analysis using the Schoolnet data system will help to support and drive a professional learning community at *Launch* by encouraging new teaming opportunities based on student need, motivating the development of inquiry research groups, and generally promoting a culture of collaboration

Teachers and Parents: *Launch* believes that parents must be clearly and consistently informed about – and involved in - student progress. Teachers must communicate regularly with parents around the meaning of assessment data and how such data can support parents, students and teachers in helping students make progress toward learning targets. Teachers will use student assessment data to regularly communicate with parents about the their child’s progress, set goals and foster parent support. Teachers will also ensure that parents are utilizing the Parent Portal through Schoolnet to track their child’s progress, including offering time for parent training in Schoolnet and use of school computers to parents who do not have a computer at home.

Students: Students will use assessment data to gain a clear understanding of their own strengths and needs. Teachers will share assessment data with students and encourage students to analyze the data. Such collaboration increases student metacognition and helps to focus students on what they should be working on. Students will use this data to articulate their own strengths and weaknesses to their teachers and parents during student led conferences (SLC’s) at parent-teacher meetings. Students will receive formative feedback daily and at planned intervals built into the curriculum.

Crew Leaders: Instructional staff serve as Crew advisors (leaders). Crew leaders will be in regular contact with student’s teachers and the IG regarding assessment data for members of their crew. Using Schoolnet to track and assess data relating to attendance, behavior and academic success, crew leaders are in an ideal position to work with teachers and students to ensure each student meets high standards. Because each crew is small and extensive team building is done during crew, crew leaders often know students better than each individual subject teacher. Crew leaders can be key in helping to contextualize data and assist in crafting meaningful academic interventions for struggling students

School Leaders: The Executive Director and Principal will gather and analyze assessment data to understand how students are performing and implement change at the program and schoolwide level. By spending time in classrooms observing teachers, working with the IG, and analyzing interim and summative assessment data using the Schoolnet data system, school leaders will identify and track patterns to determine if programs are moving toward achieving student outcome goals. School leaders will present data at every board meeting to demonstrate whether or not the school is moving toward achieving student outcome goals. If students are not making progress toward meeting these goals, school leaders will work with teachers to implement changes that will help students achieve, modify program designs, establish new programs to support student achievement, work with the board to modify or establish policies to increase student achievement and take other measures to reach achievement of student outcome goals.

Board of Trustees: Board members will direct school leaders to present student assessment data to the Board at regular intervals. Board members will analyze the data to determine if student outcome goals are being met. If student outcome measures are not being met the board - in conjunction with school leaders - will analyze school policies to collaboratively determine what modifications should be made in order to achieve student outcome goals (See section *VII.3.b.* for further information on the Board’s use of data).

Table of Assessments

Month	6 th	7 th	8 th	9 th	10 th
Enrollment	DRA	DRA	DRA	DRA	
Aug.	LAB-R	LAB-R	LAB-R	LAB-R	LAB-R
Sept.	TerraNova	TerraNova	TerraNova	TerraNova	TerraNova
Oct.	Interim 1				

Nov.					
Dec.					
Jan.	Interim 2	Interim 2	Interim 2	Interim 2	Interim 2
Feb.	DRA	DRA	DRA	DRA	
March					
April	Interim 3	Interim 3	Interim 3	Interim 3	Interim 3
May	NYSESLAT, NYS ELA/Math	NYSESLAT, NYS ELA/Math	NYSESLAT, NYS ELA and Math	NYSESLAT	NYSESLAT
June	Portfolios	Portfolios	NYS Science and SS, Passage Portfolios	Regents Exams, Portfolios	Regents Exams, Passage Portfolios
July					

Rationale for Assessments:

Nationally Normed Assessments: *Launch* students will not only be competitive with students in their own district or state, but with students nationally. To track student progress against other students in the country *Launch* will administer the TerraNova student achievement test. Students will be tested when they enter the school and then re-tested in the Spring semester each year to track progress over time. Data gathered from this assessment will help in curriculum and internal assessment planning.

State Assessments: All students enrolled at *Launch* will take all required state exams. *Launch* will demonstrate student achievement on these tests as outlined in section II. V. *Goals*. Results from state exams will be analyzed in order to inform instruction for the subsequent school year based on student needs. Specific standards will be indentified where student achievement was the weakest and the curriculum, including learning targets, will be modified to meet these needs.

Teacher created interim assessments: *Launch* teachers will create interim assessments in the core subjects of ELA, Math, Science and History. These interim assessments will be created using the Schoolnet data system. Schoolnet provides an item bank of standard aligned questions that allow teachers to easily select items the correlate to the standards being addressed at a particular point in the year. Once the tests are created, students can take the test on a computer or with paper and pencil, which is easily scanned and read using Schoolnet software. Assessment data is then immediately available and can be disaggregated based on any number of factors. Teachers will be given time to analyze interim assessment data during scheduled professional development days. Time will be spent analyzing the data to determine if students are meeting learning targets and patterns in student strengths and weaknesses. With support from the Instructional Guide, lessons can then be modified accordingly to meet the needs of classes and individual students.

Subject Area and Crew Portfolios: The portfolio system is a fundamental assessment tool at *Launch*. Each year, all students are required to maintain and complete the requirements of a portfolio for all major subject courses and Crew. Throughout the year students will collect work in their courses to add to their portfolios in order to demonstrate that they are making progress toward meeting learning targets. Students will be given time to add to and reflect upon the contents of their portfolio throughout the year. Students will present the information in the portfolio twice a year to parents, teachers and crew leaders during Student Led Conferences.

- **Subject Area Portfolios** allow students to show growth over time and demonstrate that they are making progress toward and meeting learning targets. They also supply artifacts to include in Passage Portfolios (described below)
- **Crew Portfolios** focus on school goals or standards beyond core academics, such as character goals, service and additional literacy. Students also include resumes or letters of reference in their Crew Portfolios. Like the Subject Area Portfolios, the Crew Portfolios provide artifacts for use in Passage Portfolios.

Passage Portfolios: At the end of 8th grade and 10th grade, students must present Passage Portfolios. Selecting the highest quality work from subject area portfolios and crew portfolios from the previous two years creates Passage Portfolios. Students present their Passage Portfolios to a community audience, usually consisting of three to four adults. The audience for 8th grade Passage Presentations often consists of adults whom a student knows, such as teachers, parents, and other members of the school community. By 10th grade Passage Presentations, the panel is more likely to include other adults drawn from the student's area of career or educational interest. General content requirements for Passage Portfolios include:

- **8th Grade Passage Portfolios** – Include: Author Introduction (personal statement & resume); Science and Technology; Historical Understanding; Literature and Writing; Mathematical Thinking; Artistic Creation; Personal Choice from Crew Portfolio; Supporting reflections
- **10th Grade Passage Portfolios** – Include: Same content areas as the 8th Grade Passage Portfolio, plus Second Language Acquisition & Expertise

Student Led Conferences: Two times per year students, faculty and parents participate in Student Led Conferences (SLC's). SLC's replace traditional parent-teacher conferences. During SLC's students play the primary role in leading a discussion regarding their own progress toward meeting learning targets. Students justify their progress by leading their families through a portfolio of assignments culled from academic classes. SLC's also serve an important role as a formative assessment. SLC's require students to self-assess their own progress, allowing them to better understand where they are and where they need to go.

Authentic Assessments: Authentic assessments are essential to teaching and learning at *Launch*. Authentic assessments can take on any number of forms, but will always “call upon the examinee to demonstrate specific skills and competencies, that is, to apply the skills and knowledge they have mastered” (Stiggins, 1987, p.34). Every learning expedition at *Launch* will require students to complete such a performance task. Authentic assessments will be assessed according to a clear rubric that is aligned with the short-term and long-term learning targets for the course. By incorporating authentic assessments into all learning expeditions *Launch* will prepare students not just to master a test, but to apply skills in real world settings in ways that will prepare them to succeed in college and their careers.

Assessments for Special Needs Students: Special needs students will work toward completing the same learning targets as all other general education students, incorporating accommodations to complete assessments as mandated by a student's IEP. If learning targets cannot be met with such accommodations, the learning targets may be modified as informed by a student's IEP.

New York State Alternate Assessment (NYSAA): When necessary, *Launch* will utilize the New York State Alternate Assessment which is a datafolio-style assessment measuring the achievement of students with severe cognitive disabilities toward meeting the NYS learning standards at alternate achievement levels. All students, including those with severe cognitive disabilities are required by federal law to have access to the general education curriculum. NYSED has aligned alternate grade level indicators (AGLIs) with the core curriculum in English Language Arts (ELA), mathematics, science and social studies for the administration of NYSAA. The content area subject matter assessed by NYSAA is clearly related to the grade level content.

While the content is reduced in scope and complexity, students with severe cognitive disabilities are held to high expectations in order to achieve the NYS Learning Standards. Alternate Grade Level Indicators afford students the opportunity to experience a richer learning experience.

The NCLB Act and NYSAA are in part designed to raise expectations for students' academic achievement. Students with severe cognitive disabilities, when given the appropriate instruction and access to the general education curriculum, have demonstrated progress in their knowledge, skills and understanding in academic content areas that were not initially anticipated by school personnel or parents. For example, the 2005-06 NYSAA Teacher's Survey indicated that 57 percent of teachers who had administered NYSAA had increased their expectations for student's learning. Higher expectations require that students with severe cognitive disabilities must have access to the general education curriculum and be provided with specialized instruction, and participate in national, state, and local assessment programs. The general sequence of events for administering NYSAA follows:

Summary of NYSAA Events: Each student's Committee on Special Education (CSE) determines how a student: (1) Participates in the New York State Testing Program. The CSE uses SED guidelines regarding eligibility and participation criteria to guide their decision-making; (2) For each content area assessed, the student's instructional team, headed by the Special Education Coordinator provides academic instruction, so that the student can achieve proficiency on two different AGLIs in each content area assessed. Two AGLIs are required for each content area assessed (ELA, mathematics, science and social studies); (3) Parents meet with the Special Education Coordinator to discuss how NYSAA is administered and which specific AGLIs will be used to assess their child. Parents also complete the Parent/Family/Guardian Survey; (4) For each AGLI, the student is required to perform one assessment task connected to the AGLI on three different dates; (5) Members of the student's instructional team conduct assessment tasks and document and rate student performance. This process includes collecting evidence on the last two dates of student performance; (6) The Special Education Coordinator assembles a datafolio containing the evidence of student performance and the ratings of the student's level of accuracy and level of independence; (7) The complete datafolio is submitted to the building administrator for shipping to the scoring center; (8) The NYSAA datafolios are scored at regional NYSAA scoring institutes; and (9) Student reports are created and are made available to schools, teachers and parents. Students eligible for NYSAA, as determined by their CSE, must be assessed on grade appropriate content consistent with the student's chronological age based on a chart provided each year by the NYSED. (Note: Content of the student's assessment is based on the student's chronological age, not on the grade in which the student is enrolled.).

E. School Climate and Discipline

Launch believes that students learn best in an environment that provides both physical and emotional safety. To create such an environment, *Launch's* behavioral norms and expectations are constantly reinforced through the daily interactions of our staff and students, and student character is built in an intentional manner through our daily Crew advisory program.

Crew Advisory – This daily meeting of a small crew of students (12-15) with a staff Crew leader provides space for students to study and discuss the core values of *Launch*, which are derived from the Design Principles of Expeditionary Learning.

<u>Expeditionary Learning Design Principles</u>				
The Primacy of Self-Discovery	The Having of Wonderful Ideas	Responsibility for Learning	Empathy and Caring	Success and Failure
Collaboration and Competition	Diversity and Inclusion	The Natural World	Solitude and Reflection	Service and Compassion

Through studying the relevance of these values in their own lives and the world around them, *Launch* students develop and hold high standards of excellence for themselves and those around them, promoting a community of shared accountability.

Interventions and Consequences

When students at *Launch* do not meet the standards of behavior set for our community, *Launch* uses a “Continuum of Consequences” to provide appropriate interventions, consequences, and opportunities for reflection and restorative action on the part of the student. These interventions and consequences vary depending on the severity of the incident and whether the incident is isolated or a part of an ongoing pattern of failure to meet expectations. See **“Continuum of Consequences” attachment**

Crew Committee

In addition to the “Continuum of Consequences,” *Launch* provides an opportunity for restorative justice and student voice in the promotion of school expectations through Crew Committees. These Crew Committees democratize the disciplinary process and promote increased investment in community norms and expectations by involving students in the resolution of behavioral issues. Students can request a Crew hearing in response to any Level 2 or Level 3 violation. The hearing will involve the student (or students) requesting the Committee meeting, the student’s Crew advisor, one peer from the student’s own Crew and one from another, and a staff facilitator. Participation in the Crew Committee meetings is open to the student’s parent as well. The Committee will hear a description of the issue at hand and come to a consensus about an appropriate way to restore and mend the community in the wake of the violation of school norms and values.

Short Term In and Out-Of-School Suspensions (1-9 Days)

When a student at *Launch* engages in behavior that warrants a short term in or out-of-school suspension of one to nine days, the student’s guardian will be notified by phone and a letter will be sent home. The letter will state the dates during which the student is suspended, explain the reason for the student’s suspension, outline the provision of alternative instruction during the days of the suspension, and schedule a time for a post suspension conference.

During out-of-school suspensions, the suspended student will be provided two hours of alternative instruction daily in the Dean’s office or another appropriate setting away from other students. Work will be provided by teachers for each class the student is missing to ensure that the student does not fall behind or suffer academically as a result of the suspension.

For every short-term suspension, the suspended student, his or her guardian, his or her Crew leader, and the dean and/or principal will take part in a suspension conference before the student is able to return to class. This meeting is an opportunity for the student to take responsibility for his/her actions, for the parent to ask questions and share any concerns, and for *Launch* staff to reinforce school expectations and outline the potential consequences of continued failure to meet expectations. The student, the guardian, the Crew leader, and *Launch* administration will collaboratively develop a plan for restorative action on the part of the student and support in helping the student improve their behavior to avoid continued disciplinary issues.

Expulsion and Long-Term Suspension Process

A student at *Launch* may be recommended for expulsion or long-term suspension (ten or more days) due to persistent behavioral problems that have already resulted in multiple short-term suspensions, or for a single incident of particular severity. When a student is recommended for expulsion or long-term suspension they will be removed from class and a guardian will be asked to pick the child up from school. They will be placed on a short-term suspension of up to nine days until a hearing of the Disciplinary Committee of the board can take place. The Disciplinary Committee of the board will be composed of no fewer than four members, one of which must be the parent representative to the board.

The Executive Director of the school will notify the student's guardian that a recommendation for expulsion or long-term suspension in writing within 24 hours of the incident and confirm receipt of this notification. The notification will outline the reason for the recommendation, set a time for a meeting with the Executive Director, Principal, and Dean of Students to outline the process and inform the guardian of their right to bring counsel or an individual of their choice to this meeting.

At this meeting the parent will be provided with the following items:

1. *Launch's* Parent and Student Handbook
2. Documentation that the parent received the Parent and Student Handbook at the beginning of the year
3. *Launch's* "Expulsion and Long-Term Suspension Procedures" Document
4. Complete "Documentation of Behaviors and Interventions" document outlining the student's behavior during the course of the year and steps taken to address and improve areas of concern (if the recommendation is due to a pattern of failure to meet expectations)

If the Executive Director maintains that recommendation for expulsion or long-term suspension is warranted, within 24 hours of this meeting he will send "Notification of Recommendation for Expulsion or Long-Term Suspension" to the Disciplinary Committee of the Board of Trustees. This will include:

1. "Letter to the Disciplinary Committee" requesting a hearing
2. "Expulsion Recommendation Cover Sheet"
3. "Documentation of Behaviors and Interventions"

Following notification of the board, the hearing will be scheduled and the parent/guardian and Disciplinary Committee will be sent formal notification of the time and place of the hearing as well as the parent/guardian's right to be represented by counsel, present evidence, and question witnesses. At the hearing the school staff will present the documentation of the violations in *Launch's* behavioral expectations that have resulted in the recommendation. The parent, student, and counsel if present will present information in defense or support of the student. The Disciplinary Committee will then make a determination of whether to accept or reject the recommendation for long-term suspension or expulsion.

If the recommendation for expulsion or long-term suspension is accepted, the Disciplinary Committee will issue their decision at the next meeting of the Board of Trustees. Guardians may appeal the decision of the Disciplinary Committee to the full board in person at this meeting or by writing a letter to the Chairperson of the Board of Trustees. The guardian will be given 5 minutes to appeal the decision, which will then be followed by questions from the Board. The Board will then go into executive session and make a determination whether to accept or reject the recommendation of the Disciplinary Committee. If not satisfied with the determination of the Board of Trustees, the parent can appeal the decision to *Launch's* authorizer, the New York State Education Department, and then to the Board of Regents.

Students who have been expelled from *Launch* are not eligible for reenrollment.

The above rules and procedures apply to students with disabilities to the extent with which they are in accordance with federal laws and regulations regarding the education and placement of students with disabilities. *Launch* will comply with all requirements of the Individuals with Disabilities Act (IDEA) relating to the discipline of students with disabilities, and in cases where the above policies conflict with IDEA, the provisions of IDEA will take precedence.

- Parents will be provided an opportunity for an informal conference in connection with any suspension
- During suspensions for periods of up to ten days in a school year, students with disabilities will be provided with alternate instruction on the same basis as all students

- During suspension of ten consecutive days or less that in aggregate total more than ten days in a year, students with disabilities will be provided services to continue their progress in the general education curriculum and meeting their IEP goals.
- When first suspending or removing a disabled student for more than ten days in a school year or imposing a consequence that constitutes a change in placement, the school district of residence will be contacted to ensure that no later than 10 days after the suspension the district’s meeting is convened to develop a functional assessment and behavior intervention plan or modify the existing plan. *Launch* will cooperate fully with collection of data to define the behavioral problem, and will implement the behavior plan developed. The school will also immediately contact the district of residence to convene a manifestation determination meeting no later than 10 days after the decision is made to impose a disciplinary change in placement. Upon completion of this determination meeting, those students whose behavior is not a manifestation of their disability will be subject to the same disciplinary measures as non-disabled students.
- If the behavior is determined to be a manifestation of the child’s ability, the student will be returned to their current placement unless the parent agrees to a change. The student will attend an alternative setting if it is determined the present placement poses a danger to themselves or others, or if there is an impartial hearing or court order permitting this alternative placement.

II. Organizational Structure

A. Governing Body

The Board of Trustees’ primary responsibilities are the creation of policies guiding the educational, financial, and operational functions of the school and oversight of the Executive Director, who along with the school leadership team must ensure that these policies are effectively implemented in the day-to-day operations of the school. In establishing policy and evaluating performance, the Board will be guided by the terms set forth by the school’s charter and the Board bylaws included within (Please see *Board of Trustees Job Description* in attachments for a full job description).

