

## APPLICATION SUMMARY

Charter School Name	Unity Preparatory Charter School of Brooklyn
Applicant Name(s)	Joshua Beauregard
Media Contact Name	Joshua Beauregard
Media Contact Email Address	unityprepcharterschool@gmail.com
Media Contact Telephone Number	917-584-0850
District of Location	Community School District 13 in New York City
Opening Date	Summer/Fall 2013
Proposed Charter Term	Five years: 2013-14 to 2017-18
Proposed Management Company or Partners	NA
Projected Enrollment and Grade Span During Charter Term	Grade 6-10, 605 students
Projected Maximum Enrollment and Grade Span	Grade 6-12, 819 students
Mission Statement	Unity Prep's mission is to empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives.

Located in Brooklyn's Community School District 13, Unity Prep will serve students in grades 6-12. The mission of Unity Prep is to empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives. By positively impacting our students' academic and personal development, and matching high expectations with extensive school- and community-based networks of support, Unity Prep hopes to be both a premier school and a great source of pride for our community.

Unity Prep's design incorporates a number of key elements that have proven effective in high-performing schools as well as an array of elements that are unique to our school. These key elements include:

### 1. A Rigorous Academic Program in the Liberal Arts and Sciences

- **A Grades 6-12 College Preparatory Curriculum:** A college-preparatory liberal arts and sciences program of study in mathematics, English language arts (ELA), science, and social studies that fosters in students the desire and capacity to learn independently, think critically, and communicate proficiently so that they are fully prepared to succeed in their postsecondary studies
- **A Focus on Expert Teaching and Advancement:** An inventive Teacher Career Advancement System (T-CAS) and multi-faceted professional development offerings that equip talented teachers with ample means to continually develop their pedagogical and management skills while generously recognizing them for their contributions, resulting in an enthusiastic faculty of expert educators who are demonstrably successful in promoting student learning
- **More Time for Learning/Attention to How Time is Utilized:** An extended day, week, and year that provide approximately 30% more time on academic and co-curricular activities than the local district average in order to deepen engagement, accelerate academic growth, and

prepare students for a college schedule

- **Intensive and Differentiated Academic Support:** Teachers offering customized support for remediation and acceleration by using multiple forms of assessment to inform instruction, providing individualized support with our daily Skills-Building course and trained Teaching Assistants, as well as extending support through our after-school Homework Help, and Saturday Academy
- 2. An Enriching and Engaging Co-Curricular Program**
- **Enrichment Courses and Elective Clubs:** Enrichment courses in World Languages & Culture and Design & Technology, which promote applied and interdisciplinary learning and develop essential 21<sup>st</sup> century professional skills in technology, communication, critical and creative thinking, and problem solving; and elective clubs in such areas as sports, and the visual and performing arts, which develop team-oriented skills and are co-facilitated by instructors from local educational and cultural institutions through formal partnerships
  - **A Positive and Supportive School Culture:** The Youth Empowerment Seminar (YES!), a unique character development program employed by over 40 schools nationwide, that equips students with concrete techniques to manage their emotions, make healthy decisions, and approach learning with enthusiasm; a daily Advisory that cultivates optimal study habits, reinforces the school's Core Values, and challenges students to develop and innovate impactful community service projects; and a school-wide Mentoring Corps, which pairs students with community members and with older students who will serve as role models and provide guidance
  - **Active Community Involvement:** A Family Partnership & Volunteer Corps comprised of family members, local stakeholders, and Unity Prep staff promoting open communication, meaningful collaboration, and active involvement within Unity Prep's adult community; designated Community Service Days and a required Community Service Project in 12<sup>th</sup> grade; and internships that provide students with real-world opportunities to acquire professional skills and engage with the community in mutually beneficial endeavors

A core belief of Unity Prep's educational philosophy is that diversity enriches both the educational and interpersonal experiences of students. Accordingly, Unity Prep will use lottery preferences to enroll a student demographic that reflects the diversity of the district in which it is located. Specifically, 72% of our 6<sup>th</sup> grade and available 9<sup>th</sup> grade seats will be reserved for families eligible for free or reduced price lunch. Moreover, Unity Prep will strive to meet or exceed the targets established by the Board of Regents for students with disabilities (10.0%) and English Language Learners (4.3%).

Community School District 13's educational, cultural, and professional resources will augment the school's academic offerings. Unity Prep has and will continue to build partnerships with a number of these organizations and institutions, including Pratt Institute, Long Island University, the Brooklyn Academy of Music (BAM), Brooklyn Music School, and Brooklyn Museum, to supplement our core-content and enrichment courses and offer a variety of afternoon clubs and extra-curricular and civic engagement programs.

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name Unity Preparatory Charter School of Brooklyn  
 Proposed School Location (District) 13

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the founding group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant founding group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

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 or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."<sup>1</sup>

The applicant(s) also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application <sup>2</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>3</sup> and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>4</sup>

Signature of Applicants:	<i>Joshua M. Beauregard</i>
Date:	1/21/12
Print/Type Name:	Joshua M. Beauregard

<sup>1</sup> N.Y. Education Law § 2854(2)(a)

<sup>2</sup> ESEA § 5203(b)(3)(J)

<sup>3</sup> ESEA § 5203(b)(3)(K)

<sup>4</sup> ESEA § 5203(b)(3)(N)

# **Unity Preparatory Charter School of Brooklyn**

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Proposed Opening: September 2013

**SUBMITTED TO: THE NEW YORK STATE EDUCATION  
DEPARTMENT CHARTER SCHOOL OFFICE**

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## I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

### A. Mission Statement and Objectives

#### Mission Statement: Unity Prep’s Purpose

Unity Preparatory Charter School of Brooklyn’s (Unity Prep) mission is to empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives.

Unity Prep will accomplish this mission through two interdependent programs that reinforce one another and serve as the backbone of our school’s design. Unity Prep will offer:

1. **A rigorous academic program in the liberal arts and sciences** that equips students with the knowledge and skills needed – including the desire and capacity to learn independently, think critically, and communicate proficiently – to enroll and succeed in secondary and postsecondary courses
2. **An enriching co-curricular program** comprised of courses in World Languages & Culture and Design & Technology, elective clubs and teams, and various “beyond-the-classroom” activities that serve to reinforce what students learn in their core courses, accommodate individual student interests, and develop important professional and citizenship skills through real-world, meaningful application

As students engage in each of these programs, we are committed to providing a level of support that is commensurate with the high expectations placed upon them.

#### The School’s Objectives and How They Pertain to Education Law §2850(2)

In fulfilling our mission and in accordance with the objectives of New York State (NYS) Education Law §2850(2), Unity Prep will provide our students with a truly comprehensive and enriching educational experience that increases student learning and achievement. This experience will equip our graduates with the knowledge and skills needed to pursue and earn a postsecondary degree, obtain gainful employment in their desired field of expertise, and actively and positively contribute to the well being of their communities. It is through these long-term outcomes that we will measure whether our mission is being achieved.<sup>1</sup>

Unity Prep will further the objectives of NYS Education Law §2850(2). The school will offer an additional, promising public schooling option to the families of Brooklyn’s Community School District 13 (CSD 13), thereby increasing learning opportunities for all students, including those who have struggled in their studies. As described within this application, we will model practices and teaching methods that are innovative and demonstrably effective, create new professional opportunities for teachers, and collaborate with local schools in sharing best practices. Through Unity Prep’s positive impact on students’ learning and its active community involvement, Unity Prep will be both a premier school that the community deserves and a great source of pride within the community.

### B. Key Design Elements: Features Enabling Unity Prep to Achieve its Mission

Unity Prep will incorporate a number of key elements that researchers have found to be associated with high-performing schools (Dobbie & Fryer, 2011).<sup>2</sup> We will also include several

<sup>1</sup> Through the development of a strong alumni base and the use of technology, including social network websites and online surveys, we will gather data on these long-term outcomes to assess the degree to which they are achieved.

<sup>2</sup> In their research of the inner-workings of over 35 charter schools in New York City, Dobbie and Fryer (2011) find there to be a significantly positive correlation between school effectiveness and an index of five following elements: frequent teacher feedback, the use of data to guide instruction, high-dosage tutoring, increased instructional time,

elements that are unique to our school that we believe will profoundly benefit our students. Each of our key design elements, which are described in detail throughout the application, aligns with the academic and co-curricular programs outlined in our mission statement:

### 1. A Rigorous Academic Program in the Liberal Arts and Sciences

- **A Grades 6-12 College Preparatory Curriculum:** A college-preparatory liberal arts and sciences program of study in mathematics, English language arts (ELA), science, and social studies that fosters in students the desire and capacity to learn independently, think critically, and communicate proficiently so that they are fully prepared to succeed in their postsecondary studies (see *Curriculum and Instruction*)
- **A Focus on Expert Teaching and Advancement:** An inventive Teacher Career Advancement System (T-CAS) and multi-faceted professional development offerings that equip talented teachers with ample means to continually develop their pedagogical and management skills while generously recognizing them for their contributions, resulting in an enthusiastic faculty of expert educators who are demonstrably successful in promoting student learning (see *Evaluation and Professional Development*)
- **More Time for Learning/Attention to How Time is Utilized:** An extended day, week, and year that provide approximately 30% more time on academic and co-curricular activities than the local district average in order to deepen engagement, accelerate academic growth, and prepare students for a college schedule (see *Attachment 3A* and *Attachment 3B*)
- **Intensive and Differentiated Academic Support:** Teachers offering customized support for remediation and acceleration by using multiple forms of assessment to inform instruction, providing individualized support with our daily Skills-Building course and trained Teaching Assistants, as well as extending support through our after-school Homework Help and Saturday Academy (see *Curriculum and Instruction, Assessment System, and Attachment 3A*)

### 2. An Enriching and Engaging Co-Curricular Program

- **Enrichment Courses and Elective Clubs:** Enrichment courses in World Languages & Culture and Design & Technology, which promote applied and interdisciplinary learning and develop essential 21<sup>st</sup> century professional skills in technology, communication, critical and creative thinking, and problem solving; and elective clubs in such areas as sports and the visual and performing arts, which develop team-oriented skills and are co-facilitated by instructors from local educational and cultural institutions through formal partnerships (see *Curriculum and Instruction* and *Family and Community Involvement*)
- **A Positive and Supportive School Culture:** The Youth Empowerment Seminar (YES!), a unique character development program employed by over 40 schools nationwide, that equips students with concrete techniques to manage their emotions, make healthy decisions, and approach learning with enthusiasm; a daily Advisory that cultivates optimal study habits, reinforces the school's Core Values, and challenges students to innovate and implement impactful community service projects; and a school-wide Mentoring Corps, which pairs students with community members and with older students who will serve as role models and provide guidance (see *School Culture and Climate*)

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and high expectations. In a variety of forms, Unity Prep's design incorporates all of these elements. A full list of references cited in this application is available upon request.

- **Active Community Involvement:** A Family Partnership & Volunteer Corps comprised of family members, local stakeholders, and Unity Prep staff promoting open communication, meaningful collaboration, and active involvement within Unity Prep’s adult community; designated Community Service Days and a required Community Service Project in 12<sup>th</sup> grade; and internships that provide students with real-world opportunities to acquire professional skills and engage with the community in mutually beneficial endeavors (see *School Culture and Climate* and *Family and Community Involvement*)

Collectively, Unity Prep’s key design elements will create an educational environment that addresses the diverse academic and socio-emotional needs of all students in CSD 13, thereby advancing the objectives of NYS Education Law §2850(2). Specifically, extended learning time, intensive academic supports, and enrichment and elective offerings will “improve student learning and achievement and increase student learning opportunities.” Moreover, our career advancement system for teachers and professional development initiatives will “encourage innovative teaching practices and create new professional opportunities.”

**C. Enrollment, Recruitment, and Retention**

**Enrollment: Rationale for Enrollment, Growth, and Admission Process**

Unity Prep will grow to serve students in grades 6-12 by admitting students via lottery in 6<sup>th</sup> grade and then in 9<sup>th</sup> grade beginning in our fourth year. *Table I.C.1* presents the school’s projected enrollment in each year of the proposed five-year charter term and extends into years 6 and 7 to show our enrollment projections at full capacity.