It is the responsibility of the ED, who has been delegated the responsibility for supervising the daily operations of the school, to ensure that the Board is informed about all aspects of the school in order to make effective governance decisions. The school leadership team, consisting of the ED, Principal(s), DoO, and DoF, is expected to attend all board meetings and will belong to appropriate committees.

To guide the distribution of responsibilities, *Launch* will use the following chart taken from the *NYCCCSE Charter Schools Governance and Board Development Guidebook*.

Division of Governance and Administrative Roles

Responsibility	Board of Trustees	Principal & Leadership Team
Legal	<ul style="list-style-type: none"> · Exercises fiduciary role to ensure the charter school is properly managed. · Maintains legal status; ensures legal and regulatory compliance. · Reviews financial & business dealings; exercises proper judgment to avoid conflict of interest. 	<ul style="list-style-type: none"> · Provides information to the board to demonstrate that the school is well managed. · Compiles information for annual filing requirements. · Alerts Board if conflict of interest situation is likely to occur.
Finance and Accounting	<ul style="list-style-type: none"> · Approves annual budget. · Reviews monthly financial reports (balance sheet, income statement). · Establishes proper internal controls. 	<ul style="list-style-type: none"> · Prepares annual budget. · Oversees preparation of monthly financial statements. · Implements proper financial controls.
Planning	<ul style="list-style-type: none"> · Establishes Mission and Vision; approves Goals/Objectives. · Conducts & monitors regular strategic review. · Assesses compliance/progress in achieving educational outcomes agreed to in Charter, reviews the annual report and Renewal activities 	<ul style="list-style-type: none"> · Participates in establishing Mission, Vision · Develops specific program goals & objectives · Assists board in keeping focus and momentum · Develops/oversees progress reports including the annual report and the renewal process

	·Assesses school/program evaluation plan	
Policy	·Develops and adopts written policies ·Responsible for annual policy review	· Identifies need for new policies · Assures implementation of policies and assists in analyzing policy options
Personnel	·Sets and reviews personnel policies ·Hires school leaders and evaluates their performance	· Implements personnel policies · Recommends changes to such policies ·Hires staff and evaluates performance
Resource Development	·Assures long-range commitment of resources · Creates annual fund development plan	· Executes fund development efforts, developing grant and other funding applications, plans, fundraising events
Board Accountability	· Establishes and communicates expectations of Board membership; regularly evaluates its own performance to assure effective Board participation	· Facilitates Board training and information exchange in preparation for board selection · Facilitates regular and effective communication among board members
Decision-making	· Defines and communicates Board's role and assures appropriate Board role in decision-making	· Makes action decisions within parameters set by the Board
Community Relations	· Promotes school to parents and the public ·Serves as emissary to broader community ·Promotes activities with other charter schools, such as coalitions, shared programs, etc. · Fields complaints from parents and community members	· Interprets the charter school mission to the community via direct involvement, public and governmental relations, personal contact, etc. · Works closely with the Board for an effective division of labor ·Addresses complaints submitted to be board and implements solutions based on board recommendations
Contracts	·Approves contracts	· Manages contracts

B. Founding Group Composition

Current Board members have backgrounds in law, finance, education, real estate, and technology. There are current CEO's and COO's of successful companies, Vice Presidents and Department Heads at large financial institutions, lawyers, and educators. The majority has sat on prior boards in the field of education. The diversity of skills represented here and for which we continue to recruit reflects the skills necessary to start, develop and run a successful charter school. Several members of the founding group have extensive experience working with varying local communities and connecting parents and community members with schools. *Launch* will add community members as they are available. *Launch* will add a parent to the Board of Trustees as soon as students are enrolled.

	Legal	Finance	Real Estate	Education	Marketing	Start-Up/Ops	Community	Technology	Board Experience	HR
Jonathan Harber*						X		X	X	
Reggie Williams*		X				X			X	
Mark Abramowitz*	X								X	
Grace Lee*		X								
David Goldban*	X		X	X					X	
Jasmine Anderson*		X			X					
Geoffrey Roehm				X						
Evan Kilgore				X						
Suzanne Tillman				X		X				X

* Prospective Board Members

Geoffrey Roehm – Mr. Roehm is the Lead Applicant and proposed Executive Director. Mr. Roehm is a graduate of the Summer Principals Academy at Columbia University's Teachers College where he received his Ed.M. in School Leadership

Evan Kilgore – Mr. Kilgore is a co-applicant and the current Director of School Culture at Explore Charter School and the proposed Principal at Launch . He also received is ED.M. from the Summer Principals Academy.

Suzanne Tillman – Regional Director, Expeditionary Learning, NYC Outward Bound. Ms. Tillman has extensive experience in education, having worked for the New York Citywide School to Work Alliance, The Gateway Institute for Pre-College Education and the NYC Partnership and Chamber of Commerce.

Jonathan Harber – Co-Founder and CEO Schoolnet – Mr. Harber has been working in the field of education for over twenty years and is the founder of four award winning education software companies. He has served on the Board of NYC Outward Bound.

Reggie Williams – SVP Strategy and Operations, BET Networks – Mr. Williams has worked in the fields of law and entertainment for many years. Mr. Williams has also served on the Board of NYC Outward Bound.

Mark Abramowitz – Partner, Troutman Sanders LLP (Retired) – Mr. Abramowitz served as an attorney for forty-five years at some of the top law firms in New York. He is a long-standing member of the NYC Outward Bound Board.

David Goldban – Goldban and Goldban PLL – Mr. Goldban has worked as an attorney, specializing in real estate, at some of the top law firms in New York City for the past fifteen years. He previously served as the Associate General Counsel for Edison Schools Inc. and helped to manage and negotiate all facilities related needs.

Grace Lee – Mutual of America Capital Management Corp. – Ms. Lee, a graduate of Stanford and Harvard Business School, has worked in the field of finance for over twelve years.

Jasmine Anderson – American Express – International Consumer and Small Business Services – Ms. Anderson, a graduate of Stanford University and Columbia Business School specializes in marketing for American Express.

Monthly Board Meetings

All meeting of the Board of Trustees will be publicized in accordance with the Open Meetings Law. *Launch* will encourage staff and members of the community to attend meetings of the Board through transparent publication of meetings and issues to be discussed (please see Open Meetings Policy in Attachments for a detailed description of how meetings will be publicized).

Development

Launch will take advantage of Expeditionary Learning School's extensive experience helping to train charter school boards around the country. *Launch* Founding Board members will participate in an initial retreat, which will provide insight on the work plan leading up to application submission and train members on roles and responsibilities. Annually, the retreat will provide time for reflection on the successes and challenges of the previous year both on the Board and in the school to inform strategic planning and goal setting for the following years.

For its continued development, members of the Board of Trustees will work with be expected to visit Launch during its standard hours of operation at a minimum of once per year. We plan to take advantage of The New York City Center for Charter School Excellence, which offers informative workshops and seminars on important topics pertinent to both founding and governing Boards. We will also continue to work closely with Expeditionary Learning staff from around the country with experience in Board development.

C. Management and Operation

Effective management and strong leadership are necessary to ensure successful implementation for *Launch*'s educational program and the continued health and success of the organization.

Launch is working closely with Charter School Business Management and is currently utilizing CSBM guidance in the separation of roles and responsibilities for leaders at *Launch*. (For a more detailed description of management roles and responsibilities please see attachment *Management Roles and Responsibilities*. For a

copy of the organizational chart and position descriptions, please see attachment *Org Chart and Key Position Descriptions*.)

Summary of Key Position Descriptions:

The **Board of Trustees** is the governing body that ensures Launch fulfills the mission and meets the goals set forth in this charter through effective organizational planning, resource allocation, and program monitoring. The board delegates day-to-day decision making to the ED, and holds him responsible for successful implementation.

The **Executive Director (ED)** reports directly to the board and is responsible for ensuring the effective implementation of policies established by the board and the charter. The ED manages the Principal, DoO, and DoF and makes final decisions about, but not limited to, hiring, budgeting, and resource allocation.

The **Principal** is the instructional leader of the school. In year four a second principal will be hired as the instructional leader for the high school. The Principal supervises and evaluates all instructional staff and ensures that the educational program is meeting the goals of the charter through coordinating the educational programs, professional development, curriculum design, and staff accountability.

The **Director of Operations (DoO)** reports directly to the ED and is responsible for ensuring the effective management of the non-instructional functions of the school. The DoO manages admissions, student records, food services, the generation of required reports, and other operational and compliance responsibilities. The DoO will supervise and evaluate non-instructional staff, including the Business Manager until a DoF is added to the staff.

The **Business Manager (BM)** reports initially to the DoO and eventually the DoF. The BM, working closely with CSBM, is responsible for managing the business operations of the school, including purchasing, payroll, reporting, and banking.

The **Director of Finance (DoF)** when hired will assume the financial responsibilities that were shared previously by the ED and CSBM, including but not limited to supervision of the school budget, tax filing, management of the annual financial audit and reporting to auditors, and supervision of banking.

The **School Designer (SD)**, an employee of NYC Outward Bound and an expert in the Expeditionary Learning model, is supported by a grant from the Bill and Melinda Gates Foundation. The SD works with the school leaders prior to school opening to develop the educational and professional development programs and related school structures and continues to do so upon opening to support implementation.

The **Instructional Guide (IG)**, supervised by the principal, is a full-time instructional coach funded initially by the Gates grant through NYC Outward Bound. The IG works closely with the school designer to serve as a facilitator and coach for implementing the Expeditionary Learning model. The IG schedules, plans and delivers professional development sessions, functioning as the keeper of the master PD plan for the entire school, including guiding the school to effectively use data to drive instruction and assessment.

The **Director of Development** is supervised by the Executive Director and is responsible for leading and managing fund raising initiatives. The DoD will identify sources of private and public funding, apply for private, city, state, and federal grants, and develop private fund raising campaigns. The DoD will be a member of the development committee of the board of trustees.

The **Instructional Staff** - including teachers, counselors, and deans – work directly with students to develop their academic skills and character. Instructional staff are responsible for ongoing assessment of students' needs and developing standards-based lessons and expeditions to meet these needs through classroom

instruction and the crew program. Instructional staff also serve as crew advisors, and in this role serve as the primary contact with student's families on all aspects of student success at Launch.

Instructional Decisions

The Principal, School Designer, Instructional Guide (IG), and teachers will be primarily responsible for the instructional decision making process of the school. The School Designer is an expert on the Expeditionary Learning model provided to the school through our partnership with NYCOB and funded through the Gates grant. The School Designers will consult with school leaders prior to the school opening, and then spend roughly 70 days in the school assisting with academic planning and professional development. Teachers, who interact most directly with students, will continually gather data through formative and summative assessments and analyze this data using the Schoolnet student data system during common planning periods. The instructional guide will meet regularly with the grade level and content area planning teams facilitate the analysis of the data, identify trends, and identify standards that are in need of re-teaching at the individual, small group, or whole class level. This stage of analysis will result in classroom level instructional changes implemented by teachers in collaboration with the instructional guide such as modifying student grouping, providing for additional differentiation in the lesson plans, and revisiting standards that have not been mastered. In the case of individual students who are in need of additional support, Response to Intervention process will be used to coordinate interventions and track progress. If growth is not shown, information will be presented to the Child Study Team (CST) and an individual intervention plan will be created. *For more information on RTI and the CST please see section VI 1c.*

Trends and needs identified by the collaborative planning teams will be brought to the attention of the Principal through weekly professional development time on Wednesday afternoons and weekly one-on-one meetings between the principal and the IG. The Principal will also work closely with the School Designer to identify and implement proven best practices that will meet the needs of the school. At this level, broader plans will be made by the Principal, IG, and School Designer that reach across classrooms and grade levels such as the reallocation of instructional time, modifications to the curriculum, and changes to the professional development plan. Final decisions will be made by the Executive Director based on the recommendation of the Principal.

Hiring Policies for Administrators and Other Staff

Launch believes that school leaders and all other school employees hired must be dedicated to serving the needs of teachers to ensure that teachers can be highly effective in the classroom. Successful potential school leaders will be coaches and thought partners for teachers as well as adept administrators. They will be organized and will manage all operations at the school. They will be highly capable of leveraging resources inside the school, as well as within the community and the professional arena. All other non-teaching staff will demonstrate similar qualities to ensure operations run flawlessly at the school.

Upon chartering, the governing Board will hire the Executive Director. The Executive Director is the senior administrator of the school who reports directly to the board on the academic and fiscal health of the organization. The Executive Director steers every action within the building on a daily basis toward accomplishing the mission of the school consistent with the accountability goals expressed in the charter agreement, including assisting in planning the academic program, ensuring procurement of resources that benefit the school, accurate and timely reporting, fundraising and supervising *Launch* staff.

The Hiring Committee of the Board of Trustees will be responsible for recruiting, screening and presenting Executive Director candidates to the full Board for their approval.

The Executive Director will be responsible for recruiting screening and hiring all members of the leadership team and administrative staff including the Principal, Director of Operations, Business Manager, and Instructional Guide.

Evaluation of school leadership

- Executive director—The executive director will be evaluated by the Board based on the student achievement and growth goals set forth by the charter.
- Principal—The principal will be evaluated based on school-wide student achievement and growth scores, implementation of the Expeditionary Learning model, as well as by all school staff and by the executive director.
 - Evaluator and/or tool to be used to evaluate: *all school staff, executive director, 360 degree survey, value added scores, annual Expeditionary Learning Implementation Review*
- Instructional guide—The instructional guide will be evaluated based on school-wide student achievement and growth scores, implementation of the Expeditionary Learning model, as well as by all school staff and by the executive director. Exceptional attention is placed on the evaluation completed by teachers.
 - Evaluator and/or tool to be used to evaluate: *all school staff, executive director, 360 degree survey, value added scores, annual Expeditionary Learning Implementation Review*

D. Staffing and Human Resources

Hiring Policies and Procedures for Teachers

Launch believes that highly effective teachers are the critical lever in improving student achievement. Therefore, *Launch* is fully committed to recruiting, training and retaining highly qualified teachers who are dedicated and committed to the vision and mission of the school.

Launch will seek to hire teachers who demonstrate qualities of an effective teacher in an Expeditionary Learning school. Teachers will demonstrate highly effective instructional and assessment techniques and classroom management strategies to ensure instructional time is used effectively for all students. Expeditionary Learning teachers will seek out opportunities to collaborate with other teachers to design and implement meaningful interdisciplinary investigations and expeditions. Moreover, teachers will value and work with parents and the broader community to support and enhance every student's learning. Teachers will be reflective about their work and strive to constantly improve their practice to better serve the needs of all students.

In the middle school, *Launch* seeks middle school state certified educators with a demonstrated record of success teaching middle school aged students. In addition, *Launch* seeks to identify and hire middle school teachers who demonstrate a passion for working with a high needs community and accelerating student success through character development and inquiry-based learning opportunities.

In the high school, *Launch* seeks to hire content specialists who are state certified educators with a demonstrated record of success teaching high school aged students. Additional consideration will go to educators who demonstrate the capacity and expertise to integrate previous content-specific work experiences into the curricula to enhance and support the state standards for that content. These teachers will also demonstrate a passion for working with a high needs community and the ability to engage the community and outside experts in rigorous, real-world, inquiry-based investigations in order to accelerate student success.

To this end, hiring policies at *Launch* will be rigorous and fair. *Launch* is an equal opportunity employer, and seeks to find the best-qualified employees with no discrimination in its hiring policies with regard to race, ethnicity, national origin, religion, gender, sexual orientation, or disability.

In accordance with Article 56 Section 2854(3)(a-1) of New York State Education Law, all teachers, regardless of the number of students taught or hours per week employed, will be certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program; and (iv) individuals who

possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii) and (iv) of this paragraph shall not in total comprise more than thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

Recruitment and Interviews

Launch's institutional partner, NYC Outward Bound, will support Launch in recruiting and hiring teachers to meet the mission and vision of the school. NYC Outward Bound will support Launch by assisting in the allocation of resources throughout the hiring process (i.e. school analysis for hiring needs, hiring timelines, interviewing questions and protocols to ensure candidates alignment with school model and culture). NYC Outward Bound will also represent Launch at recruitment fairs and coordinate with the DOE and other teacher placement organizations (TFA, NYC Teaching Fellows). Additionally, NYC Outward Bound will help generate potential candidates by advertising open positions, hosting teacher recruitment fairs, creating marketing documents and networking with NYC Outward Bound partners to fill positions.

Launch will conduct a comprehensive interviewing process before hiring teachers. The process for screening potential *Launch* teaching candidates will include the following:

- Resume and cover letter
- Previous year's student achievement scores to demonstrate effectiveness in the classroom (if available)
- Initial phone interview
- Demo lesson with lesson plan demonstrating inquiry-based learning model
- In-person interview with school leadership
- Candidate referencing
- Expressed commitment to participating in extensive professional development

All employment at *Launch* will be conditionally based on background checks performed on all potential employees in accordance with the requirements of Ed.L. §28554(3)(a-2).

After acceptance of employment terms, all employees will complete all financial forms, benefit applications, and tax forms. All information given by the employee will be verified with information provided pre-employment. All variances will be brought to the attention of the employee and discussed. Providing false information at any time, prior to employment or after employment, may result in immediate termination.

Evaluation of Teachers

The instructional leadership team will be responsible for evaluating teachers and, as important, supporting teachers on an ongoing basis to ensure that all teachers are growing in their practice.

Teacher evaluation is based on 4 components:

1) Student achievement—The most critical responsibility of a teacher is to ensure that all students achieve 1 or more years of growth each year. Therefore, teacher effectiveness is hinged on ability to show progress in student achievement. These gains in student achievement will be demonstrated by student growth on standardized state tests, projects, and passage portfolios. These demonstrations of student mastery will be added to a teacher's portfolio and used to assess a teacher's score in the student achievement component of the teacher evaluation system.

- Evaluator and/or tool to be used to evaluate: *Student work and other classroom artifacts, student achievement scores, value added calculations*

2) Instructional performance—A teacher must be evaluated and coached based on their performance and effectiveness in the classroom using research-based instructional techniques that are increasing student’s ability to learn and achieve. Each teacher will be explicitly trained and coached to reach success on the Launch instructional performance rubric. Each teacher will also be evaluated using that rubric multiple times throughout the year and by multiple evaluators. This system of classroom evaluation will help maintain inter-rater reliability, as well as provide a more accurate assessment of a teacher’s strengths and needs.

- Evaluator and/or tool to be used to evaluate: *Principal, classroom observation and feedback from Instructional Guide and Principal*

3) Parent engagement—In an expeditionary learning school leveraging, participating with, and engaging in the community is extremely important. Teacher and parents must work together to ensure the success of students. The teacher should regularly communicate the progress of students to their parents and establish meaningful ways for parents to participate in their student’s educational experience at Launch.

- Evaluator and/or tool to be used to evaluate: *Parent Survey*

4) Teacher values and beliefs—Teacher’s attitudes and beliefs impact student’s progress and ability to learn and achieve. Teachers inform a classroom culture demonstrating that all students can learn and achieve. The culture should also be a safe, welcoming place for students to take learning risks.

- Evaluator and/or tool to be used to evaluate: *Student Survey, 360 Degree Survey*

As in all Expeditionary Learning schools, in addition to formal evaluation of teachers, Launch will have an articulated and multi-faceted system of teacher assessment for learning, which includes incorporating faculty learning targets into the annual work plan, individualized learning plans for every teacher, coaching for learning by the instructional guide and school designer, teacher portfolios, and the annual Expeditionary Learning Implementation Review.

Support for Teachers

Not only will *Launch* provide teachers with comprehensive professional development opportunities and support at the school level through the school designer and the instructional guide, but *Launch* teachers will also be eligible to participate in growth opportunities on the local (network), regional and national level through our partnership with NYC Outward Bound and Expeditionary Learning Schools. For more information on local, regional and national support please see section III.e. (p.18-19) of the Prospectus.

Launch is also proud to offer teachers unprecedented opportunities for growth through Expeditionary Learning Schools’ *Fund for Teachers* partnership. *Launch* teachers will be able to apply for summer sabbatical fellowships of \$5,000-\$10,000 in order to pursue their passions by undertaking endeavors such as conducting scientific or historical research, attending seminars or classes or becoming a global volunteer. More information can be found at <http://elschools.org/educator-resources/fund-teachers>.

Teacher leadership is a core value at *Launch*. Teachers are the experts in the classroom and know students well. As such, it is a vital endeavor to encourage and support teachers in taking on leadership opportunities at the school level. *Launch* will establish teacher “study groups” in which a group of teachers volunteer to work together to address a need at the school level. Professionals in all fields are more effective a satisfied when they are given opportunities to affect authentic change in their organizations. *Launch* will strive to make this a reality for teachers.

Budget Assumptions

Instructional staff members are the most important resource for achieving student success. The *Launch* budget reflects this belief. *Launch* instructional personnel, excluding benefits and taxes, account for nearly 50% of the budget and result in an *instructional* staff to student ratio of approximately 8:1. The first year instructional staff is composed as follows (please see “Budget Narrative” in attachments for staff growth over the life of the charter):

- Two ELA teachers, two math teachers, one Social Studies teacher, one Science teacher, one Special Education teacher/coordinator, one half time Art teacher, one half time Gym teacher, one Instructional Guide, one Dean, one half time Counselor, and one School Designer
- A minimum of the same number of core content and enrichment teachers listed above are added every year until full growth

Launch has also built into the budget \$38,000 in staff development *in addition to* the comprehensive support offered through the School Designer and the Instructional Guide. \$10,000 is also set aside each year in staff bonus/incentive money. This money may be distributed in a variety of ways and *Launch* leaders are continuing to research how other school leaders around the country most effectively use staff incentive funds.

E. Student Recruitment, Enrollment, and Evidence of Demand

Launch is committed to providing an outstanding education to students in Bed-Stuy, an area where there is a lack of acceptable educational options. Far too many students in CSD 16 attend schools that are failing to prepare them for success in college. The table below indicates the approximate number of students in each grade level in CSD 16 schools during 2009-2010, and the percentage that scored proficient on their state ELA and math exams:

Grade Level	Approximate # of Students	Percent Earning a 3 or 4 on NYS ELA Exam	Percent Earning a 3 or 4 on NYS Math Exam
3 rd	910	38%	41%
4 th	890	41%	57%
5 th	900	39%	48%
6 th	640	19%	31%
7 th	690	21%	34%
8 th	820	19%	27%
All Tested	4,850	30%	40%

In 2008-2009 81% of high school students in CSD 16 (2,847 of 3,505) attended Boys and Girls High School, a school with a 43% graduation rate. Boys and Girls High School was placed on the list of Schools Under Registration Review in 2010 and is at risk of closing due to persistent low performance. This would leave thousands of students without space to attend high school in their district of residence.

Students Enrolled at Boys and Girls High School in 2008-2009				
9 th Grade	10 th Grade	11 th Grade	12 th Grade	Ungraded
365	584	504	973	421

All of the above data clearly shows that thousands of students in CSD 16 are not receiving the education they deserve. As mentioned in **Section III.i** of the *Launch* Prospectus, the four highest performing schools serving grades 6-12 in CSD 16 (Bedford Stuyvesant Collegiate Charter School, Brooklyn Excelsior Charter School, and Frederick Douglass Academy IV High School) will only have space for roughly 1150 students in grades 6-12 at full capacity. There are currently 5675 students in those grades in Department of Education and charter schools in CSD 16.

The students in 3rd and 4th grade above would comprise the first two classes of *Launch* students. The current low achievement levels of hundreds of students at these grade levels, as well as the low achievement at existing middle schools in the district, provides significant reason to believe the families of CSD are seeking and welcome an alternative to the current choices. This belief was confirmed as we spent time in the community collecting well over 100 signatures of support from parents of fourth graders for *Launch*'s opening. *See the attached petitions of support.*

Additionally, as we collected these signatures we frequently encountered parents who, though they lived in Bed-Stuy, were sending their students to school elsewhere in Brooklyn and Manhattan due to lack of acceptable choices in the neighborhood. Evidence of this is clear in the decreasing enrollment numbers in CSD 16. From the 2006-2007 to the 2008-2009 school year, CSD 16 saw a decrease in enrollment of 16%, - over 2,000 students. *Launch's* meetings with Community Board 3 and the New York City Department of Education confirmed that there are more students living in CSD 16 than attending school there, and that families are asking for more options in the community. *Launch* wants to draw these students back to their own community by providing an outstanding alternative to the options that have pushed them away.

In addition to keeping students who might otherwise leave the district in their own community, *Launch* is dedicated to recruiting students from families that might be less aware of their alternatives or are traditionally underserved. Some key components of our recruitment plan meant to target these students are:

- Foster relationships with school leaders, counselors, special education coordinators, and PTAs of traditionally low performing elementary schools to promote *Launch* as a school of choice.
- Meet with the Committee on Special Education (CSE) for CSD 16 to inform them about the school, learn about community needs, and leave promotional and recruitment material at the office to be provided to families of students with disabilities.
- Work with Groundwork, Inc. and New York City Housing Authority Tenant Associations to reach out to families in public housing and other low-income families, as well as going door-to-door with applications to assist families in their completion and submission.
- Work with social service providers such as Groundwork, Inc., CAMBA, and Neighbors Together to reach out to families in need of assistance to promote *Launch* as a school of choice for their children.
- Translate all recruitment and application material into Spanish and provide translation services at recruitment events.
- Create lottery preferences to increase the enrollment of high needs students such as those from failing schools or living in public housing.

For a complete outline of our recruitment and outreach plan, please see **Section II** of the *Launch* Prospectus. In addition to signatures of parent support, *Launch* also collected letters of support from the following people and organizations:

- State Assemblyman William Boyland
- State Assemblyman Darryl Towns
- The Brooklyn Chamber of Commerce
- Explore Charter School Founder Morty Ballen
- Talk It Up, a CBO focused on parents building stronger relationships with their children
- The Crown heights Community Mediation Center, a CBO focused on mediating community conflicts

Please find all signatures and letters of support in Attachments

F. Community Involvement

Launch strongly believes in the importance of involving the surrounding community in the life of our school and students. As such, we are working to develop partnerships with local community based organizations that will not only serve to support the achievement and success of our students, but will also provide an avenue for our students to give back to their community.

Launch is likely to partner with Groundwork, Inc., a community based organization that has been serving Brooklyn for over eight years. In 2009, Groundwork established a “campus” in Bed-Stuy to serve the needs of families and students in the community. We are in discussion with Tracy Calderon, Managing Director of Programs for Groundwork’s Bedford-Stuyvesant campus, and Mary Belay, Family Resource Center Coordinator for the Bed-Stuy Campus, to develop this partnership.

Groundwork’s geographically-focused holistic approach to building “powerful youth and powerful communities” is to create a localized “campus” in a high need area. This campus provides a wide range of support to students and families by working with institutions to deliver high quality educational and support services. These services include:

- *Middle Ground* – A dynamic program designed to meet the unique needs of middle school students, Middle Ground provides an intensive literacy program, club enrichment program, conflict-resolution, and peer mediation among other things in an after-school setting.
- *Groundwork for Success (GWS)* - GWS is a four-year program that prepares students for success in high school and college during summers, after school, and on weekends. GWS provides students with college admissions training,; Regents, PSAT, and SAT preparation; college application and financial aid tutorials; subject-specific tutoring; guidance in study-skills and stress management; a Success Team” of peer and adult support similar to Launch’s Crew advisory; cultural, leadership, and career development; paid internships; and opportunities to mentor younger students.
- *The Family Resource Center (FRC)* – The FRC provides individual, peer group, and family counseling as well as crisis intervention. The FRC also provides referrals to ensure students’ needs are met, as well as providing counseling and crisis intervention during the school day.
- *Single Stop* – Groundwork is one of 40 Single Stop sites, a initiative developed by the Robin Hood Foundation to provide legal and financial counseling and assistance to low income families.

Currently in Bed-Stuy, Groundwork operates after-school programs and a Family Empowerment Program based at PS 297 as well as a community center located in the Sumner Houses, a New York City Housing Authority Development. They plan to expand their programs in the neighborhood, and are excited about the prospect of partnering with a middle and high school. Groundwork’s vision and approach to youth development is closely aligned to that of *Launch*, and we are excited to develop innovative ways of infusing the work done by Groundwork into the fabric of our school. By integrating the work done in Middle Ground and GWS into our Crew advisory and vice versa, *Launch* and Groundwork staff will be able to maximize our impact and provide our students with cohesive support for lifelong success.

Ms. Calderon has also offered support in our outreach efforts, including assistance with distributing flyers and information regarding the school, as well as allowing *Launch* to use the community center for informational meetings.

Launch leaders have also met with Christie Hodgkins, Program Developer for Youth Development at CAMBA, about additional ways of supporting our students and families. CAMBA is a social services organization with over 30 years serving Brooklyn that currently operates a Beacon After-School Center for middle school students and adult GED program in Bed-Stuy as well as programs at 50 more sites throughout Brooklyn.

To further develop relationships with the Bed-Stuy community, *Launch* leaders presented the school proposal to Community Board 3, in which Community School District 16 resides. The Community Board voiced their support for the proposal. They were invited to participate in events held at other schools in the New York City Outward Bound network to further familiarize them with our vision and educational philosophy. This supportive relationship with the Community Board is one that *Launch* will continue to leverage to seek guidance and feedback as we move into the start-up and opening phases of our school.

It is not enough though to simply benefit from these relationships, and *Launch* students will give back to the community through frequent service learning activities. Relationships with the above organizations and others

such as Neighbors Together, a service provider dedicated to ending poverty and hunger in Bed-Stuy that we have been in contact with, will allow students identify the needs of their community and develop ways of meaningfully addressing them. These service-learning opportunities promote a sense of empathy, shared responsibility for the well being of community in which we reside, and the ability to bring about change.

F.1. Joint Application

Launch Expeditionary Learning Charter School will partner with New York City Outward Bound. Founded in 1987, New York City Outward Bound has served more than 50,000 students and educators from more than 250 public schools with its distinctive youth development, education, and leadership programs. For most of these participants, involvement with NYC Outward Bound has resulted in profound learning and for many it has been transformational, helping them to recognize how much they are capable of accomplishing individually and collectively.

Six years ago NYC Outward Bound launched the Small Schools Initiative, building upon its extensive experience in New York City’s school system and Outward Bound’s more than 65-year history in education worldwide. This initiative was begun with the active encouragement of Mayor Michael Bloomberg and Chancellor Joel Klein, who made the creation of new small schools a central element of their school reform agenda and who sought to enlist organizations such as NYC Outward Bound to serve as institutional partners in starting and supporting new schools.

NYC Outward Bound now has a growing network of ten small, innovative, college-preparatory public schools they are responsible for running in partnership with the NYC Department of Education. Our schools especially target students from neighborhoods where, until now, access to high quality education has been limited. Rooted in Outward Bound’s Expeditionary Learning (EL) school design, all of our schools are based on the belief that through challenging academics, a strong focus on character development and a supportive, inclusive school community, all students can achieve far more than they ever thought possible.

NYC Outward Bound provides the following features:

- Schools are based on the Expeditionary Learning model, which is an intensive, multi-year school reform model in which the entire school—its curricula, structure, and culture—is organized around an experience-based, interdisciplinary approach to education. The model emphasizes high achievement through active learning, character growth and teamwork; integrates literacy across all subject areas; provides teachers with ongoing professional development and establishes structures to promote positive school cultures.
- A history of success with the population—working with middle and high schools has been NYC Outward Bound’s historic strength. They have more than 23 years of experience helping schools in the City become places where demanding academics, character development, and inclusive school cultures join together to promote high levels of achievement.
- Schools are provided with a range of services for students as well as teachers. The approach joins together both student programming and teacher professional development, impacting schools on multiple levels.

Current schools in the NYC Outward Bound network:

School	Borough	Opened	Grades/Projected Enrollment 2010-11	Grades/Full Enrollment
1. Bronx EL High School	Bronx	September 2004	9-12/ 432	9-12/ 432
2. Validus Preparatory Academy	Bronx	September 2005	9-12/ 432	9-12/ 432

3. James Baldwin School	Manhattan	September 2005	9-12/ 240	9-12/ 240
4. Washington Heights EL School	Manhattan	September 2006	6-11/ 486	6-12/ 567
5. EL School for Community Leaders	Brooklyn	September 2007	9-12/ 300	6-12/ 567
6. Kurt Hahn EL School	Brooklyn	September 2007	9-12/ 324	6-12/ 567
7. Gaynor McCown EL School	Staten Island	September 2008	9-11/ 324	9-12/ 432
8. Marsh Avenue EL School	Staten Island	September 2008	6-8/ 440	6-8/ 440
9. Brooklyn School for Collaborative Studies	Brooklyn	Opened 9/01, joined network 9/09	6-12/664	6-12/664
10. Metropolitan EL School	Queens	September 2010	6-7/210	6-12/700

There is strong evidence that sustained implementation of the Expeditionary Learning model has a powerful impact on student achievement, particularly with those students who need it the most. Recent data on Expeditionary Learning schools nation-wide indicates that Expeditionary Learning schools that were implementing the model at a high level considerably outperformed their district in 2007-8 in reading and math scores. The performance of critical subgroups of students (Black, Hispanic, students eligible for free or reduced lunch, and students in designated special education programs) in Expeditionary Learning schools showed even more dramatic achievement compared to their district subgroup peers. Results are particularly striking in reading scores: nationwide, the average reading proficiency rate for all implementing schools was 9.6 percentage points above district average, with some schools exceeding district average by as much as 46 percentage points. Black, Hispanic, Free lunch-eligible, and Special Education students in EL schools outperformed their district subgroup peers in reading proficiency by 15.1, 13.8, 10.3, and 11.2 percentage points, respectively.

These national results are mirrored in New York City, where NYC Outward Bound's network of Expeditionary Learning schools is achieving strong results across a variety of metrics. Highlights of success from the past year include:

- June 2010 graduation rates are strong. All four schools with graduating classes had graduation rates that outpaced last year's citywide averages, and with one exception, all of these schools had higher graduation rates than they did last year. BCS had a 96% June graduation rate, Validus 78%, and BELHS 61%. The one school which did not improve was James Baldwin, which as a transfer school tracks six-year graduation rates and reported a June rate of 52%. Last year's citywide rate for transfer schools was 49%.
- Ninth graders are significantly beating the benchmark for credit accumulation. Ninth graders in NYC Outward Bound's network of schools accumulated an average of 12.2 credits in 2009-10 (versus 10.6 the year before in those schools); 8 credits are needed to be promoted to the 10th grade and a student earning 10 credits is considered on track to graduate.
- College acceptance rates are high. BELHS had a 94% college acceptance rate among graduates, BCS 94%, Baldwin 86%, and Validus 83%.
- All network schools received the highest or second highest score on their most recent School Quality Reviews. Review findings all pointed to the quality of leadership at NYC Outward Bound schools, their facility in using data to drive instruction, and their success in establishing cultures, practices, and structures that work to promote high student achievement. Of particular note is that BELHS

received a score of “Proficient,” demonstrating an improvement over their score of “Underdeveloped with Proficient Features” the year before.

- Results from the Department of Education’s Learning Environment Surveys for NYC Outward Bound schools were strong, showing high levels of student, parent, and teacher satisfaction. Seven out of nine schools—Validus, Hahn, Leaders, McCown, BCS, WHEELS, and Marsh—scored well above City averages in all four categories of the annual survey (Academic Expectations, Communication, Engagement, and Safety and Respect.) Particularly notable are the results from McCown, as the school scored below average in all but one category last year.
- Other data gathered by NYC Outward Bound further highlights school strengths in the areas of school culture and character. For example, in surveys given to students and teachers who participated in NYC Outward Bound fall Crew Orientation courses, 93% of students said they learned to support each other, 96% learned how to overcome challenges as a group; and 96% of teachers believed the course helped support and develop school culture and character.
- NYC Outward Bound conducted a survey this year for the first time of network principals, teachers, and instructional guides about the professional development provided and other key aspects of their partnership with the schools. In this survey, 90% of teachers agreed that their school was an intimate and equitable learning community, and 94% said that their school was a community of collaboration and communication where everyone knows each other well.

The Partnership agreement between *Launch Expeditionary Learning Charter School* and NYC Outward Bound outlines the services provided by NYC Outward Bound as well as the responsibilities of each participating party. A copy of the Institutional Partnership Agreement is attached along with a letter of commitment from NYC Outward Bound.

III. Financial Plan

A. Budget

Please find attached the following budget templates:

- Assuming \$12,443 PPR
- Assuming \$12,443 PPR and private space

B. Financial Management

Launch’s financial management policies and procedures have been developed to ensure fiscal responsibility and the appropriate management of private and public funding. Launch will employ a Business Manager (BM) and a Director of Finance (DoF) to perform and supervise the primary work related to the financial functioning of the school. The Board of Trustees will be responsible for fiscal oversight and policy development, receiving assistance when necessary from Charter School Business Management (CSBM). A certified public accounting firm will be hired to provide analysis and correction of account balances and to ensure that financial records are kept in accordance with generally accepted accounting principles (GAAP). An annual budget will be prepared by the Business Manager, the Director of Finance, and the Executive Director in collaboration with consultants from CSBM. Actual expenses will be reviewed on a monthly basis to ensure that spending remains consistent with the budget.

Payroll: School personnel will be paid on the 1st and 15th of every month, and information regarding their salary will be kept secure and confidential by the BM and DoF. All staff will sign in daily and attendance will be monitored by the Business Manager. Hourly employees will be required to submit time sheets each pay period that have been signed by their supervisors to verify accuracy. The Executive Director is responsible for all payroll disbursements, and the BM or DoF will record payroll in the accounting system according to GAAP.