*Table I.C.1: Projected Enrollment Over Years 1 Through Year 7*

Grades	Age	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2016-17	Year 6 2017-18	Year 7 2018-19
6 <sup>th</sup>	11-13	128	128	128	128	128	128	128
7 <sup>th</sup>	12-14		119	119	119	119	119	119
8 <sup>th</sup>	13-15			111	111	111	111	111
9 <sup>th</sup>	14-16				128	128	128	128
10 <sup>th</sup>	15-17					119	119	119
11 <sup>th</sup>	16-18						111	111
12 <sup>th</sup>	17-19							103
<b>Totals</b>		<b>128</b>	<b>247</b>	<b>358</b>	<b>486</b>	<b>605</b>	<b>716</b>	<b>819</b>
<b>Average Class Size Per Grade Level</b>		6 <sup>th</sup> – 21	6 <sup>th</sup> – 21 7 <sup>th</sup> – 24	6 <sup>th</sup> – 21 7 <sup>th</sup> – 24 8 <sup>th</sup> – 28	6 <sup>th</sup> – 21 7 <sup>th</sup> – 24 8 <sup>th</sup> – 28 9 <sup>th</sup> – 21	6 <sup>th</sup> – 21 7 <sup>th</sup> – 24 8 <sup>th</sup> – 28 9 <sup>th</sup> – 21 10 <sup>th</sup> – 24	6 <sup>th</sup> – 21 7 <sup>th</sup> – 24 8 <sup>th</sup> – 28 9 <sup>th</sup> – 21 10 <sup>th</sup> – 24 11 <sup>th</sup> – 29	6 <sup>th</sup> – 21 7 <sup>th</sup> – 24 8 <sup>th</sup> – 28 9 <sup>th</sup> – 21 10 <sup>th</sup> – 24 11 <sup>th</sup> – 29 12 <sup>th</sup> – 33

The rationale for our enrollment plan is as follows:

- We anticipate an annual attrition rate of 7% based on rates of charter schools with comparable demographics. We also anticipate that a percentage of our middle school graduates will choose to attend specialized high schools; by backfilling any available 9<sup>th</sup> grade seats each year, we will ensure a 9<sup>th</sup> grade cohort size of 128 students.
- Unity Prep will serve students in grades 6-12, thereby avoiding the deleterious effects of transitioning from middle school to high school; research has shown that this transition can lead to an achievement drop in 9<sup>th</sup> grade (Scherdt & West, 2011).

- Unity Prep’s class size configuration will be tailored to each grade level. District-wide data project that the majority of incoming 6th graders will be below grade level academically. Small average class sizes in 6<sup>th</sup> and 7<sup>th</sup> grades of 21 and 24 students respectively will permit the school to provide more individualized support to these students.
- Average class sizes in 9<sup>th</sup> grade of 21 students will also be sufficiently small so that all 9<sup>th</sup> graders, particularly those new to the school, are supported as they acclimate to high school. By grades 11 and 12, class sizes will increase to mirror the larger class sizes that students may experience in college. Additionally, research supports that a high school population of approximately 450 students, including cohort sizes of approximately 125, is sufficiently large to provide rich and diverse course offerings, yet small enough to retain the feel of an intimate, tight-knit community (Slate & Jones, 2005).

### **Recruitment: Plan for Publicizing to a Broad Cross-Section**

A core belief of Unity Prep’s educational philosophy, which is supported by research, is that a school that draws from diverse populations can enrich both the educational and interpersonal experiences of its students (Kahlenberg & Potter, 2012; Frankenberg & Orfield, 2007).

Accordingly, Unity Prep will use lottery preferences to enroll a student demographic that reflects the diversity of the district in which it is located. As permitted by NYS Charter School Law, Unity Prep will establish an admissions preference for students eligible for free or reduced-price lunch (FRPL) by reserving a percentage of seats that is equal to the percentage specified in the enrollment and retention targets established by the Board of Regents for schools in CSD 13 in the school year that the admissions lottery takes place. This percentage was 71.8% as of 2012. Moreover, Unity Prep will meet or exceed the targets for students with disabilities (10.0%) and English Language Learners (4.3%) by utilizing the comprehensive recruitment and retention strategies described below (see *Attachment 1* for further details on admissions, including procedures for administering preferences for students eligible for FRPL).<sup>3</sup>

Unity Prep will conduct an extensive outreach campaign to inform a broad cross-section of families about the school and its academic support for all learners. This campaign will include disseminating informational materials in languages and formats accessible to the community that highlight Unity Prep’s academic and co-curricular programs as well as services for students with special needs and the school’s host of remedial supports (see *Special Student Populations and Related Services*). Materials will be distributed by mail, by visiting families’ homes and elementary schools in CSD 13, and by partnering with community-based organizations that serve immigrant populations, advocate for students with disabilities, and/or offer support to low-income families. One such organization is the Ingersoll Community Center, which reserves half of its after-school program’s seats for families experiencing economic hardship. We have already met with parents of children participating in Ingersoll’s after-school programs – their willingness to share our materials with other local families will prove valuable to our recruiting efforts.

Beyond the dissemination of materials, Unity Prep plans to hold multiple informational sessions between October and April with the support of local stakeholders. Members of the Education, Youth, and Cultural Affairs Committee of Community Board 2 (CB 2), for example, have agreed to assist in securing a venue for these sessions and to promote them to families residing in the district. Unity Prep founders will present on the school’s model, key design

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<sup>3</sup> According to a recent analysis by the New York City Charter School Center, the percentage of students with disabilities (SWD) enrolled in district schools in central Brooklyn as of 2012 is 15.6%. It is this percentage that we will strive for in exceeding the enrollment and retention targets for SWD established by the Board of Regents.

elements, and programs, field questions, and disseminate contact and application information.

In order to inspire students to make a lasting, positive impact on their community both during and after their time at Unity Prep, all students will be required to participate in community service as described in *School Culture and Climate*. Accordingly, part of our outreach campaign will include community service events with students and families in the communities of CSD 13. For example, several members of Unity Prep's founding team had the opportunity to assist in the setup and staffing of the Brooklyn Music School's most recent annual Hispanic Heritage Festival. We also plan to organize various community service events, including a one-day health fair featuring free check-ups and information booths in partnership with physicians from Brooklyn's SUNY Downstate Medical Center. Participating in these events will not only provide an opportunity to interact with families, but also communicate to families the value we place on Unity Prep students and faculty contributing meaningfully to the local community.

Finally, in an effort to reach a broader audience within CSD 13, we have launched a Unity Prep website ([www.unityprep.org](http://www.unityprep.org)) that provides vital information about our proposed school (see *Public Outreach* for more information).

### **Retention: Meeting Targets and Ensuring Adequate Enrollment**

In discussions with secondary-level charter school leaders, parents, and students, we have learned that the reasons for students' withdrawals - including students with disabilities, English language learners, students eligible for FRPL, and families less informed about available schooling options - often fall under three school-related areas: inadequate support given the school's academic demands, strict discipline structures perceived as unfair or overly rigid, and a dearth of extracurricular offerings. Unity Prep will address each of these root causes proactively in an effort to ensure adequate enrollment and meet or exceed the retention targets established by the Board of Regents through the following:

- Providing support structures that are commensurate with our high academic expectations. These include (i) daily instruction that caters to individual learning needs and regularly uses assessment results to enhance student academic progress; (ii) timely feedback to students and families through our daily Advisory; (iii) and remediation and tutoring services offered through our Skills-Building course, after-school Homework Help, and Saturday Academy.
- Cultivating and maintaining a positive school culture that begins with home visits to all incoming students to establish strong ties with families and continues with our Summer Academy in which new students are acclimated to the expectations of the school. Moreover, our daily Advisory and character development program in YES! will promote in students a sense of unity with their peers and teachers, a belief in the power of a great education, and a feeling of responsibility for their actions as both citizens and scholars.
- Offering a rich selection of engaging, co-curricular activities through partnerships with local organizations that rival the opportunities of neighboring schools in the district and beyond so that students recognize and value the opportunities available by attending Unity Prep.

### **Assessment of Community Support: Evidence Supporting a Demand for Unity Prep**

The founding group has engaged with local stakeholders, including representatives from area institutions, elected officials and members of community organizations, school leaders, and families to gain a deeper understanding of the interest in and need for a new school and to learn how Unity Prep might best address the need. In the course of these conversations, stakeholders have consistently articulated the immediate need for additional middle and high school options and expressed their interest in Unity Prep's model.

Representatives of area cultural and higher educational institutions serving families and youth have expressed their support by establishing formal partnerships with Unity Prep in an effort to enhance the educational experiences offered to students in CSD 13 (see *Family and Community Involvement*). Various local elected officials and community organization members have expressed their support for Unity Prep through their invaluable input on our planning efforts, particularly concerning our outreach campaign (see *Attachment 2*). In addition, a number of local school representatives, including leaders from five charter schools, three traditional public schools, and two private schools have provided support by offering helpful advice and voicing their interest in future collaboration to enhance the educational opportunities afforded to all students in the district. Lastly, the founding team has met with families in focus group sessions, informational sessions, and one-on-one discussions to gain a deeper understanding of their hopes, interests, and concerns with public schooling in CSD 13. These families have also provided feedback on aspects of our model, including our extended day and how we structure the schedule for our elective clubs in the afternoon, and we have revised our model based on this feedback (see *Public Outreach*). In many instances, parents with whom we have met and who support our school have committed to assisting our founding team in networking with other parents in the local community. These families and parents have also expressed a genuine interest in having additional middle and high school options that meet their children's needs.

Statistical evidence corroborates this strong interest within CSD 13. A spring 2012 study by the New York City Charter School Center (NYCCSC) on the existing demand for charter schools among families in NYC, for example, highlighted Central Brooklyn (including CSD 13) as one of three areas in the city where a majority of students apply to charter schools. According to this study, the charter school waiting list in Central Brooklyn as of spring 2012 stood at an estimated 15,126. Similarly, NYC Department of Education (NYCDOE) data indicate that the charter school enrollment in CSD 13 stood at 3-5% as of 2009-2010, much lower than the charter school enrollment in neighboring CSDs 14 and 16 (11% and 13.5%, respectively). Given the similar demographics of these districts to CSD 13, additional capacity for charter school growth likely exists. Finally, this past fall, the city's Chancellor announced plans to open 50 new middle schools over the next two years. This initiative is driven by a need and interest to improve the city's middle school options.

#### **D. Community to be Served: Our Desire to Serve the Students of CSD 13**

We have selected CSD 13 because of its unique combination of elements: a dearth of high-performing middle and high schools, a wonderfully diverse community, and a multitude of non-profit, private, higher education, and community-based organizations with which to partner (see *Family and Community Involvement* and *Attachment 2* for documentary evidence of these steps). Additionally, five members of Unity Prep's founding group are proud residents of CSD 13 and thus have vested interests in the district's long-term success. Our personal knowledge of the district's wide range of resources, as well as our discussions with fellow community members who have expressed confidence in our proposed educational program and emphasis on active community involvement, have convinced us that Unity Prep can be both a premier school and a great source of pride within the community.

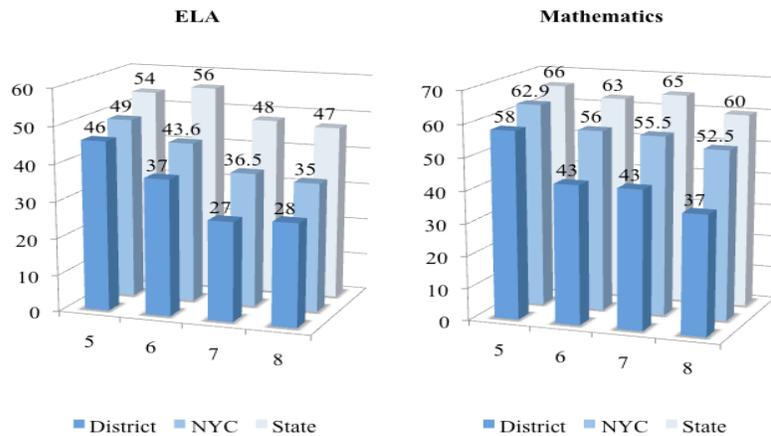
#### **Student Demographics and Academic Achievement in CSD 13**

Unity Prep's proposed setting, CSD 13, is in northern Brooklyn, which includes the communities of Bedford Stuyvesant, Fort Greene, Clinton Hill, Downtown Brooklyn, Brooklyn Heights, and Prospect Heights. It is one of the most socioeconomically and ethnically diverse

school districts in the city. We see this as both a tremendous asset and an opportunity. By implementing the recruitment plan described in *Enrollment, Recruitment, and Retention*, we anticipate a student body that reflects the diverse population of the district. Such diversity will ensure that, at Unity Prep, students from various backgrounds will gain an appreciation for others’ perspectives. Of the approximately 22,000 K-12 students in CSD 13 as of the 2010-11 school year, 59% are Black, 17% are Asian, 15% are Hispanic, and 8% are White.<sup>4</sup> Moreover, 73% of the student population is eligible for free or reduced price lunch, which illustrates the significant student population that is potentially lacking in opportunities due to economic disadvantage. Through Unity Prep’s core academic and co-curricular programs, we will provide an abundance of academic opportunities, support, and enriching activities that students might not otherwise experience. This is equally true for the 10% and 4% of students in the district who are classified as having special needs and limited English language proficiency, respectively.<sup>5</sup>

In addition to serving students with limited educational opportunities due to financial hardship, and those requiring special services, we also anticipate serving students in need of additional academic support based on comparative assessment data from 2010-2011.<sup>6</sup> *Figure I.D.1* demonstrates that on both the NYS mathematics and ELA exams, 5<sup>th</sup> graders attending schools in CSD 13, on average, underperformed in comparison to their 5<sup>th</sup> grade counterparts across the city and state.