Purchases: For purchases of less than \$250 the BM does not need the written consent of a member of the leadership team. For purchases of up to \$5,000, the BM can place an order from a vendor when the purchase has been approved in writing by a member of the leadership team. For purchases greater than \$5,000 three quotes must be secured from vendors offering comparable items or services. All contracts must be in writing, signed and dated by a leadership member team. Any staff members who are requesting a purchase must first complete a purchase order, have it signed by a member of the leadership team, and then submit it to the BM for fulfillment. The BM and DoF are responsible for ensuring best practices are being followed in all purchases, including accounting for each purchase in the annual budget.

Accounting and Audits: *Launch* will implement an accrual based accounting system in accordance with GAAP for its books, all financial statements and reporting to the IRS and other government agencies. The Business Manager will keep all files using approved software and maintain appropriate backup for all transactions. The Executive Director will review all financial reports from the Business Manager and will present to the Board of Trustees each month. Annually, the independently contracted CPA will conduct a financial audit.

Account Management: Checks over \$100 shall be issued only with the approval of the Executive Director. Any checks exceeding \$3,000 require the signature of the Executive Director and the Chair of the Finance Committee of the Board. The Business Manager will prepare checks but retains no check signing authority. Once approvals for purchases are obtained, the BM prepares all checks for signature, attaching the appropriate supporting documentation to the check. Checks of \$100 or less may be signed by the Principal. Checks for amounts between \$100 and \$3,000 must be signed by the Principal and the ED. Checks of over \$3,000 must be signed by both the Executive Director and Chair of the Finance Committee of the Board or an alternate member of the Board as needed. To maintain separation of duties, the BM has no check signing authority. All bank statements will be opened by the Executive Director and all accounts will be reconciled within thirty days of receipt by the Executive Director with the assistance of the Business Manager. Loans will require Board approval.

Receipt of Funds: All incoming mail is opened by the Administrative Assistant. All checks that come in the mail are logged in by the Administrative Assistant. Checks are given to the BM, who reviews and initials the check log. The BM prepares the bank deposit for review by the ED. All receipts are entered into the accounting system and copies of deposit slips and checks are retained.

Investments: The Board Finance Committee shall oversee all investment activities. Investment decisions will be made to ensure sufficient liquidity for *Launch* to meet all financial obligations in a timely fashion. To the extent that there are funds over and above what is needed for liquidity purposes, they will be invested in highly secure instruments.

C. Facility

Launch is working to procure facilities that will meet the needs of its students. *Launch* has requested space from the district and will continue to pursue all public facilities options. *Boys and Girls High School* has been identified as a “Persistently Low Achieving” (PLA) school by NYC DOE and may provide public space in District 16. In the event that *Launch* does not receive public space from the district, we are currently pursuing

private space opportunities. *Launch* is working with Fillmore Real Estate and has identified two possible sites for temporary incubation and three possible permanent sites.

Note: Please see official letter from Fillmore Real Estate in attachments for confirmation of space described below

Possible Incubation Sites
104 Gold Street, Brooklyn, New York 11201. Zoning C2-4/R6A. Current Certificate of Occupancy – health clinic/child center/clinic. Lot size 10,250sf. Building size 21,286sf. District 13
1007 Bedford Ave, Brooklyn, New York 11205. Zoning C1-3/R6. Certificate of Occupancy – health center/child center/clinic. Lot size 7,200sf. Building size 20,000sf. District 13
Both buildings are day care centers whose lease with the city was recently terminated. Fillmore informed us that these buildings have classrooms, cafeteria space, kitchen, elevator and administrative offices. We were that alterations, if required, would be strictly cosmetic in nature and performed at the expense of the landlord and then incorporated into our rent. Fillmore believes these spaces would be under the \$25/sf price for which we have budgeted.

Possible Permanent Sites
180 Bainbridge Street, Brooklyn, NY, 11233. The building is currently 49,140 square feet on a lot of 11,825 square feet. The zoning is R6B and the Certificate of Occupancy on the building is W2 for a parochial school. The building is located in D16. The building is in poor condition and would require a complete gut renovation. Fillmore has access to developers who would be willing to take on the project in exchange for the execution of a long-term lease. The lease agreement would be within the \$25/sf range for which we have budgeted.
498 Gates Avenue, Brooklyn, New York, 11216. This is a vacant lot of 11,500 square feet. The zoning is R6A and as of right now is buildable to 34,500 square feet. The property is located in D13. This would be a new construction built to suit. Again, Fillmore works with developers that could take on this project and would remain in the \$25/sf range on a long-term lease.

Attached is a letter from Fillmore Real Estate certifying their relationship with *Launch* and the above site possibilities.

Launch has built into its budget private facility assumptions based on conservative market rates in District 16. *Launch* has set aside the following percentage of its budget each year for private facilities:

Year 1	Year 2	Year 3	Year 4	Year 5
13.08%	16.44%	17.60%	17.70%	18.02%

D. Transportation

Launch Expeditionary Learning Charter School will not provide transportation services. *Launch* will distribute metro cards provided by the New York City Department of Education.

Ample subway and bus service runs throughout CSD 16 including the A, C, J, Z, M and G trains with many other trains near to D16 as well as at least 14 different bus routes.

Launch will work with the local district to ensure that transportation is provided for any students with disabilities in compliance with all local and federal laws.

E. Food Service

Launch Expeditionary Learning Charter School intends to utilize the Office of Food and Nutrition Services of the New York City Department of Education to provide breakfast, lunch and afternoon snack to the school. The New York City Department of Education will provide the food and administer the reimbursement from the federal lunch program, reducing the administrative burden on the school.

Launch Expeditionary Learning Charter School will participate in the Federal free- and reduced-price breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to:

- Meal pricing;
- Nutritional value;
- Determination of eligibility; and
- Reporting requirements.

Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

Launch Expeditionary Learning Charter School intends to have its own cafeteria with kitchen facilities. However, if the building in which the school is ultimately located does not have these facilities, the school will ensure that contractual arrangements provide food services to students directly in the classroom or other suitable common area.

The school will provide an on-site refrigerator for short-term milk storage and an eating area/cafeteria for meal consumption. All meals will meet USDA minimum nutrition requirements, including dietary guidelines, and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium and calories.

The school also will comply with any additional nutritional guidelines from the state as part of the Healthy Schools Initiative legislatively adopted.

Launch has provided for a loss of \$60 per student in the budget to account for families that do not remit payment for school lunch.

F. Insurance

Launch has reached out to several providers, including CharterSafe and Austin and Co. In NY, CharterSafe utilizes the following carriers, which are admitted in the State of NY: The Hartford, Chartis, and Philadelphia Insurance Company. Quotes from CharterSafe can be found below, which have been incorporated into the *Launch* budget. *Launch* will secure coverage according to the timeline included below.

The following coverages will be secured to meet all requirements by authorizing agencies and/or additional insureds as appropriate:

Coverage	Limit
General Liability	\$1,000,000 occurrence \$2,000,000 aggregate
Workers Compensation	Statutory Limits pursuant to NY laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability including underinsured and uninsured as needed	\$1,000,000

Umbrella / Excess Liability above primary program	\$10,000,000
Employment Practices Liability	\$1,000,000
Educators Legal Liability	\$1,000,000
School Board Errors & Omissions (Directors & Officers)	\$1,000,000
Sexual Misconduct Liability	\$1,000,000 \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$500,000
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis
Student Accident Coverage	Primary \$25,000 limits and CAT option at \$5,000,000

Launch will only be placed with at least an “A+” rated insurance carrier as determined by AM Best rating guidelines.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions.

Exposures: Based on 120 students, 15 employees, payroll of \$1,000,000 (Exposure #'s approximated and subject to change)

Coverage	Annual Premium Indication
General Liability/Abuse/Crime/Auto	\$7,000.00
Directors & Officers / Employment Practices	\$2,700.00
Property (Assuming leasing only \$100k contents)	\$750.00
Excess \$10 million Limits	\$1,000.00
Workers Compensation	\$5,000.00
Total	\$16,450.00

Tentative Timeline for Insurance Coverage:

Coverage	Timeline
School Board Legal/Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

G. Pre-Opening Plan

TASKS	TIMELINE
Facility	
Search for facility and negotiate terms of the deal	Ongoing
Ensure improvements and repairs are made	As soon as facility is finalized
Purchase furniture	Spring
Ensure delivery of & adequate space for furniture	Spring/Summer

Ensure assembly of furniture	Early Summer
Ensure technology network is installed and tested	Summer
Ensure internet connectivity is installed and tested	Summer
Ensure phone lines, phone system and fax machine are installed and tested	Summer
Ensure copy machines are delivered and training is completed	Summer
Finalize facility preparation (prepare rooms and bulletin boards in hallways, post room signs and emergency exit procedures, ensure staff mailboxes are in place)	Summer
Academic	
Finalize organizational structure	Fall '10
Hire all staff	Spring
Draft, send and collect signed hire letters for all staff with support of pro bono Attorney	Spring
Design Staff Pre- Service including time to build staff culture, discuss curriculum plans, work on long- term plans, and design Individual Professional Growth Plans	Ongoing with NYC Outward Bound and Summer
Train staff on how to use the school database to track interim assessments and create report cards	During recruitment and Summer
Train staff on all financial, operational, HR and safety procedures	Summer
Enroll staff for all benefits selected by your school	Spring/Summer
Business	
Hire Business Leader	Spring
Obtain Employer Identification Number (EIN)	As soon as authorized
Apply for 501(c)3 status	As soon as authorized
Apply for State Unemployment Number (if applicable)	
Open bank accounts (checking and savings/Money Market) to maximize interest income	Spring
Select payroll vendor and get trained	Spring
Select/administer all/some of staff benefits – insurance (health, dental, vision, long-term disability, short-term disability, life) and retirement plan (401k, 403b)	Spring
Select and administer school wide insurance policies (umbrella, liability, D&O, student accident)	Winter/Spring
Select accounting system, get trained on its use and finalize/enter Chart of Accounts	Spring
Correct Budget and enter it into accounting system to automate production of Budget to Actual Reports	Spring
Understand all revenue streams – Per Pupil Funds, Special Education funds, PCSP, IDEA, Titles I-V and all other streams that apply to your state	Ongoing
Select IT Consultant, complete 5-year technology plan, and select server and computers to be purchased	Winter
Select phone service and decide whether to buy or lease phone system	Winter
Select internet connectivity service	Winter
Select and purchase furniture, curricular materials, and office supplies	Spring

Negotiate copy machine lease, purchase fax machine Complete Financial Policies and Procedures Manual Determine HR Policies and complete HR Manual Manage facility preparation	Winter
Ensure all staff members are fingerprinted, academic staff certifications are in hand and hard copies are filed	Spring
Select Database Software or Consultant to manage attendance, enrollment/withdrawal, waiting list, transportation, and meals and create report cards	Winter/Spring
Operations	
Hire Operations Leader	Winter
Recruit students in any and every way possible	Ongoing
Hold lottery if more applicants than available spots	Spring
Collect all enrollment forms from parents, review them as received instead of following up afterwards	Spring
File all enrollment forms as required by law	Spring
Communicate enrollment numbers with School Leader and Business Leader to ensure they are in line with budget	Spring
Get trained on how to use school- chosen student database	Ongoing with Schoolnet
Learn how to use state-level Student Information System	Spring
Administer student meals with School Food/Nutrition Office	Spring
Decide whether to contract with a Security Guard and/or alarm system vendor and follow through accordingly	Winter
Contract with F/T or P/T Nurse to both provide services and handle student health records and decide who serves as Nurse when s/he is not on-site	Winter
Complete School Safety Manual Complete Operations Manual	Winter
Be ready to act quickly to draw students from the waiting list as soon as the end of the first day of school	As soon as school begins
Be prepared to hold fire drills in accordance with regulations	As soon as school begins
Charter Authorizer and Board of Trustees	
Ensure Board meeting and Committee meeting minutes are documented and documents of school status and statistics presented at Board meetings are collected in binders and electronic copies as well (important for renewal)	Ongoing
Vote on finalized budget and have it passed	Spring
Finalize facility with authorizer and Board	Ongoing
Have Board attend sessions held by support organizations that show board members proper governance and how to maximize the use of committees to make board meetings efficient	Ongoing
Vote on Financial Policies and Procedures Manual	Winter/Spring
Vote on HR Manual / Vote on Operations Manual / Vote on School Safety Manual	Winter/Spring
Vote on conditional emergency staff appointments if not yet approved for fingerprinting (if applicable)	Summer/Fall '11
Work with Authorizer to ensure readiness for first day of school and approval of Financial Policies and Procedures	Ongoing
Prepare Board to be less "hands-on" than they may have been during the planning phase	Ongoing

V. REQUIRED FORMS

Form 1: Certification Statement

Proposed Charter School Name: Launch Expeditionary Learning Charter School

Proposed School Location (District): CSD 16, Bedford-Stuyvesant, Brooklyn, NYC

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



Date

9/21/10

(Please label the copy that has original signatures.)

Print/Type Name:

Geoffrey Roehm



Form 2: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, Proposed School Employee)
Geoffrey Roehm	Proposed Executive Director
Evan Kilgore	Proposed Principal
Suzanne Tillman	Founding Member (NYC Outward Bound)
Jonathan Harber	Proposed Board Member
Reginald Williams	Proposed Board Member
Mark Abramowitz	Proposed Board Member
Grace Lee	Proposed Board Member
David Goldban	Proposed Board Member
Jasmine Anderson	Proposed Board Member

Sample Schedules

Sample Middle School Schedule

6th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:58	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:28	CREW	CREW	CREW	CREW	CREW
8:30-9:23	ELA	MATH	SS	ELA	MATH
9:25-10:18	ELA	MATH	SCI	ELA	MATH
10:20-11:13	SCI	SS	ELA	SCI	SS
11:15-12:08	SCI	SS	ELA	SCI	SS
12:10-1:03	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
1:05-1:58	MATH	GYM	MATH	MATH	GYM
2:00-2:53	MATH	ELA	Com Circ	MATH	ELA
2:55-3:48	ART	ELA	After-School	ART	ELA
3:50-5:30	After-School	After-School	After-School	After-School	After-School

Sample High School Schedule

9th Grade	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:58	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:28	CREW	CREW	CREW	CREW	CREW
8:30-9:23	SCI	SS	ELA	SCI	SS
9:25-10:18	SCI	SS	ELA	SCI	SS
10:20-11:13	MATH	ELA	SS	MATH	ELA
11:15-12:08	MATH	ELA	MATH	MATH	ELA
12:10-1:03	GYM	Elective	SCI	Elective	MATH
1:05-1:58	Lunch	Lunch	Lunch	Lunch	Lunch
2:00-2:53	ELA	MATH	Com Circ	ELA	MATH
2:55-3:48	ELA	MATH	After-School	ELA	GYM
3:50-5:30	After-School	After-School	After-School	After-School	After-School

Sample Teacher Schedule

Math C/D	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:30	CREW	CREW	CREW	CREW	CREW
8:30-9:25	C	C	C	C	C
9:25-10:20	C	C		C	C
10:20-11:15	D		D	D	
11:15-12:10	D			D	
12:10-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-1:50		D			D
1:50-2:45		D	Comm. Circle		D
2:45-3:40	Comm Plan		Prof Dev	Comm Plan	
3:40-4:30	Comm Plan	Comm Plan	Prof Dev	Comm Plan	Comm Plan

Proposed Annual Calendar for 2011-2012

AUG						
SU	M	T	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPT						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCT						
SU	M	T	W	TH	F	SA
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOV						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DEC						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JAN						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEB						
SU	M	T	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH						
SU	M	T	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY						
SU	M	T	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE						
SU	M	T	W	TH	F	SA
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July						
SU	M	T	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Instructional Days Per Term		
Term 1	Aug 22 - Oct 21	43
Term 2	Nov 1 - Dec 23	36
Term 3	Jan 4 - Feb 17	41
Term 4*	Feb 28 - May 3	39
Term 5	May 8 - June 27	31
Total Instructional Days		190
Professional Development		16

Key	
	No School for Staff and Students
	Staff In-Service
	Student Half Day

**Launch Expeditionary Learning Charter School
BY-LAWS**

ARTICLE I: NAME

The name of the Corporation is the *Launch Expeditionary Learning 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 provisions of 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 applicable provisions of the 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 five (5) 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 49 percent 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.

3-a. Ex-officio trustee(s). At least one seat on the Board shall be reserved for a parent of a child enrolled in the Corporation.

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 shall be one (1) year, unless the child leaves the school.

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 by vote of a majority of the entire Board. Specifically, a trustee may be removed or suspended from office by vote of a majority of the entire board upon examination and due proof of the truth of a written complaint by any trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chairman 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 Chairman 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: **Charter School, Street, City, NY Zip**; 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 11 Regular Meetings shall be held in the first year of operation on dates determined by the Board. A minimum of 6 Regular Meetings will be held each year thereafter.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chairman, 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 the 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. 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. 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 Chairman 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 Chairman 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 Executive Committee, Education and Accountability Committee, Finance Committee chaired by the Treasurer, a Development Committee and a Personnel Committee. Additional members of the Finance Committee will be appointed by the Chairman of the Board.

3. Authority of Board Committees. The Chairman 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 amendment or repeal of Bylaws or the adoption of new Bylaws; and
- d. 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 Chairman (hereinafter "Chairman"), Vice Chairman (hereinafter "Vice Chairman"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. **Chairperson** . Subject to Board control, the Chairman 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 Chairman shall preside at Board meetings.

2. **Vice Chairperson** . If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers and be subject to the same restrictions. The Vice Chairman 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 Chairman 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 Sections 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 Chairman of the Board, the Executive Director, 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: _____

CODE OF ETHICS

Launch Expeditionary Learning Charter School's trustees, officers, and employees shall at all times comply with the letter and spirit of the following code of ethics and conflicts of interest provisions set forth below. Trustees, officers and employees shall undergo instruction in the school's ethics code and conflict of interest provisions as part of board training and staff professional development. Trustees, officers and employees also must agree as part of their service to or employment by the school to adhere to this code. Funding is budgeted in the consultant line of the contractual services for these and other purposes.

1. The board of trustees and its officers and employees shall conduct or direct the affairs of the school and exercise their 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 49 percent of the people serving on the school's board of trustees 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 officers and 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, officers or employees 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, officer or employee in good faith and without unjustified favoritism, and (b) results in a benefit to one or more trustees, officers or employees or their families because they are in a class of persons intended to be benefited by the program.
5. Any trustee, officer or employee 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. Any trustee, officer, or employee 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 of trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
 - b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
8. In no instance shall a trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the board of trustees for the duration of such business relationship.
9. Trustees, officers, or employees of any external organization with the exception of another charter school shall hold no more than 40 percent of the total seats comprising the board of trustees.
10. Trustees, officers, and employees 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, officer or school. If this occurs, a trustee, officer or employee 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. In the case of an officer who is not a trustee or an employee, such disclosure shall be made to the principal.
11. Trustees, officers, or employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them. Trustees, officers, or employees shall not use their 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.
12. 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.
13. Launch Expeditionary Learning Charter School has not had, nor does it anticipate having, any related party transactions that have or may occur as a result of a less than an arm's length relationship with a related party. Launch Expeditionary Learning Charter School has established requirements and procedures in its by-laws, Code of Ethics and Institutional Partnership Agreement to ensure that all transactions are at arm's length and

that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested parties recuse themselves from the decision-making process. In addition, all decisions regarding compensation for the Institutional Partner will be made as a result of arm's length communication and negotiation, with any Board members related to the Institutional Partner recusing themselves from all relevant discussions and voting.