**Figure I.D.1: Percentage of Students in Grades 5-8 Scoring Proficient on State Assessments in ELA and Mathematics for Schools in CSD 13, NYC, and NY State, 2011**



The gap in scores between students in the district and city/state was greater among 8<sup>th</sup> grade students, indicating that students attending middle schools in CSD 13, on average, lose ground academically rather than narrow the achievement gap. Only 28% of the district’s 8<sup>th</sup> grade students demonstrated proficiency on the ELA exam while 37% demonstrated proficiency on the mathematics exam.<sup>7</sup> Through the academic support described above as a part of our Retention

<sup>4</sup> The New York State District Report Card, Accountability and Overview Report, 2010-11.

<sup>5</sup> Percentages provided by the Charter School Institute of the State University of New York as of 2011.

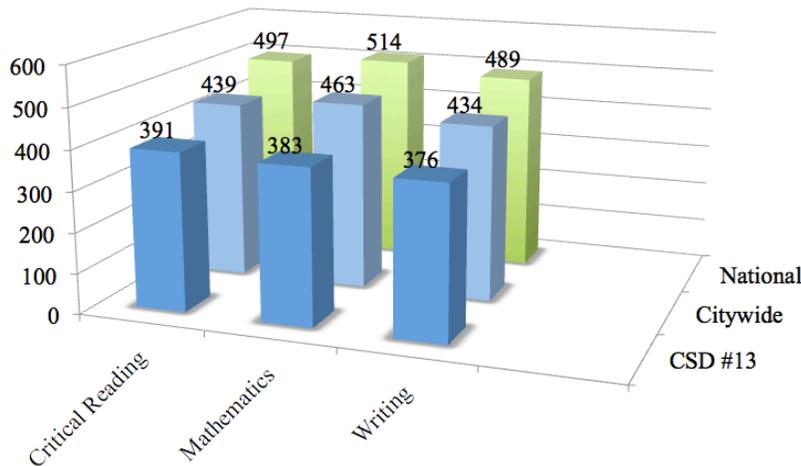
<sup>6</sup> The New York State District Report Card, Accountability and Overview Report, 2010-11.

<sup>7</sup> When assessing student performance across socioeconomic and racial/ethnic groups, these statistics are even more grim. Among students who qualify for free and reduced-price lunch (of whom the vast majority are Black or Hispanic/Latino), only 26% of 8<sup>th</sup> grade students demonstrated proficiency in ELA while 36% demonstrated

Plan (see *Enrollment, Recruitment, and Retention*), along with supplemental remediation services, including our Summer and Saturday Academies, daily Skills-Building course and Homework Help sessions after school, Unity Prep will work to eliminate these alarming disparities in performance between students in CSD 13 and their peers across the city and state.

As students in CSD 13 proceed to high school, the trend of academic underperformance continues not only through state assessment results but also through SAT results. As *Figure I.D.2* depicts, the average student attending a non-selective high school in CSD 13 scored significantly lower than the city and national averages on all three sections of the SAT exam, resulting in an overall score that was 14% lower than the city average and 23% lower than the national average.<sup>8</sup> Unity Prep students will be adequately prepared for the SAT exam because, in addition to the academic supports described above, Unity Prep will offer a multi-year SAT preparation program designed by a founder with extensive experience in test preparation (see *Curriculum and Instruction* for details on this program).

**Figure I.D.2: Mean SAT Scores by section for Students in CSD 13, NYC, and US, 2009-2010**



Finally, when examining recent graduation data in the district as of 2009-2010, we find that nearly one-third of all high school students in CSD 13 did not graduate within four years.<sup>9</sup> The district report card shows that in 2010, CSD 13 failed to make Adequate Yearly Progress (AYP) in the graduation rates of economically disadvantaged students, Black students, and Latino students. These sobering, persistent academic gaps in proficiency in the early years of middle school that continue and even increase in 8<sup>th</sup> grade and high school suggest that there is a clear need for schooling options that address such learning deficits.

### Enhancing the Educational Options in CSD 13

Based on the performance data discussed above, it is clear that families in the district would benefit from additional, high-quality, schooling options. To further support this claim,

proficiency in mathematics. Finally, only 8% and 16% of 8<sup>th</sup> grade students with disabilities demonstrated proficiency on content assessed on the ELA and mathematics exams, respectively.

<sup>8</sup> New York City Department of Education: SAT Results for Graduating Seniors, September 2011

<sup>9</sup> This calculation excludes Brooklyn Technical High School, a selective grades 9-12 school in CSD 13, which draws a vast majority of its students from outside CSD 13 and graduates nearly 1,000 students each year.

approximately 25% of students (over 3,100 students) attending non-selective, public, middle and high schools in the district were enrolled in schools receiving a D or F as of 2011.<sup>10</sup> If chartered, Unity Prep would be one of only five charter schools in CSD 13 serving middle school students and the first to serve students in grades 9-12, thereby offering an additional non-selective, high school option to families in the district. Moreover, given its extensive academic supports, including extended time for learning and customized remediation and acceleration services, in addition to its co-curricular opportunities, such as its character development program in YES! and afternoon elective clubs, which utilize various local cultural and educational institutions, Unity Prep would be unlike any other school in CSD 13.

### E. Public Outreach

Unity Prep's founders have taken the following steps to inform community members of CSD 13 of our proposed charter school:

- **Meeting with Community Leaders:** We have met with local political leaders, including our City Council Member, State Assembly Member, State Senator, Congressman, and Education Policy Liaison to the Borough President. Each offered valuable insights into the educational needs of the district and agreed to work with us on informing their constituents about Unity Prep as we continue with our community outreach efforts. Several have provided formal letters of support for Unity Prep (see *Attachment 2*).
- **Meeting with Local Parents:** We have presented our school model to school-based parent associations of local elementary schools, including parents of students attending Public School 11 – Purvis J. Behan Elementary School in Fort Greene. In addition, we have presented our model less formally to parents of other schools in the area, including parents of alumni of Community Roots Charter School and Public School 20 – The Clinton Hill School.
- **Adjusting our Model Based on Parental Feedback:** We have provided Unity Prep's prospectus to families in CSD 13 through focus group sessions, information sessions in local public venues, and individual meetings. We have received feedback on the features of the school that are most important and what aspects of Unity Prep's model they would modify. Based on their feedback, we revised aspects of our model ranging from our daily schedule to how we devise our orientation in order to ease students' transition from 5<sup>th</sup> to 6<sup>th</sup> grade.
- **Enlisting Former Students:** The founders have contacted several of their former students who are residents of CSD 13 or nearby neighborhoods and asked them to reflect on their high school experiences and to assist in designing a school that meets their criteria for an ideal high school. We received insightful responses and intend to enlist these students, who are now young adults, in assisting with our upcoming recruiting visits to homes of families as well as in distributing informational flyers and engaging community members in conversation at community spaces such as local libraries and subway stations (see *Attachment 2*).
- **Public Meetings/Ongoing Outreach:** We have presented our school model at a public meeting held by CB 2's Education, Youth, and Cultural Affairs Committee. After questioning us about our ability to navigate various challenges, including securing a facility and promoting the achievement of all students, including those below grade level, the committee members voted unanimously to formally support Unity Prep's founding (see *Attachment 2*). The chairman has arranged for us to hold an informational session with parents at the Cornerstone Church in Bedford Stuyvesant. A key aspect of our ongoing

<sup>10</sup> This excludes six schools in which Progress Report data for 2011 were unavailable.

outreach will be to work through community organizations, including those with which we have already established formal partnerships, to connect with and invite families to upcoming public, town-hall style meetings as described in *Family and Community Involvement*.

- **Local Media Coverage:** *The Brooklyn Paper* has published an article about our plans to open a school in CSD 13, dated March 13, 2012 (see *Attachment 2*). We have also provided an in-depth interview to a reporter from *The New York Times* Local Blog, which covers Fort Greene and Clinton Hill. The article has not yet been published, but will provide details about Unity Prep's design and founding team to the public.
- **Information Sharing/Soliciting Input:** As noted above, we have created a website at [www.unityprep.org](http://www.unityprep.org) that provides information about Unity Prep's mission, vision, educational philosophy, key design elements, and sample student schedules. We have informed community members of our website through live meetings, email and phone calls, and social media sites. The site allows visitors to submit questions, comments, and concerns about our model and allows them to provide contact information.

## F. Programmatic and Fiscal Impact

### Projected Programmatic Impact

As the only grades 6-12 charter school in CSD 13 and the only charter school in the district serving high school students, we do not believe that the school would have a negative programmatic impact on other local schools. While there are five charter middle schools presently operating in CSD 13, last year's charter waitlist of over 15,000 families in central Brooklyn suggests that we will not affect enrollment in these schools. Instead, we intend to partner with schools in the district both to gather and share best practices through the two following initiatives to be implemented by our third year of operation:

- **Creating a District-level School Guild:** We plan to create a guild comprised of public and private schools in order to promote collaboration and enhance the services offered by all schools in the district. We envision organizing a quarterly luncheon attended by local school leaders to share information about promising practices and relevant community events. While we have already established relationships with a number of school leaders in the district, we will utilize groups such as Community Education Council 13 and CB 2's Youth Education and Cultural Affairs subcommittee to connect with additional school leaders.
- **Convening School Tours and Demonstration Days:** On a tri-annual basis, we will invite stakeholders from neighboring schools to tour our school, meet staff, visit classrooms, and provide feedback on our areas of strength and areas in need of growth. As we gather evidence of the effectiveness of our programs, we will hold demonstrations and/or informational sessions during these visitation days, which will inform visitors about our lessons learned, including the planning, implementation, and evaluation of these programs and interventions. Initiatives such as our YES! Program and optional evening study halls could, for example, prove valuable to other schools in enriching and promoting the academic and non-academic growth of students in the district.

### Projected Fiscal Impact

The aggregated FY12 school budget for CSD 13 as of November 2011 was \$175,193,141. In Year 1, we expect to enroll 128 students and anticipate a total, per-pupil revenue of \$1,731,456, which is less than 1.0% of the district budget. In Year 5, we expect to enroll 605 students and anticipate per-pupil revenue of \$8,183,835, which is 4.7% of the district budget. The fiscal

impact of Unity Prep will thus be minimal on other public schools in the district. This figure is negligible when compared to the entire NYC School District budget, which exceeds \$20 billion.

**II. EDUCATIONAL PLAN**

**A. Achievement Goals**

The following six achievement goals in *Table II.A.1* align with Unity Prep’s mission to empower students as scholars and citizens and pertain to our academic and co-curricular programs. When applicable, the metrics used are based on state assessments, ensuring that the achievement goals meet or exceed NYS student academic achievement standards.

*Table II.A.1: Achievement Goals*

<p><b>Goal 1: Unity Prep students will demonstrate knowledge and skills in the core content areas of mathematics, ELA, science, and social studies at or above grade level</b></p> <ul style="list-style-type: none"> <li>• <b>Metric 1:</b> The Median Adjusted Growth Percentile for middle school students will be at least 70% in English and 80% in Mathematics.<sup>11</sup></li> <li>• <b>Metric 2:</b> Students will outperform the local district on the 8<sup>th</sup> grade state science exam and on Regents exams in ELA, mathematics, science, global history, and United States history. Specifically, the percentage of Unity Prep students demonstrating proficiency on a given exam will represent a 10% reduction in the difference between 100% proficiency and the district average.<sup>12</sup></li> </ul> <p><b>Goal 2: Unity Prep students will accumulate credits at a rate that enables them to enroll in college level courses as high school upperclassmen</b></p> <ul style="list-style-type: none"> <li>• <b>Metric 1:</b> At least 70% of 8<sup>th</sup> grade students will pass a course and a related Regents exam that entitles them to high school credit.</li> <li>• <b>Metric 2:</b> At least 85% of students in all grades will earn a minimum of 5 credits each year.</li> </ul> <p><b>Goal 3: Unity Prep students will demonstrate their engagement in and commitment to their education</b></p> <ul style="list-style-type: none"> <li>• <b>Metric 1:</b> Average daily attendance will be 93% or higher as evidenced by the NYCDOE’s Automate the Schools (ATS).</li> <li>• <b>Metric 2:</b> Student year-to-year retention rate will be 93% or higher as evidenced by ATS (excluding those students who leave our school due to a change in residence).</li> <li>• <b>Metric 3:</b> At least 95% of students will earn an overall “proficient” rating in their end-of-year Roundtable presentation based on an established rubric.</li> </ul> <p><b>Goal 4: Unity Prep will achieve Adequate Yearly Progress<sup>13</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Metric 1:</b> Under New York State’s NCLB accountability plan, Unity Prep will be in “Good Standing”.</li> <li>• <b>Metric 2:</b> The school’s Performance Index will meet the Annual Measurable Objectives set by the state in English language arts and mathematics for all accountable groups.</li> </ul> <p><b>Goal 5: Unity Prep students will broaden what they learn in their core courses by acquiring twenty-first century, professional skills in their enrichment courses</b></p> <ul style="list-style-type: none"> <li>• <b>Metric 1:</b> At least 95% of students will pass mid-year and final oral World Languages &amp; Culture exams.</li> <li>• <b>Metric 2:</b> At least 95% of students will present their mid-year and final projects and receive an overall “proficient” rating based on the presentation rubric in Unity Prep’s Design &amp; Technology course.</li> </ul> <p><b>Goal 6: Unity Prep students will engage in real-world applications of their learning and will have a positive impact on their communities</b></p> <ul style="list-style-type: none"> <li>• <b>Metric 1:</b> At least 95% of students will attend and participate in 95% of their selected afternoon elective clubs for all three trimesters, including presenting/performing in the club’s end-of-trimester demonstrations.</li> <li>• <b>Metric 2:</b> 95% of students will complete the Youth Empowerment Seminar’s (YES!) two annual modules.</li> <li>• <b>Metric 3:</b> 95% of students will participate in at least 20 hours of approved community service.</li> </ul>
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<sup>11</sup> These benchmarks are based on the founding team’s analysis of the performance of comparable middle and high schools in CSD 13 serving similar student demographics.

<sup>12</sup> For example, if 70% of students in CSD 13 pass the global history exam, then Unity Prep’s target will be 73%.

<sup>13</sup> Because New York received a NCLB waiver in July 2012, this goal may be modified to reflect new designations (i.e., Unity Prep will not be designated as a “priority” or “focus” school).

## B. School Schedule and Calendar

See *Attachment 3A* for sample weekly student and teacher schedules as well as information on (i) the length and structure of the school day including details on the teacher work day and (ii) the integration of core and supplemental instruction and how the schedule will support students with a wide range of needs. See *Attachment 3B* for Unity Prep’s proposed first-year calendar.

## C. Curriculum and Instruction

The instructional goal of Unity Prep is to provide students with an exceptional liberal arts and sciences education that will equip them with the knowledge and skills to succeed at the secondary and post-secondary level. Our definition of a liberal arts and sciences education is adapted from Becker (2003): a modern liberal arts and sciences education, which includes the study of literature, mathematics, history, and science, is designed to foster in students the desire and capacity to learn, think critically, and communicate proficiently, and to prepare them to function as engaged citizens. At the middle school level students at Unity Prep will develop the strong foundational skills that are essential to any discipline, including:

- Narrative, informational, and expository writing skills that show an understanding of audience and purpose; a command of craft, grammar, and conventions; an awareness of content-specific and academic vocabulary; and the ability to elaborate, cite evidence, and articulate and defend ideas and opinions effectively
- Reading comprehension skills to interpret complex literary and informational texts in a variety of forms, gather relevant information, determine central themes and ideas, make connections, generate critiques, and analyze texts and ideas from various perspectives
- Skills relevant to the fields of science, technology, engineering, and mathematics (STEM), including the ability to organize and understand data, to conjecture through logic and reason, to identify and analyze problems, to design and carry out procedures with precision, efficiency, and flexibility, to monitor and evaluate one’s own progress, to use tools and resources strategically, and to develop critical thinking and creative problem-solving skills

At the high school level, students will build on these foundational skills, become increasingly independent, self-directed learners, and further develop their abilities to collaborate and communicate with others. Students will also experience greater levels of choice, flexibility, and rigor as they prepare for life beyond Unity Prep as empowered scholars and citizens.

Unity Prep’s philosophy of curriculum and instruction is based on active student participation in authentic and rigorous learning tasks and experiences. Unity Prep believes students should be active participants in the creation of knowledge, with teachers assuming the role of “expert coach” as they effectively guide students in constructing knowledge, acquiring skills, and mastering new concepts. Students, for their part, are responsible for putting forth the dedicated effort and active participation that is instrumental to their own learning and growth.

Unity Prep believes also that students should be engaged to the greatest possible extent in authentic or purposeful acts of learning. We subscribe to Lombardi’s (2007) definition of authentic learning as curriculum that expects students to work actively with abstract concepts, facts, and formulae inside a realistic— and highly social—context mimicking “the ordinary practices of the [disciplinary] culture.” In each content area, we envision Unity Prep teachers, acting as coaches and experts, guiding students in acquiring the skills and mastering the essential concepts of each academic discipline through explicit modeling and careful guidance. Moreover, we envision each student “learning by doing,” as they, for example, solve real-world problems in mathematics, write for real-world audiences and purposes in English language arts, investigate

natural phenomena in science, and so on, rather than simply completing rote or isolated academic exercises. In addition, we believe that authentic learning must also be culturally relevant and meaningful to the student. As such, teachers will make curricular choices that affirm the identities and the social and cultural heritage of students and provide them with opportunities to share their cultural knowledge as they expand their understanding of the world around them.

Finally, Unity Prep believes that students should experience a rigorous curriculum and instruction that provides appropriate levels of support and challenge for all ability levels. Teachers will communicate explicit standards for student work, provide frequent constructive feedback, and teach students how to assess, reflect on, and constantly improve their own work in order to engage them as full partners in learning.

### **Instructional Format and Pedagogy**

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Unity Prep’s standard instructional format in the four content courses will be based on the workshop model with teachers having some flexibility to vary the structure of their lessons to best support student learning.<sup>14</sup> Within this model, teachers will develop and implement carefully planned lessons that are designed around clear and measurable daily objectives. In some cases a lesson may involve a teacher explaining or modeling a particular skill, strategy, or procedure for students upfront in the form of a mini-lesson. During the course of a typical lesson, teachers will utilize methods and techniques typically associated with explicit and differentiated instruction, actively addressing the learning needs of individual students through goal setting, modeling, guiding, facilitating, monitoring, and providing feedback. In other cases it may involve a teacher first introducing a specific question or problem for investigation and then guiding students as they engage in a process of inquiry, generate responses or solutions, and formulate new ideas. Each lesson will also reflect a commitment to on-going formative assessments that gauge student understanding, support differentiation, and inform next steps.

In Unity Prep’s enrichment courses, as well as in most co-curricular activities, lessons and class sessions will include the familiar beginning, middle, and end of a typical workshop model format as they do in the core-content courses. However, in these courses and activities, teachers will typically take a more “hands-off” approach to facilitating learning. The nature of the tasks and the way in which students develop new skills will be more student-centered with students, in partnerships or small teams, actively going through “an extended process of inquiry in response to a complex question, problem, or challenge” (Buck Institute for Education, 2011). Our enrichment courses will not be traditional, stand-alone courses but rather will involve interdisciplinary projects as teachers seek out opportunities to challenge students to use world languages, design, and technology as tools to broaden, reinforce, and draw connections across key concepts introduced in core-content areas.

### **Curriculum Development and Planning**

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During the planning year, the Director of Curriculum, Instruction & Assessment will be responsible for the development of detailed scope and sequences for all grades and subject areas based on New York State Standards (NYSS) and Common Core Learning Standards (CCLS). Scope and sequences will clearly outline the skills and content within and across grade levels to ensure vertical alignment of curricula. This process will also include identifying standards and

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<sup>14</sup> We subscribe to Hunter & Russell’s (1976) notion that teachers should systematically consider each element of the workshop model when designing and executing their lessons. Elements should be deliberately included or excluded from a lesson when there is a clear justification for doing so.

benchmarks that span more than one content area so that teachers can reinforce student learning by “speaking the same language” and building upon instruction across subject areas. To bolster critical literacy skills and address CCLS, all content areas will work cooperatively to develop student literacy. Mathematics, science, and social studies scope and sequences will incorporate any applicable CCLS for reading, writing, listening, and speaking that pertain to each academic discipline. In addition, content areas teachers will utilize grade-wide narrative, informational, and argumentative writing rubrics as well as performance and presentation rubrics that will be developed during the planning year.

During Unity Prep’s Summer Staff Development Institute, teachers, under the supervision of the Director of Curriculum, Instruction & Assessment, will use these scope and sequences to create curriculum maps and thematic units of study. Using Wiggins and McTighe’s *Understanding by Design* as a guide, teachers will develop units that adhere to a common format, including essential questions, enduring understandings, CCLS addressed, and other elements. For each unit, teachers will develop pacing charts that describe a sequence of specific learning goals and objectives that emphasize rigorous, real-world applications of knowledge and build toward culminating assessments, such as science labs and experiments, oral presentations, projects, performances, published pieces, and other summative expositions of student learning.

Equipped with these detailed resources, teachers will begin the school year with a focus on developing thoughtful and effective lesson plans. In developing lesson plans, teachers will work within a formal weekly system in which (i) teachers draft lesson plans for the upcoming week in collaboration with grade-level teams, including special education teachers, during shared preparation periods and Wednesday grade-level team meetings; (ii) teachers submit the plans to the Director of Curriculum, Instruction & Assessment and the Director of Support Services on Thursday mornings; (iii) these directors then review, provide written feedback, and return the drafts to teachers Friday mornings; (iv) teachers then make final revisions on Friday afternoons during shared preparation periods. Through this system, teachers will be well equipped with a detailed roadmap of how to best facilitate student learning on a daily basis.<sup>15</sup> The system will assist in the creation of a school-based archive of lesson plans that may be used, revised, and enhanced by teachers each year. Each summer, staff will review curriculum resources and, as the school grows, develop scope and sequences, curriculum maps, and units for the next grade.

### **Proposed Core Content Curriculum: Grades 6-8**

**English Language Arts:** Unity Prep will use The Teachers College Reading and Writing Project (TCRWP) for ELA in grades 6-8. TCRWP is a workshop model of instruction in which teachers demonstrate specific reading and writing skills and strategies for their students, lead them through guided practice, and confer with them extensively during independent practice. The curriculum is divided into month-long, interrelated reading and writing units that address a wide range of genres. In reading workshop, students learn how to access and interpret texts across genres, develop their ability to write and speak about what they read, build fluency and vocabulary skills, and read extensively in a variety of settings. In writing workshop, students write, revise, and edit extensively to develop creative and expository writing skills, an appreciation of craft, and increasing command of grammar and conventions. For both reading and writing, units culminate in summative assessments and projects that reflect increasingly

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<sup>15</sup> This system may be altered as the school expands. For example, Master and Distinguished Teachers as well as the Associate Director of Support Services (to be added in year 4 of operation) will assist in the reviewing and providing feedback on lesson planning.

sophisticated reading and writing skills.

TCRWP is a widely adopted model that promotes engaging and authentic experiences with reading and writing. TCRWP is very well suited to Unity Prep’s workshop model of instruction and, because it emphasizes reading and writing strategies that are transferable across subjects, TCRWP supports the infusion of reading and writing skills in all core content areas. Aligned with NYSS and CCLS, TCRWP is a flexible curriculum that provides students with differentiated learning experiences through on-going assessment. Unity Prep will adapt TCRWP’s CCLS-aligned performance tasks as pre- and post-assessments for reading units of study as well as CCLS-aligned writing rubrics to establish uniform expectations for writing across genres and core-content areas. Whenever necessary, we will adopt resources from other successful balanced literacy models to best support student learning. ELA classes in grades 6-8 at Unity Prep will include the following features:

- **Guided reading/book clubs:** students working alongside teachers in flexible small groups as they engage shared texts at students’ instructional levels, providing differentiated instruction on the critical comprehension and fluency skills required for that particular text level
- **Mini-lessons in reading and writing workshop:** see “Instructional Format and Pedagogy” above
- **Interactive read-alouds with accountable talk:** teachers modeling fluent reading and comprehension skills and strategies; students alternating between speaking in partnerships, recording written responses to questions or prompts, and other forms of active engagement
- **Independent reading:** students selecting texts at their designated reading level, practicing comprehension strategies, building fluency, and developing stamina as readers
- **Word study/phonics:** students learning spelling patterns, roots, prefixes, suffixes, based on assessments and according to student readiness, and developing vocabulary skills
- **Grammar/usage/mechanics study:** students learning about the conventions of academic English by editing their own writing and through related exercises

**Mathematics:** Unity Prep will use the Connected Mathematics Project 3 (CMP 3) in grades 6-8. CMP 3 is a comprehensive curriculum that addresses important mathematical concepts in the context of interesting problems. CMP 3 divides the academic year into eight units that emphasize extensive, in-depth coverage of material, with students gaining mastery of skills and solving problems of increasing complexity over a period of several weeks. Instruction is separated into three phases: launching, exploring, and summarizing. In the launch phase, the teacher presents the problem to the class, introduces new ideas and vocabulary, clarifies definitions, reviews related concepts, and puts the problem into a real-world context. During the explore phase, students work individually, in pairs, in small groups, or occasionally as a whole class to solve the problem. Students gather data, share ideas, look for patterns, make arguments, and develop problem-solving strategies. During the summary phase, students present and discuss their solutions as well as the strategies they used to approach the problem, organize the data, and find the solution.