In addition to the foregoing provisions, all trustees, officers and employees of Launch Expeditionary Learning Charter School *shall agree to the following directives* to guard against conflicts of interest prior to serving on the board or being hired by the school, and adhere to the same while serving on the board or employed by the school.

- a) Disclose if you or your spouse knows any of the other school trustees, or prospective or former school trustees, and if so, disclose the precise nature of such relationship.
- b) Disclose whether you or your spouse knows any person who is, or has been in the last two years, a school employee and, if so, indicate the precise nature of your relationship.
- c) Disclose whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity), and, if so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- d) Disclose if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school and, if so, indicate the precise nature of the business that is being or will be conducted.
- e) Disclose whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in any service provider under contract with the school. For any such interest indicated, please provide a detailed description.
- f) Disclose if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with any service provider under contract with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
- g) Disclose whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization serving the school under contract or on a philanthropic basis. For the identity of all such organizations, you must consult with the chair of the charter school board of trustees or the school principal.
- h) Disclose any potential ethical or legal conflicts of interests that would, or are likely to, exist. Note that being a parent of a school student, serving on another charter school's board or being employed by the school are potential conflicts that should be disclosed, but do not make you automatically ineligible to be a trustee or be employed by the school.

SUZANNE C. TILLMAN



EMPLOYMENT SUMMARY

NYC Outward Bound Center

2005-Present

Regional Director, Expeditionary Learning

- Oversee all new and transforming Expeditionary Learning Schools work in NYC, including ongoing professional development and technical assistance relating to the model
- Provide organizational support to new small high schools, including budgeting, staffing and student recruitment
- Work with the Office of Portfolio Development/DOE on short- and long-range planning and assessment
- Facilitate school leadership and team professional development

New York Citywide School to Work Alliance

2001-2005

Director, Organization and Leadership Development

- Coordinator of State Education's whole school change initiative in NYC
- Facilitator of interdisciplinary high school faculty teams
- Master trainer and builder of effective school-business partnerships
- Co-designer of a new, borough-based job training institute for high school seniors

Gateway Institute for Pre-College Education/CUNY

2000-2001

Consultant

- Cultivated partnerships with "silicon alley" to increase opportunities for student internships
- Helped plan organizational expansion that resulted from formalization of the Institute

New York City Partnership and Chamber of Commerce

1999-2000

Senior Director, Education Programs

- Directed a portfolio of education initiatives in NYC partnering with businesses:
 - David Rockefeller Fellows – year-long fellowship for select senior business executives committed to increasing their civic involvement in NYC
 - Partners for Leadership – on-going professional development for cohorts of NYC principals
 - Youth Employment and Education Program – providing training and internships to hundreds of NYC high school students
- Enhanced impact of programs through extensive collaboration, communication and programmatic improvements
- Developed marketing materials and other promotional vehicles
- Designed and delivered new Paths to Civic Leadership curriculum for fellows

Pfizer, Inc

1981-1993

Thirteen years of increasingly responsible and varied human resources activities in support of worldwide businesses, including training and development, organizational redesign and change, executive leadership development, teambuilding, incentive compensation, diversity programming, recruitment and retention.

Vice President, Human Resources, Schneider Worldwide

(Minneapolis 1991-93)

Manager, Human Resources, American Medical Systems

Pfizer medical device subsidiaries

Director, Employee Development

Pfizer Hospital Products Group

(New York 1988-91)

Manager, Employee Compensation/ Compensation Analyst

University Relations Coordinator

Corporate Personnel Division

(New York 1981-87)

OTHER EDUCATIONAL LEADERSHIP

New York Citywide School to Work Alliance <i>Board of Directors</i>	1999-2001
New York City Board of Education <i>Occupational Education Advisory Council</i>	1999-2000
International High School at LaGuardia Community College <i>Principal's Intern</i>	Spring 1999
P. S. 84 - Lillian Weber neighborhood school <i>Principal's Intern</i>	Fall 1998
Larchmont Temple Religious School Board <i>Co-chair (2001-2003)</i>	1998-2005
Copenhagen International School (Denmark) <i>Elected School Board Member</i>	1994-1996

EDUCATION

Master of Science Educational Leadership	Bank Street College Studies in Education	2001
Bachelor of Science Personnel Management	Cornell University School of Industrial and Labor Relations	1981

DAVID GOLDBAN



EXPERIENCE

GOLDBAN & GOLDBAN PLLC, New York, NY (February 2009 – Present)

Managing Partner. Managing Partner for a law firm specializing in sophisticated real estate transactions and general corporate matters. Representative assignments include:

- Act as General Counsel for Rohman Development LLC (see below). Scope of work entails negotiation and drafting of purchase and sale agreements, joint venture operating agreements, leases and financing documentation. Also assist with maintaining corporate books, preparing corporate resolutions and coordinating due diligence on potential acquisitions.
- Act as General Counsel for an executive recruiting firm. Scope of work entails negotiation and drafting of a wide variety of commercial contracts, vendor agreements and employment letters. Also assist in the supervision of litigation strategy with respect to contract disputes, intellectual property and employment matters.
- Representation of a Dubai based company in connection with their real estate expansion in the U.S., including negotiations for build-to-suit leases in NY and Los Angeles for approximately 600,000 sq. ft. of space.
- Representation of a real estate developer in the acquisition of a distressed residential project in lower Manhattan.
- Representation of various corporate clients in connection with the sale and recapitalization of their businesses.

ROHMAN DEVELOPMENT LLC, New York, NY (February 2008 – January 2009)

Executive Vice President and General Counsel. EVP and General Counsel for a real estate company specializing in the development of multi-family housing projects and the acquisition of distressed residential assets. Rohman was formed by a group of former senior executives at Tarragon Corporation (see below). Significant transactions and responsibilities included:

- Negotiation with several large financial institutions for the acquisition of distressed multi-family assets at discounted prices.
- Negotiation and closing of a \$20 million construction loan for a development project in Huntsville, Alabama.
- Negotiation and closing of a \$5 million equity investment made by a major New York private equity fund.
- Supervision of successful efforts to rezone parcels of land in South Carolina and Tennessee.
- Supervision of lobbying efforts to obtain tax benefits for a project in Columbia, South Carolina, including representing the company in meetings with local officials and at public hearings.

- Developing and instituting policies and procedures for the Company and the Company's property management affiliate.
- Assisting with the asset management of the portfolio.

TARRAGON CORPORATION, New York, NY (April 2005 – January 2008)

Vice President and Senior Real Estate Counsel. VP and Senior Real Estate Counsel for a publicly traded mixed-use real estate development company. Significant transactions and responsibilities included:

- Supervision of outside consultants (including attorneys, accountants and investment bankers) in connection with the restructuring of the company's debt and a potential bankruptcy filing.
- Negotiation and closing of a loan workout for a 23-property portfolio involving assets located in CT, SC, TX, MD, AL, FL and TN.
- Restructuring of approximately \$250 million of short-term condominium conversion loans.
- Sales of approximately \$200 million of apartment complexes, office buildings and retail shopping centers.
- Acquisition and financing of approximately \$300 million of apartment buildings and supervision of related condominium conversions.
- Acquisition of a first mortgage loan secured by a development site in Texas.

ALLIED PARTNERS INC., New York, NY (June 2003 – March 2005)

General Counsel. General Counsel for a diversified private real estate investment company with assets in excess of \$1 billion, with a special focus on workouts, B-notes and mezzanine loans. Significant transactions included:

- Acquisition of a 400,000 sq. ft. office building in lower Manhattan and the closing of the senior and mezzanine financings associated therewith.
- Acquisition of a \$40 million senior participation in a mortgage loan where affiliates of the company already held the B-note.
- Supervision of a mortgage foreclosure proceeding on a New York City hotel.
- Acquisition of a mortgage loan secured by a mental health facility that was in bankruptcy and the negotiation and closing of a loan workout under the reorganization plan.
- Drafting and negotiating leases and subleases for office and retail properties.
- Assisting the Chief Operating Officer with asset management of the portfolio.
- Supervision of outside legal counsel in transactional matters and litigation.

EDISON SCHOOLS INC., New York, NY (August 2001 – May 2003)

Associate General Counsel. Associate General Counsel for Edison Schools Inc., a private manager of public schools, focusing on real estate acquisition, development and financing of charter schools. Responsibilities included:

- Negotiation and drafting of development agreements, management agreements, purchase and sale agreements, ground leases and space leases for approximately 30 sites across the United States.
- Negotiation of loan documentation for approximately \$75 million of commercial mortgage loans and tax exempt bond financings.

- Supervision and management of facilities-related issues in connection with approximately 20 charter schools.
- Supervision of outside legal counsel in approximately 10 states.

SIDLEY AUSTIN BROWN & WOOD, New York, NY (January 2000 – July 2001)

Real Estate Associate. Broad real estate practice focusing on the acquisition, disposition and financing of commercial and residential properties, and the formation of real estate joint ventures and limited liability companies. Significant transactions included:

- Closing of a \$100 million mezzanine loan secured by pledges of equity interests in a hotel in Nashville, Tennessee.
- Negotiation and drafting of a 250,000 sq. ft. retail lease.
- Acquisition of four shopping centers and the assumption of approximately \$250 Million of existing debt.
- Refinancing of a \$150 million loan secured by an office building in New York.

ROSENMAN & COLIN LLP, New York, NY (September 1995 – December 1999)

Real Estate Associate. Drafted and negotiated commercial leases and subleases for landlords and tenants, represented lenders in connection with loans secured by various types of real property and represented buyers and sellers in the closing of commercial and residential transactions. Significant transactions included:

- The acquisition, financing and condominium conversion of two adjacent Upper Fifth Avenue buildings in Manhattan for a New York City developer.
- Retail lease transactions for a major university located in New York.
- Office lease and sublease transactions for large corporations, internet companies and law firm tenants.

Small Loan Group Supervisor. Supervised and managed the Real Estate Department's Small Loan Group by developing and instituting procedures to efficiently close up to 30 loans per month, fostering client relationships and training junior attorneys to draft and negotiate loan documents and commitment letters and to review title and survey.

EDUCATION

FORDHAM UNIVERSITY SCHOOL OF LAW, New York, NY, J.D., 1995

Fordham International Law Journal; Moot Court Board

FRANKLIN & MARSHALL COLLEGE, Lancaster, PA, B.A. in History, 1992

BAR ADMISSION New York

Evan Kilgore

Experience

Explore Charter School, Director of Upper School Culture

August 2010-Present

- Supervision of grade-level deans, school social workers, and paraprofessionals to coordinate a comprehensive system of support for students with a variety of behavioral, social, and emotional needs in order to remove obstacles to success.
- Instructional supervision of 5th-8th grade Social Studies, Science, and Spanish teachers. Work with teachers to develop individualized professional growth plans and facilitate goal achievement through planning guidance, observation, evaluation, and feedback.
- Facilitation of grade level and content area professional learning teams to promote collaborative planning, peer feedback and support, student work study, and data analysis to improve instruction.
- Continue to fulfill previous responsibilities as Dean of Students, with a focus on increasing student achievement by developing teachers in student engagement, classroom management, social and emotional learning, and culturally responsive instruction.

Explore Charter School, Dean of Students / Leadership Resident

August 2007-June 2010

- Responsible for promoting a positive, achievement oriented school culture through teacher observations, feedback, and professional development in student engagement, classroom management, and social and emotional learning strategies.
- Creating and managing a variety of student focused programs to track and support attendance, homework completion, academic and behavioral performance, and character development.
- Engagement of parents as well as coordination and facilitation of meetings involving staff, parents, and students to support academic achievement
- Scheduling, budgeting, and supervision of after-school sports and clubs and coordination with service providers in the community.
- Involved in the creation and monitoring of Explore's yearly organizational priority plan as well as operational and programmatic decision making through participation in weekly leadership meetings

MS 232 / Brooklyn School for International Studies / New Voices, Counseling Intern

January 2006 – June 2007

- Created distinct counseling programs for each setting, delivered through individual, group, classroom, and family meetings.
- Developed and presented programs on character values, citizenship, bullying, conflict resolution, anger and stress management, peer pressure, truancy, family systems, gang involvement, depression, and suicide in preventative, at-risk, and crisis situations.
- Used behavioral intervention strategies, family-based interventions, client-centered counseling, and mindfulness practices to best meet the unique needs of individual students.

Teach for America / MS 232, English Language Arts and Social Studies Teacher

September 2002-August 2005

- Empowered high needs students to make an average of two years academic gain each year by fostering critical thinking, collaboration, and autonomy while using data-driven, differentiated instruction.
- Created long-term curricular plans, unit plans, and lesson plans with an emphasis on character, cultural awareness, and social justice.
- Founded and lead a variety of enrichment programs designed to increase engagement and broaden student experiences such as a digital photography program, internet media program, and three-day experiential learning/teamwork building camping trips for over 140 students.

Education

Ed.M: School Leadership

Teachers College at Columbia University, New York, NY

June 2009-Aug 2010

MS.Ed: School Counseling

Brooklyn College, Brooklyn, NY
of the Alice Crow Guidance

September 2005-May2007

Recipient
Graduate Dean's List

MS.Ed: Secondary School English

Pace University, New York, NY

September 2002-May 2004

BA: English

Teachers College at Columbia University, New York, NY
Magna Cum Laude
Honors Distinction

August 1997-December 2001

Presentations

Self-Awareness and Cultural Awareness: Promoting Social Justice in Counselor Training

American Psychological Association National Convention, Symposium Presenter

August 2007

Geoffrey Roehm

Experience

Launch Expeditionary Learning Charter School, New York, NY **2009-Present**

Lead Applicant

- Recruited institutional partner (NYC Outward Bound), all planning team members and entire Board
- Managed all tasks and personnel related to charter school planning and application from conception of idea through submission of application

Leadership Residency, San Diego, CA **August 2010-Present**

Intern

- Spent the month of August working with the Director of High Tech High North County during new teacher training and school planning
- Participated in graduate classes with High Tech High staff
- Will continue to travel to San Diego throughout the year to participate in myriad of leadership activities

Principal Residency, New York, NY **2009-2010**

Intern

- Semester long internship with the principal at 03M415 in Harlem
- Completed 450 hours of leadership work in school and receive School Building Leader certification in NY upon testing

Wadleigh Secondary School for the Performing and Visual Arts, New York, NY **2004-2010**

English Language Arts Teacher

- Teach 25-30 classes per week with 25-36 students per class
- Helped 82% of tenth graders taking the NYS ELA Regents Exam to pass a semester early
- Created and taught original curriculum units for 6th, 8th, 9th, 10th, 11th, and 12th grade courses
- Chair of the Programming Committee '06-'07, created to assist administration in programming
- Chapter Committee member, responsible for meeting once a month with Principal to consult on matters of school policy and participate in bi-yearly budget meetings with administrators
- School Leadership Team (SLT) member, responsible for helping to create Comprehensive Educational Plan (CEP) for school
- Newsletter Committee member, help to create and distribute monthly newsletter highlighting school successes and concerns
- Middle School Curriculum Planning Team, working under grant to develop and implement new curriculum in our middle school

- Mock Trial Coach, spend 6-8 hours per week preparing twelve students to argue a legal case in a mock trial competition against other schools in the city and state
- Taught after school SAT course for 10th, 11th, and 12th graders
- Created and coached Wadleigh Soccer Club '04-'05
- Class Website, created and maintain personalized class website for all grades taught

Project CRITICAL, New York, NY

2008-2009

Participant

- Work with Syracuse University to create webquests and PowerPoints aimed at teaching public policy analysis to Gifted and Talented students

Department of Education School Leadership Team for ELA, New York, NY

2008

Member

- Helped to develop Scope and Sequence for New York City classroom teachers and created curriculum units to be used by current and incoming NYC teachers in high school Language Arts classrooms

American Social History Project (ASHP), New York, NY

2006-2008

Participant

- Worked at the CUNY Graduate Center with high school English and Social Studies teachers from all five boroughs to develop and implement joint curriculum units

New York City Teaching Fellows (NYCTF), New York, NY

2004-2006

Fellow

- Worked for two years as a full time teacher while receiving a subsidized Master's degree at night
- Taught 6th, 9th and 12th grade

Frost Valley YMCA, Claryville, NY

2003

Head Counselor STEP Program

- Supervised 6-8 developmentally disabled teenage and young adult campers, helped to mainstream them into general population camp activities, and developed individualized, off-camp activities to help teach basic living skills

Education

Columbia University, Teachers College, New York, NY

2009-Present

Master of Education - Pending

- Summer Principal's Academy
- Recipient: SPA/Teachers College Aspiring Principal's Scholarship Award

The City College of New York, New York, NY

2004-2006

Master of Arts, Secondary Education - English

- Master's Thesis – *The Classroom and the Canon* (Honors)

Middlebury College, Middlebury, VT

1999-2003

Bachelor of Arts, English and Creative Writing

- Senior Thesis – *Aboriginal*, an original novella (Honors)

Additional

Education: National Outdoor Leadership School (NOLS). Participated in one month long and three month long training courses in Australia and Chile respectively. Certified in outdoor leadership and elected student leader from amongst 22 students on each course

Travel: Australia, New Zealand, Japan, Thailand, Chile, Argentina, Brazil, China, Europe

Athletics: Middlebury College varsity soccer all years

GRACE Y. LEE

Summary

- Finance professional with +12 years of experience in financial analysis and investment research.
- Volunteer alumni interviewer for Stanford University freshman applicants; frequent participant in Stanford alumni volunteer events in NYC. Prior community service experience as tutor with Streetwise Partners (NYC) and Project Read (Menlo Park, CA); and as resume adviser at Dress for Success (NYC).
- Recent participant in NYSCA charter school board governance workshop (12/09), United Way BoardServeNYC training workshop (1/10).

Experience

9/07-Present **MUTUAL OF AMERICA CAPITAL MANAGEMENT CORP.** **NEW YORK, NY**

Vice President / Equity Analyst

- Recommend stocks for long-only small-, mid-, and large-cap growth and value equity funds. Attend industry conferences, meet with company managements, review company documents, maintain financial models. Strong track record of successful investment recommendations.
- Sector coverage includes industrial/consumer services, telecommunication services, consumer staples.