We selected CMP 3 because it is aligned with CCLS and its inquiry-based model and focus on authentic applications of mathematical knowledge are consistent with Unity Prep’s instructional philosophy. In addition, the problems addressed in CMP 3 require students to actively engage in discourse, think critically and strategically, propose their own solutions, and defend their choices. CMP 3 provides resources for differentiation (extension questions, modified problems, web-enabled software, graphing calculators, and related technologies) that support remediation, accelerated learning, and individual student inquiry. Unity Prep’s goal is to

prepare our students to excel on the Integrated Algebra Regents Exam in 8th grade, allowing them to pursue a rigorous program in high school that culminates in college-level courses. However, the CCLS for 8<sup>th</sup> grade do not encompass a comprehensive algebra course. To ensure that our 8<sup>th</sup> grade students are prepared for the Integrated Algebra Regents Exam, we anticipate supplementing the CMP 3 curriculum with additional algebra units. Under CMP 3, math classes at Unity Prep will include the following features:

- **Preview activities:** students attempting to solve preview questions that reflect the major mathematical goal(s) of the unit; teachers previewing goals to highlight the unit's key ideas
- **Investigations:** students working to solve carefully sequenced problems by exploring them individually, in groups, or as a whole class; teachers pulling the class together afterwards to help students explicitly describe the mathematics of each problem
- **Applications and extensions:** students utilizing ideas and strategies from the previous investigation and attempting to solve challenge questions that foreshadow mathematics in future units or involve interesting applications of their knowledge
- **Mathematical reflections:** students organizing their thoughts and summarizing key concepts and strategies by speaking, writing, and reflecting on what they have learned
- **Unit projects:** students completing open-ended tasks that offer opportunities to engage in independent work and demonstrate a broad understanding of the mathematics of the unit

**Social Studies:** Unity Prep will use History Alive! for social studies in grades 6-8. History Alive! approaches the study of history through the conceptual framework of essential questions, student-centered learning activities, and exploration. In each unit, students develop answers to the essential questions through simulations and activities that connect historical issues or subjects to students' personal lives and prior knowledge as well as critical reading and thinking, discourse, and debate. In the process, students develop literacy skills through vocabulary building, close reading, note-taking, written responses, and analytical essays.

History Alive! is a comprehensive social studies curriculum that is aligned to CCLS. Its engaging activities, which appeal to a number of different learning modalities, challenge students to think like historians by putting historical events into context, analyzing problems, engaging in debate, generating claims, and defending their thinking. History Alive! also has a variety of built-in options for differentiation for English language learners, students with special education needs, and learners performing below grade level, as well as text-to-audio and Spanish language features to increase accessibility for all students. Both its print and online programs contain academic enrichment and accelerated learning options for advanced students. History Alive! also has adaptable pre-existing assessments, interactive lesson presentations, and a rich library of multimedia resources. Social studies classes will include the following features:

- **Preview assignments:** students previewing key concepts and activating prior knowledge through activities such as simulations, hypothetical questions, and written personal responses
- **Vocabulary development activities:** students completing vocabulary development activities to gain familiarity with key content terms; teachers introducing key academic vocabulary
- **Independent/shared text readings with guided note-taking:** students reading and completing structured note-taking sheets, including various graphic organizers and scaffolds
- **Interactive learning activities:** students role-playing, collaborating to resolve historical problems in context, analyzing images, composing written responses and interpreting text, and participating in a variety of other learning stations and activities

**Science:** Unity Prep will use Full Option Science System (FOSS), a field-tested and validated

science curriculum for science in grades 6–8. FOSS’s middle school curriculum consists of nine research-based units that focus on scientific inquiry, hands-on active learning, multi-sensory exposure to scientific concepts, student-to-student interaction, and discursive and reflective thinking. Under this model, students begin with conjectures, collect data and make observations based on labs and demonstrations, and develop explanations for their findings. In this way, students interact with materials and work cooperatively to construct new understandings before moving on to abstractions, models, or simulations. In each unit, students also learn to make conjectures, follow procedures, make precise observations and calculations, and refine and clarify their thinking, both independently and in collaboration with peers.

We have selected FOSS for its emphasis on student inquiry, active engagement and exploration, project-based learning, critical thinking, and real-world applications of knowledge, which is well aligned with Unity Prep’s instructional philosophy. FOSS provides opportunities to reinforce literacy skills through written reflections, collaborative investigations, and focused discussions and summaries. In this way, FOSS supports vital language arts skills without resorting to a strict, text-based curriculum that diminishes the role of first-hand inquiry and investigation. Science classes will include the following features:

- **Focus questions and quick writes:** students responding to preview questions and recording their thinking prior to investigating the subject
- **Data acquisition and organization:** students recording data in the form of narratives, drawings, charts, tables, graphs during demonstrations, labs, and investigations
- **Data analysis:** students developing and supporting claims to answer the focus question based on patterns, trends, or relationships in the data they collected through careful observation
- **Reflection and self-assessment activities:** students discussing their findings, critiquing other students’ explanations, completing supplemental readings, receiving key information and instruction from the teacher, and, finally, returning to their original work to assess its accuracy and completeness and revise their thinking by incorporating new information

### **Proposed Core-Content Curriculum: Grades 9-12**

Unity Prep’s high school curriculum will build on the foundational skills acquired in middle school and enable students to meet rigorous graduation requirements (see *Performance, Promotion, and Graduation Standards*) designed to prepare students to excel in college and beyond. High school students will be expected to write with greater sophistication across genres and purposes, demonstrate mastery of English language and conventions, and develop a greater understanding of and appreciation for literature and composition. Courses will emphasize critical and analytical reading skills while challenging students to produce and defend sophisticated arguments and interpretations based both on research and original analysis. Mathematics courses will encourage students to be more independent in both theoretical and practical applications of mathematical reasoning and problem solving skills. Science courses will challenge students to understand and analyze scientific phenomena, take part in rigorous scientific inquiry, and engage in increasingly sophisticated uses of laboratory materials and related technological applications. *Table II.C.1* provides our anticipated course listings for the core-content areas in grades 9 through 12. The high school course sequence will provide students with the opportunity to earn an Advanced Regents diploma and numerous college credits through the successful completion of Advanced Placement courses. The timeframe in which students take certain classes may differ depending on their academic skills and need for remediation. As we continue to develop our high school curriculum, we may modify the curriculum based on our experiences with our middle

school curriculum, the learning needs of our students, and the expertise of our teachers. Unity Prep will ensure that the required Regents standards and performance indicators are addressed in and aligned with the proposed high school curriculum, including all units, assessments, and instructional practices, by following the protocol and process described above for developing the middle school curriculum.

**Table II.C.1: Anticipated Core-Content Course Offerings for Grades 9-12**

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> and 12 <sup>th</sup> Grade
<b>English Language Arts</b>	-English I	-English II	-English III -English IV -AP American Literature
<b>English as a Second Language</b>	-Beginning - 3 units of ESL -Intermediate - 2 units of ESL -Advanced - 1 unit of ESL + 1 unit or ELA	-Beginning - 3 units of ESL -Intermediate - 2 units of ESL -Advanced - 1 unit of ESL + 1 unit or ELA	-Beginning - 3 units of ESL -Intermediate - 2 units of ESL -Advanced - 1 unit of ESL + 1 unit or ELA
<b>Mathematics</b>	-Pre-Algebra -Integrated Algebra -Geometry	-Geometry -Algebra II/Trigonometry	-Pre-Calculus -AP Calculus -AP Statistics
<b>Science</b>	-Living Environment -Earth Science	-Chemistry -Physics	-AP Biology -AP Chemistry
<b>Social Studies/History</b>	-Global Studies I	-Global Studies II -AP American History	-U.S. History and Government -AP World History -AP Economics
<b>Regents Exams Offered</b>	-Integrated Algebra -Geometry -Living Environment -Earth Science	-Geometry -Algebra II/Trigonometry -Earth Science -Chemistry -Physics	-Comprehensive English -Global History/Geography -US History/Government -Languages other than English

Since Unity Prep’s initial charter term takes the school through 10<sup>th</sup> grade, founders have carefully considered the academic benchmarks that 9<sup>th</sup> and 10<sup>th</sup> graders must meet in order to take college-level courses as upperclassmen. As noted in *Achievement Goals*, we expect at least 70% of 8<sup>th</sup> graders to earn high school credit and pass a Regents Exam, such as Integrated Algebra. Because we will backfill students in 9<sup>th</sup> grade to maintain a cohort of 128 students, we anticipate that many incoming 9<sup>th</sup> graders will require extensive remediation. Enrollment diagnostics will help reveal both the nature and the extent of student needs. Remedial supports such the Skills-Building course, after-school Homework Help, and the Summer and Saturday Academies will help address identified skills gaps. Moreover, Unity Prep may offer 9<sup>th</sup> grade class sections of courses such as Integrated Algebra, Pre-Algebra, or other prerequisites to provide additional support. By the end of 10<sup>th</sup> grade, we aim for all students to have earned two full-year credits each in mathematics, social studies, ELA, and science and to have passed Regents Exams in Integrated Algebra, Living Environment, and Global History & Geography.

In order to graduate high school, Unity Prep students will be required to complete at least two college-level courses (see *Performance, Promotion, and Graduation Standards*). As an alternative to the AP courses listed above, students may also fulfill this requirement at a local institution. Unity Prep will participate in the College Now program, allowing students to take courses free of charge at participating CUNY institutions. Within CSD 13, participating colleges include Medgar Evers College and NYC College of Technology. We will seek to provide similar opportunities for our students at Pratt Institute and NYU Polytechnic.

**Enrichment Course and Afternoon Elective Club Curricula: Grades 6-12**

**Design & Technology:** Unity Prep’s unique Design & Technology (D&T) courses will provide opportunities for students to apply what they are learning in their core-content courses to the design process and the diverse body of skills that it entails, such as critical thinking, researching, collecting and representing data, communicating, and problem-solving. While engaging in this process, students will become proficient in the use of essential technological resources, including Microsoft Word, Excel, PowerPoint, email applications, web conferencing, file hosting services, cloud storage systems, and web design, and will have further opportunities to advance their skills in programming, modeling, and graphic design software as upperclassmen. Course curricula will be developed in partnership with faculty from Pratt Institute’s Arts and Education Department. Lead teachers with graduate-level and/or professional experience in design and technology will be assisted by current graduate students from Pratt’s Education Department.

Unity Prep’s 6<sup>th</sup> grade D&T course will serve as a foundations course as students learn the basics of the creative process and how it is applied. As students engage in course projects, they will become familiar with guidelines for working in teams, assigning and fulfilling roles, monitoring their own work as well as their partners’, and constructively communicating feedback to peers. The grades 7-12 courses, including courses in product, graphic, interior, fashion/textile, and web design, will build on the foundational course as students participate in increasingly complex design projects and experience greater autonomy over their project work. Students will also utilize the knowledge and skills being developed in the core-content courses. For example, students in the school’s 8<sup>th</sup> grade D&T course could be required to investigate patterns of association in bivariate data collected by surveying local community members on their use of garbage cans in a local park during various days of the week, thereby identifying potential solutions to the problem of littering. In completing this task, students would demonstrate an appropriate 8<sup>th</sup> grade CCLS promotional requirement in mathematics. Through the process of horizontal alignment with the school’s core-content courses, Unity Prep’s D&T courses will also be aligned to CCLS. D&T classes will include the following features:

- **Project-based learning:** each unit representing a project that provides opportunities to develop and apply essential organizational and management skills
  - **Students working in teams:** team members working in specific roles and holding one another accountable through peer reviews and team-based deadlines
  - **Problem- and solution-centered learning:** each project representing an identified problem or opportunity to improve a given condition in the school or local community, with students creating solutions to these problems under the teacher’s guidance
  - **Interdisciplinary/core content reinforcement:** students applying skills and concepts they are learning and developing in their core-content courses to reinforce key skills and concepts
  - **Technology as a tool:** students learning to use technology through direct applications to their project work, including storage and maintenance of class assignments and files
- Presentations and demonstrations:** students celebrating their work and the skills and processes involved through oral and visual presentations and demonstrations

**World Languages & Culture:** Unity Prep’s world language program will initially offer Spanish language study. As the school expands, offerings will include a minimum of two world languages. At the high school level, Unity Prep will offer Spanish I, II, and III in preparation for the Comprehensive Regents Exam in Spanish, as well as the AP Spanish Language exam in students’ senior year. All classes will focus on developing student proficiency in the reading, writing, speaking and listening, and language strands of the CCLS. Unity Prep’s world language courses will be founded on the National Standards for Learning Languages (NSLL), which have

recently been aligned with CCLS at the novice, intermediate, and advanced levels. The NSLL emphasize communicating proficiently in a language other than English, gaining knowledge and understanding of other cultures, connecting language learning across disciplines, developing insight into the nature of language and culture, and speaking a foreign language both within and beyond the school setting. World Languages & Culture classes will include the following features:

- **Language immersion:** students experiencing a foreign language by listening to and speaking exclusively in that language at appropriate levels of challenge
- **Abundant opportunities for speaking and writing:** students developing oral and written communication skills through cross-disciplinary projects such as interviews, skits, presentations, and translations related to their ELA and social studies coursework
- **Cultural experiences and exposure:** students learning about the historical, political, artistic, and cultural traditions and contexts of the language through coursework, field lessons, performances, and enrichment both on-site and in the local community and the city at large
- **Interdisciplinary/core content reinforcement:** language teachers, in collaboration with core-content teachers, reinforcing skills (i.e., accountable talk) and content (i.e., key concepts, academic and core-content vocabulary) across subject areas, such as learning Spanish adjectives to apply to a concurrent ELA unit on character study
- **Blended learning:** students working with a computer-assisted language learning program that is interactive, individualized, and supported by a solid research base (i.e., Rosetta Stone) to boost engagement, remediate or accelerate learning, and assess student content mastery

**Skills-Building:** Unity Prep’s Skills-Building course will provide opportunities for students to hone essential mathematics and ELA skill development and remediation in a supportive and differentiated learning environment. During Skills-Building, general and special education teachers will provide Tier II and Tier III RTI interventions for identified students as outlined in *Special Student Populations and Related Services*. While a majority of students engage in independent practice in both mathematics and ELA coursework, teachers will pull small groups of students for targeted skill review or individual students for conferences and check-ins. Group work and conferences will be informed by assessment data derived from recent classwork or interim assessments. Students who are not targeted for further instruction or guided practice will take part in independent work assigned by their ELA or mathematics teacher, such as independent reading assignments and practice problem sets. As a designated daily period for intensive interventions, remediation, and accelerated learning opportunities, Skills-Building will allow teachers to supervise student work, respond promptly to formative assessments from recent classes, provide feedback and supplemental instruction, and offer stretch or challenge assignments for accelerated learning. The curriculum, which will extend on Unity Prep’s CCLS-aligned mathematics and ELA curricula, will be developed by mathematics and ELA teachers under the direction of the Director of Curriculum, Instruction & Assessment through the process described above in “Curriculum Development and Planning.”

In addition to developing core-content skills and concepts, the course will house Unity Prep’s SAT preparation program beginning in 8<sup>th</sup> grade. This multi-year program, designed by members of the founding team with extensive experience in test preparation, will offer skill development in algebra, reading comprehension, writing, and vocabulary as well as test taking strategies and computer adaptive exercises. Scopes and sequences, unit plans, and daily lessons for the course will be developed jointly by the Director of Curriculum, Instruction & Assessment and Director

of Support Services and through the same process by which other courses are developed as described above. Skills-Building classes will feature the following:

- **Targeted interventions and re-teaching:** students in flexible groups or stations working with teachers to address skills deficits based on formative and interim assessment data
- **Sustained independent study:** students engaging in independent reading, structured skills practice, and stretch assignments that encourage academic independence and self-monitoring
- **Utilizing technology:** teachers employing technology to help students develop mastery over skills and concepts, including interactive games and simulations
- **Scheduled check-ins:** students at all levels meeting regularly with teachers to assess their progress, address questions, and devise next steps; teachers assessing student work and effort based on clearly defined assignments and expectations

**Health & Fitness (physical education):** Unity Prep students participate in physical activities (such as martial arts, dance, basketball, running, and Zumba) three mornings per week before Advisory begins (see *Attachment 3A*). Students will also engage in physical activity, such as yoga, and learn about health and nutrition as part of the school's Youth Empowerment Seminar each day following lunch (see *School Culture and Climate*).

**Elective Afternoon Clubs:** Our after-school elective courses will provide ample opportunities for students to explore their interests and passions in a diverse array of areas while also giving students the opportunity to develop and realize their talents over the long-term through intensive study and practice. Clubs, which will be required and graded pass/fail based on full participation, will meet three days weekly for one period. Many of our clubs will be offered in collaboration with local institutions as described in *Family and Community Involvement* and encompass activities such as art, film, dance, music, spoken word, debate, and design. Before each trimester begins, students will rank their elective preferences based on their level of interest. Attempts will then be made to ensure that students take part in one of their top three choices. Clubs will be co-facilitated by a Unity Prep teacher and an expert from the partnering institution or from the community. Students will have the option of participating in the same activity for multiple trimesters if they wish in order to continue to advance their skills in the given activity. All elective clubs will include the following features:

- **Exhibiting choice and independence:** students making choices about what activities they would like to learn and how they will devote their energies
- **Interactions with experts:** students being supported by and working under the direction of an expert from a local organization and/or an expert from the community
- **Learning alongside teachers:** teachers supporting the club expert while actively participating as learners and modeling their own skills for students in the given club
- **Opportunities for both experimentation and long-term study:** students exploring new interests and courses as well as students engaging in an activity over multiple trimesters
- **Performing/demonstrating:** students, at the conclusion of each trimester, demonstrating their learning through activities and services that add value to the learning of others

#### D. Assessment System

The fundamental purpose of assessment at Unity Prep is to gather accurate and timely information so that informed decisions and appropriate actions may be taken to maximize student learning. This process is critical to providing students with a rigorous and supportive educational experience. Without an accurate understanding of each student's academic functioning, teachers can neither challenge their students nor scaffold their learning experiences.

Teachers will use assessment in its many forms to revise pacing, differentiate lessons, remediate and/or enrich skills or content, group students, select students for interventions or referral, assess professional growth and progress, and communicate with students, parents, and families. Instructional leaders will use assessment to design, review, and revise curricula, evaluate teachers and instructional methods, and make decisions about professional development and assess its efficacy. They will also use assessment data to inform decisions about student promotion and determine school progress towards student achievement goals. Unity Prep's Board of Trustees will use overall student assessment data to evaluate the performance of the school leader, evaluate school policies and procedures, and monitor progress towards achieving the mission and accountability goals, among other purposes.

### **Diagnostic Assessment**

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All incoming 6<sup>th</sup> and 9<sup>th</sup> grade students will complete Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), a nationally standardized, computer-based adaptive assessment, administered to generate baseline data about students' ELA and mathematics skills. This assessment will be conducted by appointment during enrollment. Students will also complete a survey to collect information on non-academic dimensions, including student work habits, learning styles, attitude towards school, and extracurricular pursuits. The school's 6th grade teachers, along with the Director of Curriculum, Instruction & Assessment, will review diagnostic data at length during the Summer Staff Development Institute to create a data profile for the incoming cohort in aggregated and disaggregated forms to identify areas of strength and skills deficits as well as students who may be at-risk of academic failure. This information, along with the previous year's state test and other available data, will also be used to make necessary adjustments to curricular frameworks, establish goals and create groups for academic interventions, and develop instructional targets and supports for the coming year. During the year, diagnostic assessments, such as pre-tests and on-demand writing tasks, will be administered prior to units of study as needed to gauge student prior knowledge, modify or accelerate pacing, and as a means of measuring student growth.

### **Formative Assessment**

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Unity Prep places the utmost emphasis on formative assessment practices that inform daily instruction. Multiple formative assessments will be embedded within teachers' daily lessons, including the Do-Now, Medial Summary, Exit Tickets, and other junctures when assessing student understanding is paramount. Unity Prep faculty will also incorporate a host of teaching techniques that promote active student participation and generate information about what students are learning in order to enhance learning. These techniques include a number of those outlined in Doug Lemov's *Teach Like a Champion*, such as "No Opt Out," "Normalize Error," "Stretch It," "Everybody Writes," "Ratio," and "Take a Stand," among others. Spiraled homework will be assigned daily and assessed to provide teachers and students with additional evidence of the degree to which students are mastering course content over the long term. Assessment data from observations, student classwork, and exit slips will guide targeted re-teaching on an individual, small-group, or whole class basis during Skills-Building classes.

Finally, Unity Prep teachers will conduct formative assessments in a variety of forms at regular intervals within each unit of study—including quizzes and tests, process rubrics for projects and labs, on-demand writing assignments, teacher conferences or observations—depending on the concepts and skills being assessed. These assessments will provide a wealth of data that will inform decisions about how to best support student learning.

## Interim Assessment

In addition to serving as a diagnostic, NWEA's MAP will be administered as an interim assessment three times each year. The MAP's computerized adaptive assessments will provide longitudinal data about student performance and readiness on a stable, grade-independent, equal-interval Rasch Unit (RIT) scale. Rigorously tested and nationally normed, the MAP is a valid, reliable measure of student growth that will provide results within 24 hours after administration through an online platform. Through NWEA's Dynamic Viewing Suite, teachers and school leaders will have access to assessment data in aggregate and disaggregated form, including both individual classroom reports and building-level reports. During full-day and after-school professional development sessions as well as during weekly grade level meetings, school leaders and instructional staff will meet to develop action plans based on student performance. Unity Prep will partner with NWEA representatives to analyze assessment data and build capacity of school leaders and instructional staff as data specialists. These assessments will allow the school leaders and teachers to identify and address any gaps in student learning through both refinements in instruction and the school's remediation services, including its Skills-Building course, Homework Help, optional evening study hall, and/or Saturday and Summer Academies. As the school grows, Unity Prep will explore the creation of internally devised interim assessments in all core content areas by reviewing CCLS and curriculum frameworks, scopes, and sequences to create exams that assess student knowledge of the skills and content.

## Summative Assessment

Unity Prep teachers will use summative performance assessments at the end of units of study in a variety of forms, including published pieces, written exams, laboratory reports, presentations, and other standards-aligned, project-based performance tasks. With all comprehensive performance tasks, students will be provided with both detailed explanations of the assignment and appropriate scaffolds and supports, including clear rubrics, exemplars, and study materials, to assist them in meeting transparent yet rigorous academic expectations.

To conclude each trimester, students will take internally devised and CCLS-aligned examinations. Unity Prep students will also be evaluated based on NYS exam results, including the NYS English as a Second Language Achievement Test. At year's end, each Unity Prep student will conduct her/his Roundtable presentation. During Roundtable, students will present self-selected class assignments or "artifacts" reflecting their learning over the course of the year to an audience of two school staff members, peers, and community members who assess the presentations using an established rubric. Assessment will be based on the student's ability to provide detail on artifacts presented, including an understanding of the purpose of the assignment and the skills and knowledge gained through its completion as well as the student's ability to provide in-depth, thoughtful responses to questions posed by audience members. Students who do not demonstrate proficiency in these areas will be given the opportunity to schedule a second Roundtable presentation in the summer. During the year and leading up to Roundtable, students will compile and record artifacts of their learning within their web-based learning portfolios. Students will select and reflect upon these artifacts during Advisory and receive support with the technological aspects of managing their portfolios during their D&T courses.

Starting in year five, Unity Prep will begin to offer Advanced Placement courses and administer Scholastic Aptitude Tests, including PSAT, SAT I, and SAT II exams. At the conclusion of each AP course, students will have the opportunity to demonstrate their mastery over the course's subject matter and potentially earn college course credits in the process. Unity Prep students will also participate in midterm exams and final projects in these courses.

**E. Performance, Promotion, and Graduation Standards**

**Sample Promotional Standards**

The sample promotional standards in mathematics and ELA outlined in *Table II.E.1* apply to students successfully completing 8<sup>th</sup> grade and 12<sup>th</sup> grade. These standards, along with the school’s full set of promotional, academic standards for its core-content and elective courses, are adapted from the New York State P-12 Common Core Learning Standards (NYS P-12 CCLS).

*Table II.E.1: Sample Promotional Standards*

Subject/ Content Area	Grade 8 Sample Promotional Standard	Grade 12 Sample Promotional Standard
English language arts/ Key Ideas and Details	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (ELA & Literacy, Reading Standards for Literature - Grade 8 Students)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (ELA & Literacy, Reading Standards for Literature - Grade 11-12 Students)
English language arts/ Integration of knowledge and ideas	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (ELA & Literacy, Reading Standards for Literature - Grade 8 Students)	Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures. (ELA & Literacy, Reading Standards for Literature - Grade 11-12 Students)
Mathematics/ Statistics and Probability	Investigate patterns of association in bivariate data: Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. (Mathematics, 8.SP)	Interpreting Categorical & Quantitative Data: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related: a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association. (Mathematics, S-ID)
Mathematics/ Expressions & Equations	Analyze and solve pairs of simultaneous linear equations. a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. c. Solve real-world and mathematical problems leading to two linear equations in two variables. (Mathematics, 8.EE)	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. (Mathematics, A-REI)

**Policies and Standards for Promoting Students to the Next Grade Level**

To be promoted from one grade to the next, Unity Prep students will be required to meet grade-level appropriate standards such as the examples above. In addition, students will need to complete various academic and non-academic requirements. In each core course (mathematics,

ELA, science, and social studies), students must earn a passing grade of C or above (at least 70%) for two of three trimesters in order to receive one credit for the course. Students who fail two or more trimesters of a course will be required to pass the course in summer school. However, a student who fails more than two core classes will repeat the grade. In addition, a student must earn an overall “proficient” rating in their end-of-year Roundtable presentation based on an established rubric (see *Assessment System*).