5/06-8/07 **DAIWA ASSET MANAGEMENT** **NEW YORK, NY**

Vice President / Equity Analyst

- Generalist analyst for long-only equity mutual funds. Research coverage included companies in the following sectors: technology, energy/alternative energy, basic materials, retail/apparel and restaurants.

4/04-6/05 **FIFTH STREET CAPITAL LLC** **WHITE PLAINS, NY**

Principal

- Second employee of start-up mezzanine investment firm focused on providing subordinated debt financing (\$5-\$15MM) to small companies for growth, buyouts and recapitalizations. Actively participated in investment process: deal sourcing; due diligence, financial analysis, including down-side stress tests; post-investment and covenant monitoring.
- Met with potential investors, coordinated investor communications (leading to ~\$70M first-round fundraise), oversaw audit; assisted in establishing firm infrastructure – created fundraising/marketing material; developed deal database and screening system.

1/01-4/04 **BEAR STEARNS & CO.** **NEW YORK, NY**

Vice President/Associate Analyst, Telecom/Technology Equity Research

- Researched telecommunications services and network infrastructure companies as member of Institutional-Investor-ranked U.S. wireline telecommunications research team.
- Performed company and industry analysis; maintained financial models; researched and wrote investment recommendations. Communicated with company managements, investors, traders and internal salesforce.

7/00-1/01 **AMERICAN EXPRESS** **NEW YORK, NY**

Product Manager, Smart Card Enterprise Development

- Managed development of smart card-linked online payment product. Coordinated with internal/external technology and business partners, established performance/reporting metrics.

1/96-7/98 **MERRILL LYNCH & CO.** **SAN FRANCISCO & PALO ALTO, CA**

Analyst, Technology Investment Banking

- Developed and maintained various company valuation and merger models. Assisted in drafting client presentations and offering memoranda. Transaction experience includes IPOs, early-stage investments, convertible/equity offerings and M&A deals. Ranked in top tier of analyst class.

Education

1/99-6/00 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**
Master of Business Administration. Vice President of Investment Activities, Investment Club.

9/91-12/95 **STANFORD UNIVERSITY** **STANFORD, CA**
Bachelor of Arts in Economics, Political Science. Editor-in-Chief of *The Stanford Daily*.

Additional

Enjoy running, painting, crossword puzzles, movies, modern art.

EDUCATION

- 2007 – 2009** **COLUMBIA BUSINESS SCHOOL** **New York, NY**
MBA
Elected: President, Nonprofit Board Leadership Program
Honors: Cahn Fellowship, 2 years
Research Project: Developed marketing plan for entrepreneur in Africa seeking Private Equity funding
- 2000 – 2004** **STANFORD UNIVERSITY** **Stanford, CA**
BS, Industrial Engineering
Elected: Regional Conference Social Chair, National Society of Black Engineers
Honors: Gates Millennium Scholarship, 4 years
Research Project: Formulated and executed business plan for social entrepreneurial startup to improve retention rates of University entry-level employees; increased employee retention by 15% in first year of inception

EXPERIENCE

- SEPT 09** **AMERICAN EXPRESS** **New York, NY**
Manager; International Consumer & Small Business Services
 - Launch and manage online marketing campaigns across 22 international markets
 - Manage allocation and burn rate for \$26.8MM budget; including project approvals and spend reporting
- 2009** **DEPARTMENT OF HOMELAND SECURITY** **Washington D.C.**
Summer Intern; Office of the Chief Diversity Officer (OCDO)
 - Led planning efforts to optimize recruitment initiatives for Women in Law Enforcement Positions
 - Revamped OCDO Mentoring Program: developed curriculum and identified key members of executive leadership to champion program efforts
- 2008** **TIME INC.** **New York, NY**
Summer MBA Intern; Real Simple Magazine
 - Built platform that tracks all online customer acquisitions across approximately fifteen potential portals and determines the lifetime value of these subscriptions
 - Led team of undergraduates in formulating plan to improve renewal subscriptions in low response sources
 - Forecasted subscription performance for partner retailers to guide future contract stipulations
- 2004 – 2007** **POSSE FOUNDATION** **Los Angeles, CA**
A non-profit college access and scholarship program
Senior Trainer (2006 – 2007)
Trainer (2004 – 2006)
 - Created and implemented programmatic strategy that increased retention and graduation rate of Posse students at partner colleges and universities by 20%
 - Led team of four Trainers in reengineering marketing campaign to target new market segment, increasing student nominations twofold
 - Developed and instituted organizational accounting and financial tools to support budget management
- 2003** **SKOLL FOUNDATION** **San Jose, CA**
A philanthropic organization that identifies and invests in social entrepreneurial ventures
Summer Intern
 - Spearheaded new web venture through usability testing, and online community development
 - Developed online marketing strategy to increase user membership

ADDITIONAL INFORMATION

- City Scholar Foundation Community Leadership Fellow, 2006-2007
- Management Leadership for Tomorrow Fellow, 2006-2007
- Stanford University John Gardener Fellow, 2003-2004

Jonathan Harber

Experience

- Schoolnet Inc. - Co-Founder and CEO** 1999-Present
- Software company with mission to help school districts increase academic achievement through better use of data
- NewKidCo - Co-Founder and Chairman** 1997-1999
- Developed and marketed educational video games for children
 - Acquired by SoftQuad
- KinderActive - Founder and CEO** 1994-1997
- Developed interactive early ready products for children
- Avid Technology - Director of Business Development** 1993-1994
- World leader in digital media and editing technology
- Diva - Co-Founder and CEO** 1990-1993
- Developed and marketed "VideoShop," award-winning multimedia authoring system
 - Acquired by Avid Technology
- Merrill Lynch Capital Markets - Financial Analyst** 1986-1988
- Decision Support and Corporate Finance

Education

- Wesleyan University** 1986
- B.A. with Honors in Cognitive Science
- Massachusetts Institute of Technology** 1990
- M.S. in Management with Concentration in Media Arts and Science from MIT Media Lab

Non-Profit

- Trail Blazers - Board of Trustees** 1995-2005
- Youth organization for summer outdoor experiential life skills curriculum
 - New York City supplementation education services provider
- New York City Outward Bound - Board of Trustees** 2004-Present
- Chairman of Schools Committee
 - Chairman of Strategic Planning Committee

Mark Abramowitz

Profile

Having spent 45 years as an attorney I retired in 2007 and have devoted myself to learning and volunteering. My involvement with Outward Bound started long before my retirement but I have been passionate about the Outward Bound mission to educate our young people in a unique and meaningful way and have been determined to use my background and experience to contribute in any way I can to their expanding needs.

PROFESSIONAL EXPERIENCE

Parker Chapin LLP and its predecessors and successors New York, NY
Attorney 1962-2007

- Managing Partner 1987-2002
- Member Executive Committee
- Co-Head Litigation Department
- Litigation Partner

Honorable Judge M. Cashin U.S.Federal Judge Southern District of New York
Law Clerk 1960-1962

Education

Columbia Law School LLB 1957-1960
Stone Scholar
Bar Admission: New York State (1961)

B.A. Brown University, Providence, Rhode Island 1953-1957
Poly Prep High School, Brooklyn, New York 1949-1953

Board Of Directors

Outward Bound USA 1996-present
New York City Outward Bound 1989-present
Swank Inc. 1987-2002

Personal

Married, two children and four grandchildren
Hobbies include; tennis, cycling, hiking, travel

S. REGINALD WILLIAMS

PROFESSIONAL EXPERIENCE

BET NETWORKS New York, NY 7/09-Present
SVP, Strategy & Operations, BET Music. Oversee all business strategy and operations for the BET Music Programming Department of 140+:

- Created multi-platform programming strategy and operating plan, identified resources needed to execute plan, and structured, hired and manage team to execute plan.
- Operational responsibilities include Production, Content Development, Music Programming, Finance, HR, Business Development, Business Affairs, Creative, and Strategic Partnerships.

DESI HITS INC. New York, NY 7/08-6/09
Chief Operating Officer. Preside over all strategy and operations for a multi-platform media company reaching consumers in more than 68 countries. Company is re-locating senior management to India.

- Created multi-platform media production and distribution strategy and executing against plan.
- Operational responsibilities include Content, Engineering, Marketing, Branding, Design, HR, Accounting, Business Development and Business Affairs.
- Doubled web site unique visitors to more than 1 million in first 6 months.

MTV NETWORKS New York, NY 6/01-7/08
Senior Vice President, MTVN Music Strategy (6/06-7/08). Head of MTVN Music Strategy and Relations Department. Conceived of and executed overall company strategies and financial models for the acquisition and use of music on global TV and digital platforms, including online, broadband, wireless and VOD.

- Structured and deployed worldwide MTVN budget for music content acquisition.
- Regularly advised CEO, MTV Group President and other senior company executives on global music strategy matters.
- Identified, structured, negotiated and implemented global agreements for use of music on TV and digital platforms.
- Created and executed 5-year long range music acquisition plan presented to and approved by Viacom CEO

Vice President, MTVN Music Strategy (7/03-5/06). Conceived of and negotiated first ever MTVN blanket deals for the right to distribute MTVN-produced live performances on digital platforms.

Counsel (6/01 – 3/02) and **Senior Counsel** (4/02 – 6/03), **Vh1**. Negotiated and drafted all acquisitions of film and TV content for the Vh1 television channel.

VANGUARDE MEDIA, INC. New York, NY 7/00-5/01
Director of Corporate Strategy. Conceived and deployed online strategies for company to obtain subscriptions to its magazines, through online strategies, generating more than 10,000 subscriptions in less than two months.

NURULES.COM New York, NY 8/99-7/00
Founder and CEO. Founded and launched an urban lifestyle web site featuring e-commerce (apparel, DVDs and CDs), editorial, audio and video programming, and secure digital downloads. Managed team of 15 employees and freelancers.

EPSTEIN, LEVINSOHN, BODINE, HURWITZ & WEINSTEIN, LLP New York, NY 11/97 – 8/99
Entertainment Associate. Drafted, reviewed and negotiated all forms of music industry transactional documents.

PAUL, HASTINGS, JANOFSKY & WALKER, LLP New York, NY 9/95 – 11/97
Business Law Associate.

COMMUNITY

NEW YORK CITY OUTWARD BOUND, New York, NY 5/08 - Present

Board Member. Organization founded, funds and manages 9 New York City public high schools for at-risk youth, that adhere to the Expeditionary Learning educational philosophy.

EDUCATION

HARVARD COLLEGE, Cambridge, MA

A.B., *cum laude* (Philosophy)

HARVARD LAW SCHOOL, Cambridge, MA

J.D

Form 3: Statement of Assurances

I, Reginald Williams (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

Reginald Williams
Signature

9/7/10
Date

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

Name: Reginald Williams

(Include preferred honorific.)

Daytime Telephone: [REDACTED]

Home Mailing Address: [REDACTED]

[REDACTED]

Personal [REDACTED] E-Mail/Fax:

Business Address: BET Networks, 555 W. 57th St.

New York, NY 10019

Business BET Networks E-Mail/Fax:

Charter School Name: Launch Expeditionary Learning 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.):

Board of Trustees

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's

board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I became aware of the proposed Launch Expeditionary Learning Charter School in my capacity as a board member of New York City Outward Bound (NYCOB), which organization will be an advisor, service provider and fundraiser for the school.
4. Please explain why you wish to serve on the board. I'm very passionate about improving the educational opportunities of students, particularly those in more at-risk environments. I believe Launch Expeditionary Learning Charter School has a tremendous potential to affect such change. I strongly believe in the Expeditionary Learning pedagogy and I have confidence in the proposed school management's ability to implement it in the school's curriculum and culture.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): As a member of NYCOB's board, I have 2 years of experience working with public schools in the New York City area. I have a good understanding of the challenges facing these schools and ways to minimize and/or navigate these challenges. Beyond that, I have been involved in a number of after school and mentorship programs working with students, and my mother was an educator for 37 years. Lastly, I have more than 10 years of experience in helping to build organizations and departments, which I believe will lend many transferrable skills in building a new school.
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: I currently serve on the NYCOB board with Mark Abramowitz and Jonathan Harber, each of whom are prospective board members for Launch.

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

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

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

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

No. Yes:

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

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers,

owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

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

I / we do not know any such persons. Yes: As indicated above, I have been a member of the board of New York City Outward Bound for the last 2 years. NYCOB currently has a network of 9 small public schools in New York City and should the school move forward, Launch would be the 10th school in the NYCOB network.

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

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

I / we have no such interest. Yes:

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

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

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

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes: Please see #11.

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

None. **Yes:** I believe a key way to address potential conflicts of interests is through full disclosure. I have disclosed my role with NYCOB and will always be extremely mindful of any potential conflicts. As an attorney, I am very aware of ethical and legal conflicts and believe I have a good understanding of how to avoid and or manage them.

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

benefit, or the benefit of their friends and family. In such an instance, I would insist that the board member(s) disclose the activity or dealing to the remainder of the board so that the remaining board members could evaluate the situation independent of the potentially conflicted board member(s). If the person was unwilling to disclose the activity or dealing, I would do so.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. Launch Expeditionary Learning Charter School's mission is to help its students develop the academic skills and strength of character necessary to thrive in college, contribute to their communities, and excel in their careers. This mission fully aligned with the Expeditionary Learning model.
18. Please explain your understanding of the educational program of the charter school. I have read extensive materials regarding the school's program and have spent a good amount of time discussing it with the school's Executive Director. I was already familiar with the 10 core principles and 5 core practices of Expeditionary Learning through my work with NYCOB and I am now even more well-versed in those principles and practices through my correspondence and dialogue with the school's management. Each aspect of the education program is designed to promote excellence in both academics and character in students that will serve them well beyond their time at Launch Expeditionary Learning Charter School. That is the essence of the Expeditionary Learning philosophy.
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. First and foremost, I believe a successful charter school is one that provides its students with the best possible education they can receive. Fundamental to the achievement of that goal are the following characteristics: 1. strong and caring teachers, 2. an engaging and challenging curriculum, 3. a safe and secure environment that stimulates creativity, 4. a diverse and inclusive student body, and 5. an effective principle and management team. As an advocate of Expeditionary Learning, I also believe that the aforementioned characteristics should be focused not only on cultivating academic excellence, but also on building students' character, as each will play a fundamental role on the success of individuals in society. I believe the board of a charter school plays a key role in its success. The board is responsible for helping to set the long term goals of the school and holding the school's management team accountable to those goals; helping to secure the school's facilities; and ensuring that the school remains in financial good standing such that it can attract and retain the best possible faculty and arm them with the best possible resources. I believe each of these factors need to be present in order to maintain the long term success of a charter school.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. I believe the appropriate role of a public charter school board member is as follows: a. to help govern the school in accordance with its by-laws and keep it focused on its mission, b. select the school's Executive Director, support that person and review his/her performance, c. assist school management with setting long term goals and hold management accountable to those goals, d. monitor the securing and deployment of the school's resources, and the sufficiency thereof, e. ensure that the school's programs are promoting the school's mission and goals, f. select additional board members and ensure that the current members are in good standing, g. make sure the school and board are operating ethically and legally, and h. assist with certain operational functions, including buying property, entering into leases and other contracts, administering funds, etc.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Affirmed.
22. Please provide any other information that you feel is pertinent to the Department's review

S. REGINALD WILLIAMS

EDUCATION

HARVARD COLLEGE, Cambridge, MA
HARVARD LAW SCHOOL, Cambridge, MA

A.B., *cum laude* (Philosophy)
J.D

PROFESSIONAL EXPERIENCE

BET NETWORKS New York, NY 7/09-Present
Senior Vice President, Strategy & Operations, Music Programming & Specials. Oversee all business strategy and operations for the Music Programming & Specials Department of 140+:

- Created multi-platform programming strategy and operating plan, identified resources needed, and structured, hired and manage team to execute plan
- Operational responsibilities include Long Range Planning, Budgeting Process, Team Management, Hiring, Business Development, Business Affairs, Production, Creative, Content Development and Strategic Partnerships

DESI HITS INC. New York, NY 7/08-06/09
Chief Operating Officer. Preside over all strategy and operations for a multi-platform media company reaching consumers in more than 68 countries. Company is re-locating senior management to India.

- Created multi-platform media production and distribution strategy and executing against plan.
- Operational responsibilities include Content, Engineering, Marketing, Branding, Design, HR, Accounting, Business Development and Business Affairs.
- Doubled web site unique visitors to more than 1 million in first 6 months.

MTV NETWORKS New York, NY 6/01-7/08
Senior Vice President, MTVN Music Strategy (6/06-7/08). Head of MTVN Music Strategy and Relations Department. Conceived of and executed overall company strategies and financial models for the acquisition and use of music on global TV and digital platforms, including online, broadband, wireless and VOD.

- Structured and deployed \$100MM+ worldwide MTVN budget for music content acquisition.
- Regularly advised CEO, MTV Group President and other senior company executives on global music strategy matters.
- Identified, structured, negotiated and implemented global agreements for use of music on TV and digital platforms.
- Managed team of 5.

Vice President, MTVN Music Strategy (7/03-5/06). Conceived of and negotiated first ever MTVN blanket deals for the right to distribute MTVN-produced live performances on digital platforms.

Counsel (6/01 – 3/02) and Senior Counsel (4/02 – 6/03), Vh1. Negotiated and drafted all acquisitions of film and TV content for the Vh1 television channel.

VANGUARDE MEDIA, INC. New York, NY 7/00-5/01
Director of Corporate Strategy. Worked directly with COO to create and implement internal and external company objectives in connection with the development of five digital media services targeting the urban market.

NURULES.COM New York, NY 8/99-7/00
Founder and CEO. Founded and launched an urban lifestyle web site featuring e-commerce (apparel, DVDs and CDs), editorial, audio and video programming, and secure digital downloads. Managed team of 15 employees and freelancers.

EPSTEIN, LEVINSOHN, BODINE, HURWITZ & WEINSTEIN, LLP New York, NY 11/97 – 8/99

Entertainment Associate. Drafted, reviewed and negotiated all forms of music industry transactional documents.

PAUL, HASTINGS, JANOFSKY & WALKER, LLP New York, NY
Business Law Associate.

9/95 – 11/97

COMMUNITY

NEW YORK CITY OUTWARD BOUND, New York, NY

5/08 - Present

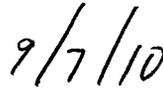
Board Member. Organization founded, funds and manages 9 New York City public high schools for at-risk youth, that adhere to the Expeditionary Learning educational philosophy.

Form 3: Statement of Assurances

I, David Goldban (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



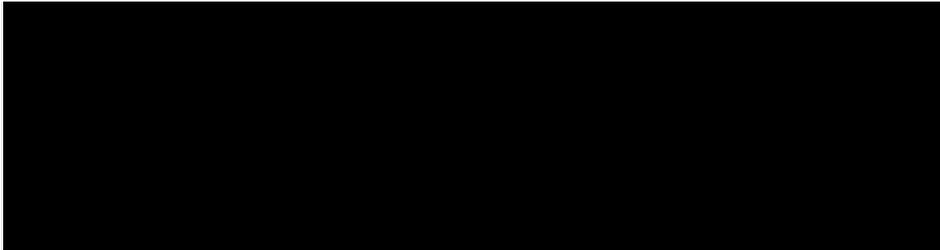
Signature



Date

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

Name: David Goldban **(Include preferred honorific.)**



Business Address: 555 Fifth Avenue, 6th Floor, New York, NY 10017

Business E-Mail/Fax: dgoldban@yahoo.com

Charter School Name: Launch Expeditionary Learning Charter School

Charter School Address: N/A

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **A friend, who is a current board member of NYC Outward Bound, introduced me to the leadership team of the proposed charter school. I was very impressed with the team and the school's proposed philosophy and mission and am very excited to be a part of the school.**
4. Please explain why you wish to serve on the board. **I am very interested in education and the charter school movement having worked with charter schools during my tenure as an in-house attorney at Edison Schools. As a real estate attorney, I am also especially interested in assisting the school with its real estate needs.**
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): **I am a real estate attorney with experience in the development of charter schools and I think that this skill-set would be a valuable addition to the Board.**
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

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

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

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

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

No. Yes:

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

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

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

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

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

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

I / we have no such interest. Yes:

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

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

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

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

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

None. Yes:

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would insist that any such Board member recuse himself/herself from any matter where there could be a conflict of interest. As an attorney, I have a high ethical standard and would insist that all Board members take all appropriate steps to minimize any appearance of impropriety.

Educational Philosophy

17. Please explain your understanding of the charter school's mission and/or philosophy. The school's mission and philosophy is based on the Outward Bound philosophy of effecting positive and lasting change in the lives of young people by challenging them utilizing the expeditionary learning model.

18. Please explain your understanding of the educational program of the charter school. The school's educational program is based on the expeditionary learning model, which is experiential and project-based, involving students in original research outside the classroom. As part of my due diligence on expeditionary learning, I visited

Outward Bound's Washington Heights Expeditionary Learning School (also known as WHEELS) and was very impressed with the educational program and leadership of the school.

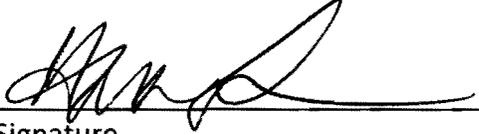
19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. A successful charter school is one that helps its students develop the academic skills and character needed to become productive members of society. In order to achieve this goal, the Board will need to take an active role working with the school leadership to insure that the educational program is being properly implemented. In addition, the Board will also need to confirm that the school is in compliance with all financial and legal requirements.

Other

20. Please explain your understanding of the appropriate role of a public charter school board member. My understanding of the appropriate role of a public charter school board member is to assist the school's leadership to create the best school possible and to take such actions as are in the best interest of the school and the students.
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read the charter school application and will review the by-laws and all proposed policies after they have been completed.
22. Please provide any other information that you feel is pertinent to the Department's review N/A

Form 3: Statement of Assurances

I, Grace Lee (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



Signature

9/1/10

Date

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

Name: Grace Lee
(Include preferred honorific.)

[REDACTED]

[REDACTED]

Personal E-Mail/Fax: [REDACTED]

Business Address: 320 Park Ave., 9th Fl. New York, NY 10022

Business E-Mail/Fax: grace.lee@capitalmanagementcorp.com

Charter School Name: Launch Expeditionary Learning Charter School

Charter School Address: TBD (Bedford-Stuyvesant [District 16], Brooklyn)

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

General / Finance subcommittee

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. X Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I first learned of the opportunity to serve on NYC charter school boards through a Stanford University alumni e-bulletin board, which put me in touch with the NYSCA. Through the NYSCA as well as other contacts, I explored a few different types of charter schools, and was particularly drawn to the Launch team and the comprehensiveness of the Expeditionary Learning (EL) model that it plans to implement. Through NYCOB, I have also been able to visit the Washington Heights Expeditionary Learning School (WHEELS) and the Brooklyn School for Collaborative Studies to observe the EL teaching methodology firsthand.

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

Serving on a charter school board seems like a terrific opportunity to work in a hands-on, in-depth, ongoing capacity in improving young people's lives (while continuing my day job as an investment analyst). I have always been interested in education, and am especially interested in helping to equalize the public school system for those from less privileged backgrounds. As I also came from a modest background (I qualified for the free/reduced lunch program in elementary school, then attended a private high school mostly on scholarship), I am well aware of the difference that an engaging, effective educational environment can make in people's lives.

The Expeditionary Learning model has clearly been successful across the country and in NYC. Still, I am sure that starting a new school (even based on a proven successful model) has its challenges, and I look forward to helping Launch navigate through its first critical phase.

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

I am not currently involved in any other school or board, but I have attended a NYCSA board governance workshop, as well as a United Way BoardServeNYC workshop within the last few months. As a former investor/lender to small companies – and even in my current role as an investment analyst, I am also familiar with many (corporate) oversight issues. I also believe the breadth of my own experiences in various investment/finance roles and at a start-up company also provide me with additional perspective that I could bring to a board position. Additionally, I am currently helping the East River Development Alliance (ERDA) launch a 'Friends' [Associate] Board' – a non-governing body of individuals who can provide financial and volunteer support to ERDA. I am also working on a consulting project via Harvard Business School Community Partners (a pro

bono consulting organization) to assist the Literacy Assistance Center on various strategic initiatives. I expect all of these experiences and contacts should be additive to my involvement with Launch.

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

X This does not apply to me. Yes.

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

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

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

X This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I met the board members through Launch, but have not previously known any of them.

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

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

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

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school,

including but not limited to, the lease of real or personal property to the charter school.

X No. Yes:

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

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

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

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

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

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

I / we have no such interest. Yes:

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

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

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

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

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

X None. Yes:

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

Conflicts of interest should be treated seriously to ensure they do not compromise the integrity of the school in any way. At a minimum, I would bring a potential conflict of interest to the attention of the board chair and possibly other board members in order to explore the situation further and determine if/what actions need to be taken. In extremely serious cases, a neutral third-party might need to independently review the situation and make recommendations on the proper course of action.

Educational Philosophy

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

Launch Expeditionary Learning will seek to provide students with a high-quality and well-rounded education. The school will focus not only on strong academic development, but also strong character development – aiming to graduate students who will be lifelong curious learners, and responsible and successful community citizens.

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

Much of the students' education will be multi-disciplinary and project-based or incorporating field work – in order to engage students' curiosity and critical thinking skills, give them real-world experiences, and foster a sense of teamwork and community. At their core, learning expeditions will be designed around key academic standards. The 'Crew' system will also be an integral part of Launch's program, reinforcing student learning, portfolio work and character development.

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

I believe the key characteristics of a successful charter school include the following: student performance/achievement (measured in part by test scores), student engagement, long-term financial stability, proper operation in accordance with DOE/state guidelines, teacher and administration training and accountability, community engagement. I also believe successful charter schools should perform better than public school peers over the long-term, given their additional operating flexibility.

In order to ensure the success of the school, the board will need to first assist in attracting community support and a diverse student body to ensure a successful opening. Hiring and properly evaluating key administrative personnel will also be critical – as this will greatly impact teacher hiring and the overall student experience and learning process. We will need to set expectations for ongoing teacher/administration training, as the EL-model requires more specialized training. The board will also need to set and monitor the budget carefully and regularly, and help with additional fundraising if necessary to ensure adequate financial resources. Finally, we will need to ensure open lines of

communication with the DOE/state as well as the community we are serving to anticipate and remedy any potential issues that could affect our ability to operate effectively.

Other

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

A public charter school board member should provide appropriate oversight and guidance/advice in the operations/finances/academics of the charter school – ensuring that the school (at a minimum) abides by its initial charter and meets the appropriate standards and regulatory requirements of state/federal/district governing bodies. Board members should work with each other as well as school personnel and external/governmental organizations to achieve the school's educational/operational/financial goals – and ultimately help the school thrive. Board members should also be able to take a 'detached'/'independent' view of the school activities and make tough decisions if the need arises.

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

I have read and understand the charter school application, board by-laws and all proposed policies.

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

NA

Form 3: Statement of Assurances

I, Jasmine Anderson (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.

 Jasmine Anderson
Signature

 9/15/10
Date



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

Name: Jasmine Anderson
(Include preferred honorific.)

[REDACTED] | [REDACTED]
|
[REDACTED] | [REDACTED]
|
[REDACTED]

Business Address: 200 Vesey Street, 36th Floor, New York, NY 10285

Business E-Mail/Fax: jasmine.m.anderson@aexp.com fax: (212) 640 -0311

Charter School Name: Launch 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.):

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ✓ **Resume Attached**
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ✓ **I affirm.**
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Having worked in the education sector in previous years, I wanted to remain involved in education reform and was looking for an opportunity to support the public charter school effort. I first learned about Launch through the New York Charter Schools Association's "Governance 101" training I attended in fall 2009. When I learned about Launch, I was impressed with the Founder, Geoffrey Roehm, and his unquestionable focus on student learning and achievement. Successful schools are those that, at the core, are focused on learning—sparking intellectual curiosity and helping children become problem-solvers and critical-thinkers. Launch's proven academic model serves as a solid foundation for the school, ensuring that learning will be at the center of the school's work efforts.

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

Good governance for a charter school has several major requisites. It is student-focused, participatory, accountable, transparent, responsive, inclusive and effective. If the board is successful in these key areas, it is more than likely that the school will be successful as well. I wish to serve on the Launch governance board because I can help drive a mission that will embody these values. As a board member, I will strive to create a culture on the board where all academic and organizational issues and opportunities are seen through a lens that promotes the well-being of Launch as an organization—remaining focused on student achievement and success, being transparent about all decisions, being accountable for those decisions, responding in a timely manner to parents,

faculty, and student concerns, and ensuring efficiency in every approach to the work to which we commit.

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

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

✓ **This does not apply to me.** Yes.

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

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

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

✓ **This does not apply to me.** Yes.

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

Conflict of Interest

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

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

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

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

information in response to items 9-12, you may so indicate. ✓ **This does not apply to me, my spouse or other family members.** Yes:

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

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

Every board member is responsible to uphold the integrity of the school. If our integrity is damaged, our relationships with our students, faculty, staff and the greater community will suffer. If there is ever a situation in which I believe one or more members of the school's board are involved in anything considered a conflict of interest, the first thing I would do is make sure the entire board knows about this conflict and work with the board to make this issue public and is resolved in a way that is clear and honest.

One of the most important commitments I am making as a board member is a pledge to honest organizational practices and transparency when these efforts succeed and when they fail. Having taken the MBA Oath and sworn to adhere to the Columbia Business School Honor Code, I have pledged to "create value responsibly and ethically," and to "adhere to the principles of truth, integrity, and respect. I will not lie, cheat, steal, or tolerate those who do." I have an obligation that I intend to fulfill—all manner of work I partake in will be ethical, both in my career and in my community-related commitments.

Educational Philosophy

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

The Launch Expeditionary Learning Charter School's mission is for students to develop the academic skills and strength of character necessary to thrive in college, contribute to their communities, and excel in their careers.

This is meaningful because, at its core, it is what creates the difference between a successful young person and an unsuccessful one. I personally grew up in a disadvantaged community, and there were so many odds against me. But my success is a result of teachers with this very same mission—building my skill-set, my thirst for knowledge, and my character. I am certain that Launch's commitment to empowering students to have a strong skill-set and sense of self will be transformative in the lives of Launch students.

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

Launch believes that the skillful implementation of the Expeditionary Learning model will result in clear academic gains for its students. Not only will students be prepared to succeed at a four-year college, but they will also have a greater understanding of themselves, their community and the real world applicability of the skills they have gained. This model is achieved through the skillful implementation of the five core practices of Expeditionary Learning:

- 1) Learning Expeditions** – In-depth, cross-curricular, standards-based studies that are project-based, incorporate fieldwork and are relevant to students' lives.
- 2) Active Pedagogy** – Engaging, research-based, effective instruction focused on student inquiry and literacy across the curriculum.
- 3) Culture and Character** – Community, respect, safety, adventure, professionalism and family comprise the culture at *Launch*.

4) Leadership and School Improvement – Success at *Launch* is supported by strong and collaborative leadership that uses data to drive school improvement and links the EL philosophy to the school as a whole.

5) Structures – Clear structures are in place that provides time for both student and teacher learning and development.

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

Several key elements are critical to a charter school's success, including:

- **Building a solid mission and vision for the school:** The goals that the school is setting out to achieve must be clear, and every member of the leadership team (teachers, staff and governance) must be in agreement. The governance board begins this process by agreeing on the mission and vision—this informs the education philosophy, the curriculum, the school culture, and the school's commitment to the community. This should be well-defined in the school's charter.
- **Securing Funding:** A successful charter school needs secured funds in order to operate effectively. This funding should be managed in a transparent way, with all funds spent on school-related expenses only. It's the governance board's duty to help raise funds for any gaps in the school's budget and ensure that these funds are spent appropriately.
- **Aligning a team of committed teachers and staff:** After establishing a charter, the governance board must then bring teachers and a staff on-board that is aligned with the mission and vision and can execute effectively.
- **Building a Community of Continual Innovation and Learning:** It's not good enough to start with a good idea, a school must continue to evolve as new methods and tools are introduced to the education sector. The governance board must promote an ethos of innovation by building a culture of teachers and staff that are consistently revisiting and evaluating their approach. This can be

accomplished by creating/identifying opportunities for teachers to learn, both from each other and through outside education.

- **Partnering with Parents and the Community:** a charter school's community is one of its most valuable resources. An engaged parent-base and community serve as a charter school's support system. If parents care about what the school is striving to achieve, it is more likely that the school's mission and vision will be reinforced in the home. Parents and the greater school's community can also serve as the schools strongest resource for volunteers and political support. The governance board must champion the relationship building effort with the school's community – reaching out to families and informing them of the benefits the school will bring to the community.
- **Accountability:** The governance board must be a model for all of the criteria mentioned above, and must be accountable to the students, teachers, staff, parents and greater community when the school falls short of these expectations.

Other

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

I understand that the general responsibility of a board member is to ensure that the academic program of Launch Expeditionary Learning Charter School is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization. More specifically, as a board member, I will be expected to:

- Determine the mission and purpose of *Launch* and keep it clearly in focus
- Select the School Leader
- Support and review the performance of the School Leader
- Ensure effective organizational planning
- Ensure adequate resources

- Manage resources effectively
- Determine, monitor and strengthen the programs and services of *Launch*
- Enhance *Launch's* public standing
- Ensure legal and ethical integrity and maintain accountability
- Recruit and orient new board members and assess board performance

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

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

The knowledge and experience that I would bring to the board include:

- **Financial Management** – In my role as a Manager at American Express, one of my primary duties is to allocate and manage my team's \$33.8MM budget. These dollars are spent on a plethora of projects and OPEX expenditures. Every day, I am responsible for tracking spending, forecasting future expenses, and reporting budget performance. This job has afforded me with a keen sense for budget management and the sharpened skill-set for guaranteeing payments are made on time and transparency is certain in all transactions. In addition to helping manage the budget, I will work on all fundraising sub-committees to ensure revenue goals are met.
- **Operations** – During my work with the Posse Foundation and later, with the Department of Homeland Security, I was tasked with the responsibility of employee training and hiring, employee supervision, equipment procurement, and administrative policy adherence. These duties have equipped me with the ability to oversee operational tasks. In addition to working with finance teams to ensure budget compliance and accountability, I will work with the board to ensure we are fulfilling our commitment to guaranteeing the school is run smoothly and efficiently.

- **Marketing, Communications** – In past roles and in my current role, a key element to my work has been a focus on brand growth and management. It is not just good enough to do good work; people have to know about it. A key element to Launch’s success will be in its ability to garner community support. As a member of the board, I will champion the Launch brand both through digital and grassroots strategic efforts—researching and understanding the needs of the community, interpreting relevant data, developing a marketing plan, and implementing an integrated strategy. Launch’s brand will live throughout the lifetime of the organization; I will work to ensure that Launch evolves with the community it serves.

Form 3: Statement of Assurances

I, Jonathan D Harber (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 suffsdffffbjct to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



Signature

September 20, 2010
Date

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

Name: Mr. Jonathan D Harber

(Include preferred honorific.)

Business Address: 525 7th Avenue, 4th Floor, New York, NY 10018

Business E-Mail/Fax: jharber@schoolnet.com/212-675-0815

Charter School Name: Launch (Expeditionary Learning)

Charter School Address: _____

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

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
 - Currently I sit on the Board of NYC Outward Bound
4. Please explain why you wish to serve on the board.
 - Belief in education reform and the Expeditionary Learning model. I also feel we have excellent school leadership.
5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
 - I currently on Board of NYC Outward Bound and have served as the Chairman of the Schools Committee and the Strategic Planning Committee.
 - For ten years, I formerly on Board of Trail Blazers, a non-for-profit serving underserved youth from New York City and Newark.
6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

- I have met them all through New York City Outward Bound or Board orientations

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

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

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

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

No. Yes:

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

- I am currently the CEO of Schoolnet. Schoolnet develops and markets data-driven software to school districts and states. We may donate some software to Launch. There may be also circumstances in which Launch would be interested in services offered by Schoolnet. However, I do not anticipate this causing any issues with respect to my ability to serve on the board with the best interest of the Launch organization.

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate

whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

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

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

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

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

I / we have no such interest. Yes:

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

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

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

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

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

None. Yes:

- None, other than that mentioned in #10

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

- I would submit the information to the Board for resolution.

Educational Philosophy

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

- Launch will be based on the Expeditionary Learning model, a compressive school reform model initiated from New American Schools. EL schools offers an engaging, student centric, project based curriculum. Through learning expeditions, cross curricular projects take students through an engaging approach to learning. A focus on the student portfolio and student work culminates in student lead conferences where students present their work to their parents in front of their teachers. The program prepares students for college or work.

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

- See #17

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

- Fiscal responsibility, accountability, human capital management, integrity.

Other

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

- From my experience on non-for-profit boards, for profit boards, and my board training, I feel well prepared to be on a public charter school board.

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

- Confirmed

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

Jonathan D. Harber
Schoolnet Inc
525 7th Ave, 4th Floor
New York, NY 10018

Jonathan D. Harber has been working in the fields of education and education technology for over 20 years.

Harber completed his master's thesis at the MIT Media Lab and the MIT Sloan School on multimedia case study for higher education. He received a bachelor of arts with honors in cognitive science from Wesleyan University and completed his thesis on artificial intelligence programming applied to student advising.

Harber serves on the board of New York City Outward Bound as the Chairman of the schools committee. Managing 10 high schools through a Bill and Melinda Gates Foundation Grant in partnership with the New York City Department of Education, NYC Outward Bound implements the Expeditionary Learning model to bring engaging learning to scale in underserved areas of New York City.