Beyond the standard academic and Roundtable requirements, additional promotional requirements (both academic and non-academic) will also vary by grade level to reflect differences in growth and development based on skills and knowledge attained in prior grade levels. For example, 8<sup>th</sup> grade students will be required to complete a 1,000 word final report and public presentation on an issue central to the community that directly ties into concepts learned in the social studies course. Failure to complete this report during the school year or in summer school will result in a failing social studies grade and may preclude the student from being promoted to 9<sup>th</sup> grade if he or she has also failed two other core classes. By meeting or surpassing Unity Prep’s promotional requirements at each grade level, students will be prepared academically and non-academically to engage in the next grade level’s educational program.

For all grades, promotional requirements will be clearly documented and made transparent to teachers, students, families, and other relevant stakeholders through the student handbook and learning portfolio materials, orientation sessions, and conferences with students and parents. Each student’s progress in meeting promotional requirements will be consistently monitored by her/his advisor. When a student strays from making adequate progress toward meeting these requirements, her/his advisor will follow an established protocol in providing necessary support to get the student back on track (see *Special Student Populations and Related Services*).

## Diploma Requirements for High School Graduation

To obtain a high school diploma from Unity Prep, students must meet or surpass the following academic and co-curricular requirements.

### Academic Requirements:

- Earn 16 units of credit in mathematics, ELA, science and social studies, and 9 units of credit in enrichment courses such as World Languages & Culture, Design & Technology, Skills-Building, and/or an Independent Study
- Earn a 65% or higher on the required Regents exams, including Comprehensive English, Global History & Geography, U.S. History & Government, Mathematics, and Science
- Complete a minimum of two college-level courses, which may include AP courses, college-level courses offered online and approved by Unity Prep’s faculty, or courses offered at a local university (including free courses offered via the College Now program)
- Conduct a culminating Roundtable presentation to an audience of peers and adults, which illustrates the student’s learning and accomplishments throughout her/his time at Unity Prep

### Co-Curricular Requirements:

- Earn 4 elective credits by participating in elective afternoon clubs (students may switch electives after each trimester, giving high school students a maximum of 12 different electives in which they may enroll over four years)<sup>16</sup>
- Earn 4 units of credit in Health & Fitness (physical education)

<sup>16</sup> On rare occasions when a parent provides evidence that a student’s schedule precludes him/her from participating in Unity Prep’s after-school activities, an exception may be made allowing the student to earn credit for extracurricular activities completed outside of school.

- Complete a Community Service Project that positively contributes to the local community and culminates in a 3,000 word final report and public presentation
- Complete a 1.5-year internship with a local organization
- Mentor a Unity Prep underclassman for at least one year

Students with Individual Education Programs (IEPs) must meet the same requirements as general education students to earn a high school diploma, with the following exceptions:

- A score of 55% or higher is required on the NYS Regents Exams
- A student identified as having a disability that adversely affects the ability to learn a language may substitute an alternate course for the World Languages & Culture
- A student deemed unable to meet the requirement to complete two college level courses will be assigned an alternate albeit relatively comparable requirement, such as the completion of a scaffolded independent study overseen by a Unity Prep faculty member.

## F. School Culture and Climate

We believe that creating a positive and supportive school culture is absolutely critical to our mission of developing our students into scholars and citizens. We cannot separate how students feel from how they learn, nor can we isolate the values of a school community from the outcomes and behaviors they engender. Accordingly, Unity Prep will place a high priority on addressing the socio-emotional needs of our students in addition to their academic needs. At any point in a student's day, from core academic classes to clubs and teams, students will be presented opportunities to exhibit Unity Prep's six Core Values - *Awareness, Integrity, Kindness, Initiative, Courage, and Inquiry* - in their decisions and actions. In keeping with our philosophy that students will meet high expectations when provided with a commensurate level of support, Unity Prep will focus on a proactive and constructive approach to discipline that provides students with the values, knowledge, and skills needed to thrive as members of a larger community and then holds them accountable for meeting these expectations. This approach will enlist a host of initiatives, detailed below. The ultimate goal of these initiatives is to create a school culture in which students feel a sense of unity with their peers and teachers, believe in the power of a great education, and take responsibility for their actions as both citizens and scholars.

### Strategies Employed to Promote a Safe and Orderly Learning Environment

**Positive Behavior Interventions and Supports (PBIS):** Under the direction of the Dean of Students, Unity Prep will create a positive school culture that proactively shapes student behavior and uses a graduated system of responses to address behavioral missteps. Positive Behavior Interventions and Supports (PBIS) will be integral to this effort. This 3-tiered system is based on developing school-wide expectations for conduct, establishing support systems, and using data to guide interventions and responses to problem behaviors. One example of a school-wide support is Unity Prep's "School Bucks" system, in which teachers reward students who exemplify Core Values with merits that can be exchanged for prizes such as end-of-year trips or items from the school store. Essential to the successful implementation of the PBIS framework are caring teachers who are effective classroom managers. PBIS, "School Bucks," and the role of our faculty in implementing this framework are discussed in depth in *Attachment 4*.

**Daily Advisory:** Unity Prep will feature a single-gender, daily advisory program designed to provide a small-group, nurturing forum for addressing both the academic and socio-emotional issues of our students as adolescents. During this 20-minute period, one faculty member will act as an advisor and meet with 12-15 advisees to support and enrich individual student learning

experiences. A team of faculty led by the Director of Culture & Enrichment will create an Advisory curriculum that cultivates effective study and organizational habits in students and imparts academic and personal goal setting skills. These habits and skills will be reinforced as students reflect on their coursework while managing their learning portfolios in preparation for the year-end Roundtable presentation. Advisory will also promote self-reflection as part of the development of citizenship and life skills through activities such as the design and organization of an Advisory-based community service project in which all students may participate.

**Youth Empowerment Seminar (YES!):** Unity Prep will positively address the profound effect that chronic stress has on students' academic and socio-emotional development through the implementation of the Youth Empowerment Seminar (YES!), which will be built into our daily schedule (see *Attachment 3A*). YES! promotes emotional health and well-being through interactive games, yoga and meditation, team-building activities, group discussions, and community service projects.<sup>17</sup> The program will be overseen by the Director of Culture & Enrichment, who is certified as a YES! instructor and has co-taught the course in numerous schools in NYC, and will be coordinated by a designated YES! Coordinator beginning in the school's second year. Each year, students will participate in two 10-hour YES! training modules (with curricula that vary by grade). The YES! curriculum will then be put into practice daily both as part of our Advisory and following lunch, before students embark on their afternoon courses. Highlights of the modules and daily curriculum include:

- Discussions, games, and team projects that help students internalize the main points of the YES! course and use them on a daily basis; these points pertain to values and character strengths such as taking responsibility, expressing gratitude, not allowing others' opinions and comments to cause students to think or behave destructively, and utilizing teamwork
- Simple, effective breathing and meditation techniques that students can practice before and during the school day to promote calmness, focus, and energy

Faculty members will be trained to assist in facilitating the curriculum during the Summer and Winter Staff Development Institutes. They will know the techniques, vocabulary, and themes unique to the course and will be able to incorporate them into their classrooms and communicate positively and effectively with their students. Student murals will cover the walls of the school, with phrases such as "Be Buttonproof! Laugh and Let Go," "Responsibility Increases Ability," "Act, Don't React," and "Choose the Harder Right Over the Easier Wrong."

**Community Service:** As a key tenet of Unity Prep's mission, we seek to empower our students as productive citizens. To this end, we will provide opportunities for students to participate annually in at least 20 hours of community service projects during Unity Prep's two school-wide Community Service Days in the fall and spring as well as during Advisory-based community service initiatives. The curricula for both YES! and Advisory will include training on how to use social media and other traditional means to identify issues and concerns that matter most to the local community, develop and implement measurable, realistic ways to address these issues, and share results and successes with members of the community. Equipped with the knowledge and skills they acquire through these initiatives, 12<sup>th</sup> grade students will then demonstrate what they have learned through the completion of a Community Service Project that positively contributes to the local community and culminates in a 3,000 word final report and public presentation.

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<sup>17</sup> Results from a 2010-2011 internal study of YES! in which 12,845 students participated include 78% of students reporting reduced stress, 85% reporting improved calmness, and 83% reporting improved focus.

**Mentoring Corps:** Unity Prep’s Mentoring Corps will pair students with successful adults from the community who are committed to maintaining regular contact with their mentees and acting as role models and advocates. Directed by school’s Mentoring Coordinator, the Mentoring Corps will broaden students’ horizons and provide them with the opportunity to form long-term relationships with successful adults who can help them appreciate the direct link between scholastic success and professional success. In addition to this opportunity, Unity Prep, in its seventh year of operation, will introduce a student-to-student mentoring initiative in which students in 12<sup>th</sup> grade will mentor an incoming 6<sup>th</sup> grade or 9<sup>th</sup> grade student; peer mentorship is a high school diploma requirement (see *Performance, Promotion, and Graduation Requirements*). Rising seniors will be trained as mentors during the summer. Founding team members have experience with school-based mentoring programs and have also garnered the support of the Mentoring Partnership of New York, which will provide training and ongoing guidance in the recruitment and training of mentors, selection of student participants, and other key components.

**Special Events on Wednesday Afternoons:** The Director of Culture & Enrichment will plan weekly events throughout the year to promote a positive school culture and uplift student and faculty morale. On Wednesday afternoons, class will end by 1pm and the school community will gather for events such as celebrations of student accomplishments, student musical performances, poetry shows, and speeches by invited guests.

### **Promoting Strong Family Involvement and Communication**

We believe that Unity Prep will be made better, and positive school culture will be deepened, with meaningful and consistent involvement from parents and the surrounding community. We will promote family involvement and ensure that parents’ voices are heard at the highest level of Unity Prep’s governance structure in as many ways as possible, including reserving a seat on the Board of Trustees for a Unity Prep parent. Moreover, Board meetings will be well publicized throughout the school, in letters sent home to parents, and on the school website. We will also establish a Family Partnership & Volunteer Corps (FPVC) that will meet regularly and allow parents and teachers the opportunity to collaborate in addressing the most pressing issues facing Unity Prep students inside and outside of the classroom. Subcommittees of the FPVC will be organized to provide parents opportunities to participate in activities such as chaperoning student trips, after-school clubs, optional evening tutoring, and summer retreats.

To further empower parents and create additional methods for them to participate in their children’s educations, parents will have access to the Unity Prep Internet portal. Using this portal, parents will have real-time access to information about school meetings and events in addition to information about their child’s academic progress (including the student’s records in each course, ongoing learning portfolio work, and preparation for the end-of-year Roundtable presentation) and her/his School Bucks account. Though parents will always be welcomed at the school whenever they wish to visit, the Unity Prep portal will also allow parents to schedule classroom visits with teachers and/or after-work meetings during teachers’ weekly office hours. Teachers will also reach out to parents by telephone and email to share both accomplishments and areas in need of improvement. Parent-teacher conferences, held at least three times annually, are also opportunities for parents to engage Unity Prep staff. Furthermore, a faculty member with experience in community engagement will assume the integral role of Family & Community Partnership Coordinator. This individual will spend a significant portion of her/his day focused exclusively on building strong connections with families and the community and will have a budget to organize monthly events such as multicultural potluck dinners and family movie nights. Finally, we will host open house sessions for all new students and families and make

home visits to all of these families to personally welcome them to the Unity Prep community, communicate the school's values, explain our deep commitment to the academic and personal success of each child, and outline the support we will need from them to achieve this success.

### **Gauging Satisfaction with School Culture and Climate**

Satisfaction with the learning environment of the school will be measured by administering the NYCDOE's School Survey each spring, which provides feedback from parents, students, and teachers in four categories: academic expectations, communication, engagement, and safety and respect. Unity Prep will also conduct school-designed surveys to gauge student, family, and staff satisfaction and solicit feedback in the form of scalar and open-ended questions at regular intervals during the year. In addition to surveys, a team consisting of the Director of Culture & Enrichment, Director of Support Services, Dean of Students, and Social Worker will meet regularly to analyze school-wide behavioral and disciplinary data and evaluate the school environment to ensure that it is safe and conducive to learning.