In 1998, Jonathan conceived and co-founded Schoolnet Inc., a company with the mission to help transform the world's school systems into efficient, highly productive and exciting places for students to learn. Schoolnet's goal is to help schools use data to increase academic achievement.

For ten years, Harber served on the board of Trail Blazers, a not-for-profit organization that offers an outdoor experiential science and summer literacy program for inner-city children from New York and Newark.

Today, Jonathan's innovative vision is helping school districts to close achievement gaps and improve efficiencies around curriculum deployment, instruction, and professional development. Schoolnet currently serves over 300 American cities (including, Atlanta, Chicago, Columbus, Philadelphia) that educate over 3 million students. Jonathan is often asked to speak on the topics of education reform, technology in education, and entrepreneurship.

As a result of Jonathan's leadership and passion Schoolnet has been nominated as finalist or won over 10 Codie awards, the company has been recognized twice by *INC*. Magazine's Inc500 Award and three times by Deloitte's Fast 50 Award. In 2007, Ernst & Young recognized Jonathan with the Ernst & Young Entrepreneur of the Year[®] Award in the New York region.

Prior to launching Schoolnet, Jonathan co-founded and served as Chairman of NewKidCo, the first company to develop and market children's educational video

games, such as Elmo's Letter Adventure and Elmo's Number Journey, for PlayStation and Nintendo N64. NewKidCo was acquired by SoftQuad in 1998. Before NewKidCo, Harber was founder and president and of KinderActive, a children's educational software company and winner of the prestigious Learning Magazine Teacher's Choice awards. Jonathan was also the co-founder and president of Diva, a publisher of multimedia authoring software used by students and teachers to develop multimedia projects. Diva sold over one million units around the world and was acquired by Avid Technology (Nasdaq: AVID), the world's leader in digital media technology, concurrent with its IPO.

A native New Yorker, Jonathan lives in New York City with his wife, daughter and two sons.

Updated May 2010

Form 3: Statement of Assurances

I, MARK ABRAMOWITZ (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 2nd Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1st Degree, a Class E felony.



Signature

9/6/10

Date

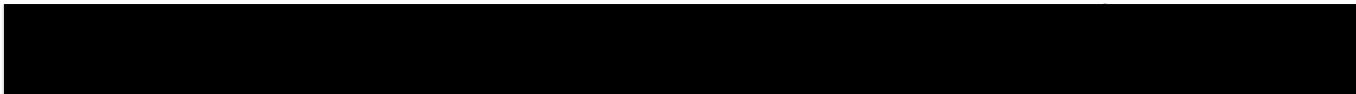
Form 4: Request for Information from Prospective Charter School Board Members

Name: MARK ABRAMOWITZ

(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____



Business Address: _____

Business

RETIRED

E-Mail/Fax:

Charter School Name: LAUNCH EXPEDITIONARY LEARNING CHARTER SCHOOL

Charter School Address: _____

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

MEMBER OF BOARD OF DIRECTORS

As you may know, serving on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's

board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

As a member of the Executive Committee of the Board of Directors of New York City Outward Bound (NYCOB), I have been aware of our desire to use the Expeditionary Learning (EL) model in a charter school for many years. I became aware of the Launch Expeditionary Charter School (LAUNCH) when Richard Stopol, President of NYCOB informed me of opportunity to serve on its board.

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

For many years I have been interested in and involved with public education in the City of New York. Through my involvement with NYCOB, which currently partners with nine small N.Y.C public schools that employ the EL model, I have observed the struggles of EL. A charter school presents the opportunity of not only working under the EL system, but of doing so with greater autonomy and opportunities to be inventive and creative without the restrictions facing a NYC public school. I believe that I can be a positive, inventive, encouraging force on the board of such a school.

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

I have been on the Board of Directors of NYCOB for about 20 years and on the Board of Directors of Outward Bound USA and its predecessors for about 20 years. As indicated in my resume, I was the Managing Partner of a 140 lawyer firm for about 15 years and served on the Board of Directors of Swank, Inc., which ,at that time was traded on the New York Stock Exchange.

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

This does not apply to me. Yes.

No

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

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

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

This does not apply to me. Yes.

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

No

Conflict of Interest

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

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

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

Yes. I know other prospective board members who are also members of the Board of Directors on NYCOB.

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

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

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

No

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

No. Yes:

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

No.

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

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

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

I do not believe that the school will partner with any educational service provider.

12. If the charter school is partnered with an educational service provider, please

indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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

I / we have no such interest. Yes:

Not applicable

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

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

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

Not applicable

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

No – unless NYCOB is considered a partner

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

None. Yes:

None

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

If such a situation should arise, I would request that a committee of the board with power to hire attorneys and accountants be appointed to investigate the situation. The board member or members involved should be put under oath to testify and, if he or she refuses, or if the facts show that the charges are true, then the board member or members should be removed from the board. The possibility of legal action against the offending board member should also be considered.

Educational Philosophy

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

The mission of the school is to develop in its students the academic skills and strength of character necessary to have success in college and in their lives after college. Success being defined not only in terms of grades, but also in terms of character, citizenship and empathy for others.

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

The proposed schools' educational program is based on the EL model which encompasses five core practices: 1) learning expeditions, 2) active pedagogy, 3) culture and character, 4) leadership and 5) structure. As noted above, I am extremely familiar with EL having been on the Board of Directors of Outward Bound USA when EL was awarded its first grant to begin operations. Since that time I have been involved with EL either through Outward Bound USA or later through NYCOPB.

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

A successful charter school, or any other school, is one in which the students are engaged in and enjoy learning, cooperate and help each other, learn to be good citizens and realize that they can accomplish more than they thought possible by hard work. The board of a charter school must make sure that the school stays true to its mission by setting policies that foster that mission and by overseeing the implementation of those policies. In addition, the board must evaluate the accomplishments and deficiencies of the Executive Director of the school and, through its various committees, oversee the finances of the school, the effectiveness of its programs and personnel and that the culture and character of the school is maintained.

Other

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

See 19 above.

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

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

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

Summary of Key Position Descriptions:

The **Board of Trustees** is the governing body that ensures Launch fulfills the mission and meets the goals set forth in this charter through effective organizational planning, resource allocation, and program monitoring. The board delegates day-to-day decision making to the ED, and holds him responsible for successful implementation.

The **Executive Director (ED)** reports directly to the board and is responsible for ensuring the effective implementation of policies established by the board and the charter. The ED manages the Principal, DoO, and DoF and makes final decisions about, but not limited to, hiring, budgeting, and resource allocation.

The **Principal** is the instructional leader of the school. In year four a second principal will be hired as the instructional leader for the high school. The Principal supervises and evaluates all instructional staff and ensures that the educational program is meeting the goals of the charter through coordinating the educational programs, professional development, curriculum design, and staff accountability.

The **Director of Operations (DoO)** reports directly to the ED and is responsible for ensuring the effective management of the non-instructional functions of the school. The DoO manages admissions, student records, food services, the generation of required reports, and other operational and compliance responsibilities. The DoO will supervise and evaluate non-instructional staff, including the Business Manager until a DoF is added to the staff.

The **Business Manager (BM)** reports initially to the DoO and eventually the DoF. The BM, working closely with CSBM, is responsible for managing the business operations of the school, including purchasing, payroll, reporting, and banking.

The **Director of Finance (DoF)** when hired will assume the financial responsibilities that were shared previously by the ED and CSBM, including but not limited to supervision of the school budget, tax filing, management of the annual financial audit and reporting to auditors, and supervision of banking.

The **School Designer (SD)**, an employee of NYC Outward Bound and an expert in the Expeditionary Learning model, is supported by a grant from the Bill and Melinda Gates Foundation. The SD works with the school leaders prior to school opening to develop the educational and professional development programs and related school structures and continues to do so upon opening to support implementation.

The **Instructional Guide (IG)**, supervised by the principal, is a full-time instructional coach funded initially by the Gates grant through NYC Outward Bound. The IG works closely with the school designer to serve as a facilitator and coach for implementing the Expeditionary Learning model. The IG schedules, plans and delivers professional development sessions, functioning as the keeper of the master PD plan for the entire school, including guiding the school to effectively use data to drive instruction and assessment.

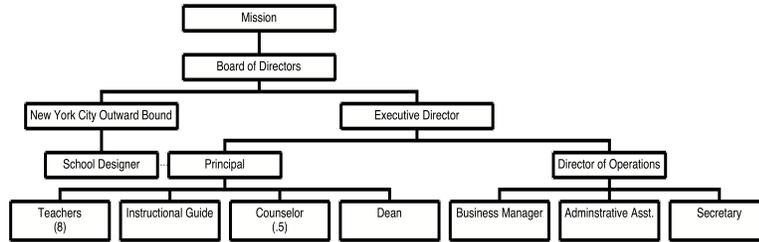
The **Director of Development** is supervised by the Executive Director and is responsible for leading and managing fund raising initiatives. The DoD will identify sources of private and

public funding, apply for private, city, state, and federal grants, and develop private fund raising campaigns. The DoD will be a member of the development committee of the board of trustees.

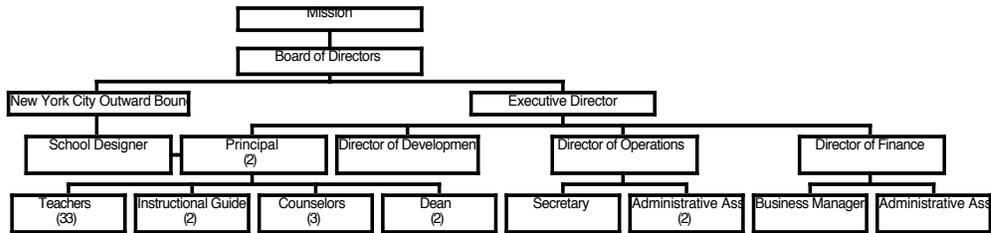
The **Instructional Staff** - including teachers, counselors, and deans – work directly with students to develop their academic skills and character. Instructional staff are responsible for ongoing assessment of students' needs and developing standards-based lessons and expeditions to meet these needs through classroom instruction and the crew program. Instructional staff also serve as crew advisors, and in this role serve as the primary contact with student's families on all aspects of student success at Launch.

Year 1 and 5 Organizational Charts – Launch Expeditionary Learning Charter School

Year 1 Organizational Chart



Year 5 Organizational Chart



Budget Narrative

Launch Expeditionary Learning Charter School will submit two budgets. The first budget assumes DOE space will be provided. The second budget assumes private space will be leased. We have assumed higher than average square footage prices for CSD 16, to ensure prudence in case there is a market upswing.

Assumptions:

All salaries and costs increase annually 3-3.5%

Bill and Melinda Gates Foundation Grant – NYCOB, our institutional partner, was the recipient of a Bill and Melinda Gates Foundation Grant to open small schools in New York City. NYC Outward Bound has the money and, if authorized, we will receive money from this grant. *Launch* will receive \$520,000 in Gates funding over five years, including start-up. The funding will be broken down as follows:

- Start-up - \$47,750 (upon authorization)
- First operational year - \$190,600
- Second operational year - \$140,200
- Third operational year - \$75,300
- Fourth operational year - \$66,150
- **Total - \$520,000**

Gates funding only supports specific Expeditionary Learning activities each year, which are indicated on the budget in the assumptions column. The large majority of Gates funding each year is reserved to pay for the School Designer and the Instructional Guide. In our budget templates, Gates money in the first operational year only (\$190,600) is entirely distributed at the beginning of the year to cover start-up costs. This money is reserved for the specific activities indicated in the assumptions column of the budget and will not necessarily be distributed on the given timeline. In the case that Gates money is used to cover start-up costs all activities specifically marked as being funded by Gates money in the assumptions column of the budget will be covered in full by per pupil funding provided by the State.

Start-Up –

Public

The majority of start-up costs are paid for through Gates funding. \$47,750 of start-up funds is from Gates. These funds pay for the School Designer, Instructional Guide, and contractual services from NYC Outward Bound, principally consisting of professional development costs. Less than half of start-up costs will rely on fundraising. *Launch* board members have extensive experience fundraising on previous non-profit boards. Fundraising events held by *Launch* board members as well as possible grants will cover salary costs for the Executive Director as well as the Director of Operations, beginning in January and March respectively.

Private

The Board of Trustees will commit to raise \$50,000 in additional funds during this time, to be spent in the first operational year (even those these funds are raised during the start-up period, they are accounted for and spent in the first year budget).

Year 1 –

Public

PS: Five administrative staff and eleven and a half instructional staff will compose personnel costs in year one. Teaching staff will consist of two ELA and two Math teachers, one science and one social studies teacher, and half time positions for gym and art. At least one member of the teaching staff will be dual certified in ESL instruction and use added professional time to teach ESL. Salaries are based on competitive market rates. The cost of the Instructional Guide and School Designer are paid for through Gates funding and are offset exactly (along with particular OTPS costs indicated in the assumption column) under “Local and Other Revenues” under “Other.”

OPTS: Office equipment, pupil supplies/furniture, utilities and office expenses are based on a review of similar charter school budgets. Field trips take into account \$10,500 per year for the Crew orientation trips as well as \$200 per student for both field trips and bringing outside experts and resources to the school as part of Learning Expeditions. Contractual services not covered by Gates funding are for nurse services at the prevailing market rate as well as financial services. *Launch* does not currently have a Director of Finance and will thus contract with Charter School Business Management, a trusted vendor, to work with and train the Business Manager in conducting the day-to-day financial tasks for the school. Professional costs take into account pro bono legal work that *Launch* will receive from members of the Board of Trustees. A teacher incentive pool will be established to reward teachers for successes and encourage teacher stability.

Private

PS: Senior administration salaries will be cut up to 8% and the administrative assistant and business manager positions will be cut (The Director of Operations will continue to work with CSBM to offset the Business Manager). From the instructional staff a half time art and gym teacher will be cut as well as the dean position.

OTPS: Art and music supplies will be cut to \$50/student. Field trips will be cut to \$50/student (not including the summer crew program). Supplies will be cut to \$200/student. Library materials will be cut to \$500/class. Janitorial services at the prevailing market rate will be added to contractual services. Electricity costs will be added to utilities. \$50,000 has been added for possible renovations. \$30,000 has been added in contracted security. The teacher incentive pool is cut.

Rent: 100 sf./child is assumed at \$25/sf. for total rent at \$250,000

Year 2 –

Public

PS: In year two *Launch* will add a Director of Finance, a half time Director of Development, one Administrative Assistant and one Secretary. Nine and a half positions will be added to the instructional staff. This will include increasing the half time gym and art positions to full time as well as adding a full time music teacher. A general education teacher dual certified in ESL will continue to provide ESL services. A second Special Education teacher will be added, as well as increasing the counselor from half time to full time. Half of the Instructional Guide will be funded by Gates, with the other half transferring to the school.

OTPS: Costs will be the same as year one with 3-3.5% increase. Major increases occur for computer purchases as one laptop cart will be purchased. Contracted services for CSBM will fall from \$30,000 to \$5,000 to account for the Director of Finance. Instructional, Curricular Material and Books/Marketing under contractual services will no longer be funded through Gates and will be picked up by the school.

Private

PS: Only a business manager will be added in year two to the administrative payroll. Nine and one half instructional positions will be added. A full time gym and art teacher will be added as well as two ELA, two math, one science and one social studies teacher. We will also have a special education teacher, and a full time counselor. ESL services will continue to be provided by a dual certified general education teacher.

OTPS: Laptop carts will no longer be purchased and year one cuts will remain in effect. Contractual Services and Utilities increase by 3-3.5% or by appropriate square footage. The teacher incentive pool is reinstated.

Rent: 100 sf./child is assumed at \$25/sf. + 3% from previous year's rent for total rent at \$507,500

Year 3 –

PS: No administrative positions will be added. Instructional staff will add general education teachers, one special education teacher and a half time ESL teacher. The instructional guide will be fully funded by the school.

OTPS: Costs will be similar to year two.

Private

PS: Salaries for the Executive Director and Principal become commensurate with the public budget. A Director of Finance is added. Seven general education teachers will be hired, as well as a special education teacher, a half time ESL teacher and a full time Dean.

OTPS: Laptop carts will no longer be purchased, cutting computer costs by nearly \$22,000. Field trip costs will be cut by \$45,000.

Rent: 100 sf./child is assumed at \$25/sf. + 3% from previous year's rent for total rent at \$765,225

Year 4 –

Public

PS: This will be the first year *Launch* will serve high school students, adding a ninth grade. A high school principal will be added as well as an administrative assistant. A second instructional guide will be added for the high school, along with seven general education teachers, one special education teacher and one dean.

OTPS: Costs will mirror those in year three, increasing 3-3.5%

Private:

PS: A high school principal will be added as well as an administrative assistant. At the instructional level, seven general education teachers will be added, as well as a special education teacher, an instructional guide, a half time counselor.

OTPS: A laptop cart will be purchased. No cuts compared to public facilities budget

Year 5 –

Public

PS: There will be no additional administrative positions added in year five. Seven general education teachers and one special education teacher will be added. The half time ESL position

will become a full time position. One and one half counselor positions will be added, for a total of three full time counselors. One of these positions will be a full time college counselor.

OTPS: No major costs are added in year five. Costs will increase 3-3.5%

Private:

PS: There will be no additional administrative positions added in year five.. Seven general education teachers will be added, as well as a special education teacher. The half time ESL position will become full time. One and one half counselor positions will be added, for a total of three full time counselors. One of these positions will be a full time college counselor.

OTPS: Two additional laptop carts will be purchased.

Notes:

Throughout both the public and private *Launch* budgets, no additional grant money is included outside of the Gates grant. *Launch* will aggressively pursue additional public and private grant funding on the local, state and federal levels as is evidenced by the standing Development Committee on the *Launch* Board of Trustees as well as the Director of Development added to the *Launch* staff in year two of the public budget. Additionally, only modest fundraising amounts of \$25,000 in year one of the public budget and \$50,000 in years one and two of the private budget, with no additional private fundraising thereafter, has been included. Several *Launch* Board members bring many years of experience fundraising for NYC Outward Bound as well as other non-profit boards. The Board will vigorously fundraise to ensure that *Launch* students and staff have the necessary resources they require to meet all *Launch* goals and requirements of the charter agreement. The *Launch* Board will work to offset any and all cuts noted above as a result of paying private facility costs.



New York City Outward Bound

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April 29, 2010

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New York City Outward Bound is the recipient of a \$3.12 million multi-year grant award from the Bill and Melinda Gates Foundation. The purpose of this grant is to enable NYC Outward Bound to open four new schools which will become part of its network of Expeditionary Learning Schools in New York City. The Gates Foundation has designated that a portion of these grant funds will be used to support building school capacity to deliver the Expeditionary Learning model.

The Launch Charter School has been selected by NYC Outward Bound to become one of these four new schools. If the school is successful in obtaining charter status, it will receive \$520,000 to be spent within five years. The funds will be used to provide Expeditionary Learning professional development and related support services.

Please feel free to contact me at amorris@nycoutwardbound.org if you have any questions.

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