### **G. Special Student Populations and Related Services**

Unity Prep is committed to providing all students with access to a rigorous and high-quality educational experience. Accordingly, we believe that all aspects of the school's environment, programming, curriculum, and instruction should be as inclusive and supportive of all learners as possible. Unity Prep will feature Integrated Co-Teaching classes for students with disabilities and structured English immersion in the form of the Sheltered Instruction Observation Protocol for English language learners (ELLs). Unity Prep will provide additional student services, supports, and interventions through collaboration and instructional alignment between all teachers and service providers and "push-in" approaches whenever possible. All special student populations will take part in the same learning experiences and opportunities, have access to the same content, and be expected to demonstrate academic growth towards grade level benchmarks and expectations. The Director of Support Services will coordinate services and supervise instruction for all special student populations. From year one, staffing will include a Social Worker to provide mental health and counseling services, an ELL Coordinator to oversee ELL services, a Learning Support Coordinator to oversee academic remediation and enrichment, and two special education teachers to provide a broad range of intensive supports.

### **Support Services for Students at Risk of Academic Failure: Response to Intervention**

**Identification:** Unity Prep anticipates that many students, at the time of enrollment, will not be meeting the state-designated standards for academic performance. Unity Prep's Response to Intervention (RTI) program will serve to identify those at risk and ensure immediate and appropriate interventions. During the Summer Staff Development Institute, teachers and administrators will review the academic records of incoming students, as well as data from entrance diagnostic assessments to screen for students at risk of academic failure. During this time, the Director of Support Services will also meet with all staff to outline the following protocol for identifying at-risk students and creating effective intervention plans.

During weekly staff meetings, at-risk students will be identified by the Director of Support Services and the Learning Supporting Coordinator based on grade-wide data sources or nominated by individual teachers through written referrals. These referrals will identify specific areas of concern based on a variety of data sources, including interim assessment reports, grades and progress reports, classroom observations, anecdotal reports, attendance records, and discussions with students and parents. Staff will identify possible causes and contributing factors

and then co-develop intervention plans with timely and measurable goals, including recommendations for RTI services. During subsequent meetings at weekly intervals, student progress towards intervention plan goals will be evaluated. Students who fail to respond to numerous interventions will be referred to the Student Support Team (SST), a committee comprised of the Director of Support Services, Director of Curriculum, Instruction & Assessment, Director of Culture & Enrichment, Dean of Students, Learning Support Coordinator, Social Worker, ELL Coordinator, and at least one special education teacher. The SST will meet on a weekly basis to conduct case studies and monitor the performance and behavior of students who are suspected of having disabilities, ELLs, and students with IEPs or 504 plans. For students suspected of having disabilities, the SST will develop and track pre-referral interventions and refer students for evaluation when necessary. Unity Prep will contact parents prior to any referral or placing any student in academic intervention services to discuss the nature of the services provided or notify them if their child is at risk of academic failure.

**Instruction and Services:** Our RTI model will include the following tiers:

- **Tier I:** All classroom teachers will be responsible for delivering research-based and differentiated instruction to all students. The Director of Support Services will provide staff training on practical applications of Universal Design for Learning and other practices for making curriculum accessible for all students. Teachers will use formative assessment practices to gauge student abilities, modify text levels, materials, and assignments, create flexible groups for small group instruction, and demonstrate other best practices for differentiating instruction. Unity Prep will use NWEA's MAP interim assessments to screen students, inform instruction as well as staff and curriculum development, and aid in tracking the progress of at-risk students.
- **Tier II:** For students not making adequate academic progress at expected rates, general and special education teachers will work to make grade-level core content accessible for small, homogeneous groups of 3 to 5 students. These interventions will take place for 20-30 minutes, 3 to 4 times each week, during the afternoon Skills-Building course. These intervention services will focus on customized guided instruction that is based on students' greatest needs. Students will remain in these configurations for no less than six weeks and their progress will be monitored regularly through formal and informal measures.
- **Tier III:** Reserved for students in need of intensive support, these interventions will consist of individualized instruction (1:1 or 1:2) that takes place five times each week for 30 to 60 minutes. Provided during the Skills-Building course, these interventions will be provided by both general and special education teachers unless it is determined that there is a specific need for a specialist. We anticipate that students who are significantly behind in phonics, fluency, and/or comprehension may require intensive interventions, such as the Wilson Reading System. Student progress will be monitored weekly through both formal and informal means and students will remain in this setting no less than six weeks. If students do not respond adequately to Tier III interventions, Unity Prep will contact parents, recommend a formal evaluation, and refer students to the Committee for Special Education (CSE) to determine eligibility for any special education services or accommodations.

### **Support Services for Students with Disabilities**

**Identification:** The most recent data indicate that 10% of CSD 13's students have disabilities. Unity Prep will identify students with pre-existing IEPs by reviewing Automate the Schools (ATS) and the Child Assistance Program (CAP)/Special Education Student Information System (SESIS) after student registration and requesting student records immediately to identify

incoming students with disabilities. The Director of Support Services will evaluate IEPs to determine whether Unity Prep is able to provide the services mandated in the IEP and work with parents and the CSE to modify IEPs if necessary and possible. The school's RTI system will serve to identify students who are suspected of having a disability but have not been evaluated.

**Instruction and Services: Integrated Co-Teaching and Related Services:** The Director of Support Services will be responsible for (i) supervising all special education instruction; (ii) managing all documentation and safeguarding the confidentiality of IEPs and all related records in accordance with Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act; (iii) providing teachers and service providers with copies of students' IEPs as well as at-a-glance summaries that outline the disability, required services, and student goals; (iv) providing teachers with ongoing training on goals, responsibilities, accommodations, instructional strategies, and other topics related to serving students with IEPs; (v) acting as a liaison to the CSE, attending initial IEP meetings and annual reviews, and evaluating student progress to determine whether the IEP needs to be modified and if students require a continuation of services; and (vi) arranging for related services that the NYCDOE, acting as the local education authority, is required to provide. Our Social Worker will provide counseling in compliance with student IEPs. Unity Prep will contract with outside vendors or independent service providers for speech/language therapy, physical therapy, occupational therapy, and other mandated services that cannot be provided in-house or arranged through the CSE. Based on student needs, Unity Prep may join a special education cooperative to better leverage resources and coordinate services. When necessary, Unity Prep will assist parents in securing a related service authorization.

Unity Prep will provide 1-2 Integrated Co-Teaching (ICT) sections per grade depending on the anticipated number of students enrolled with IEPs. General education teachers will work closely with certified special education teachers to co-plan lessons, differentiate instruction, and evaluate student learning. In ICT classrooms, teachers will utilize a variety of instructional formats, including team teaching, "one teach, one observe," station teaching, parallel teaching, alternate teaching, and "one teach, one assist." Both teachers in the ICT classroom will participate in professional development and meet at least once a week to co-plan sessions, address student needs, and create fluid and flexible groupings. In general, the special education teacher will be responsible for determining appropriate accommodations and modifications and ensuring compliance with IEP mandates. Both teachers will be responsible for submitting specific learning goals and targets, based on CCLS, for each student with disabilities to the Director of Support Services and the Director of Curriculum, Instruction & Assessment.

**Evaluation:** To evaluate the efficacy of the school's special education program, the Director of Support Services and Director of Curriculum, Instruction & Assessment will (i) regularly review disaggregated data from interim and other assessments that indicate whether students are meeting established targets; (ii) conduct programmatic audits, using the SST's meeting logs and minutes to ensure that all services are compliant with state and school guidelines; (iii) solicit feedback from teachers regarding the value of the training, materials, and resources received in meeting the needs of their special education students; and (iv) collect information from students, parents, and families through surveys, meetings, and other communications about their satisfaction, questions, and comments about the quality of the RTI and special education programming. The school will also establish a well-articulated complaint process and response protocol and conduct exit interviews in the event of special education students withdrawing from Unity Prep.

## **Support Services for English Language Learners/Limited English Proficiency Students**

**Identification:** The most recent NYCDOE data indicate that 5% of CSD 13 students are ELLs. In addition to requesting information from parents during student enrollment and reviewing the records of incoming students, Unity Prep will use the NYS Education Department's protocol for identifying students who are ELLs. Staff members will administer the Home Language Questionnaire to incoming students' parents or guardians along with all other entry diagnostics during enrollment. If this screening process indicates that the home language is not English or the student's native language is not English, a staff member will conduct an informal interview. If the student speaks a language other than English and also speaks little or no English, the school will administer the Language Assessment Battery-Revised (LAB-R). Students who score at a level less than "proficient" on the LAB-R will be identified as ELL/LEP and will be placed into the appropriate level of ESL services. These students will also take the Spanish (or other native language) LAB-R in order to determine language dominance and their native language proficiency. ELL/LEP students' designations will not change until they score at the "proficient" level on the NYS English as a Second Language Achievement Test.

**Instruction and Services:** Unity Prep will adopt a form of sheltered instruction, the Sheltered Instruction Observation Protocol (SIOP), to help ELLs master core content and develop English language proficiency. SIOP is a research-based framework of methods and practices for implementing high quality instruction for ELLs. Although designed for ELLs, many features of SIOP—clear enunciation, the use of visuals and demonstrations, scaffolded instruction, targeted vocabulary development, student-to-student interaction, and adaptation of materials—are consistent with best practices for students of all backgrounds and abilities. SIOP focuses on specific language objectives as a means of improving academic outcomes for ELL/LEP students. These language objectives will be presented alongside content objectives for core content subjects. Teachers will participate in professional development in this area during the Summer Staff Development Institute and school year in order to establish standards, objectives, and best practices across all grades and content areas. General education teachers will share the responsibility for implementing language standards with the ELL Coordinator who will provide push-in or integrated support services to the greatest possible extent.

While SIOP represents our primary approach to servicing ELLs, the ELL Coordinator will also provide targeted and differentiated supplemental instruction based on each student's English proficiency, ranging from beginner ELLs to those designated as former ELLs. The ELL Coordinator will determine proficiency levels based on a thorough review of records and a host of diagnostics, including the MAP, Fountas & Pinnell reading assessments, informal interviews, and on-demand writing samples, conducted during enrollment as well as the opening days of school. She/he will then determine appropriate supports for each student, create specific learning objectives and targets based on CCLS and SIOP for each student, and submit these goals to the Director of Support Services and Director of Curriculum, Instruction & Assessment. For students who require more intensive interventions, pull-out services will be provided during Skills-Building (or World Languages & Culture if the student receives RTI services) to minimize the loss of core-content instructional time.

**Evaluation:** ELL/LEP programming will be evaluated through processes similar to those used to assess the school's special education services. This includes (i) reviewing disaggregated data from interim assessments, students' performance on the NYS exams, and the NYS English as a Second Language Achievement Test; (ii) conducting programmatic audits involving the review of internal documentation and qualitative data collected through surveys completed by teachers

on the support and training they receive; (iii) administering surveys to students, parents, and families to provide feedback on the quality of the ELL/LEP services provided; and (iv) establishing a complaint process and response protocol, as well as conducting interviews with students who exit the ELL program or withdraw from Unity Prep altogether.

**Support Services for Students who Thrive Academically**

Students identified as academically gifted will have access to advanced learning opportunities, differentiated both in content and in process. Such opportunities may take the form of stretch assignments, accelerated or flexible pacing, interdisciplinary learning, self-directed learning through technological means, or any number of other modifications in core-content classes as well as the Skills-Building course. In high school, AP and college-level courses will provide accelerated learning opportunities for eligible students. Unity Prep’s elective programming also provides a degree of deep engagement and intellectual challenge for students.

**Additional Support Services: Unity Prep’s Teaching Assistant & Tutoring Program**

The primary purpose of Unity Prep’s Teaching Assistant & Tutoring program, which is adapted from MATCH Charter High School’s tutoring and teacher residency programs in Boston, Massachusetts, is to enhance the individualized support of students, including those who struggle academically and/or non-academically as well as those who thrive, and provide additional adult role models in the school with whom students may interact and learn. Through established relationships with Pratt Institute and Long Island University, TAs will be graduate students from both universities seeking hands-on, classroom experience under the tutelage of a Unity Prep teacher while gaining graduate course credit.<sup>18</sup>

TAs will be paired with Unity Prep teachers based on their area of study and their interview with teachers to assess the potential for a strong working relationship that benefits students. Once paired, TAs will assist their designated teacher in ways similar to how a university-based TA assists her/his professor. In class, TAs will work under the direction of the teacher through co-facilitating class activities, providing one-on-one support to students, and assisting the teacher with administrative duties. Outside of class, TAs will co-plan lessons and/or co-assess student work with teachers. They will also function as tutors during the afternoon Skills-Building courses, Homework Help sessions, and Saturday Academy – here, TAs will work alongside teachers in providing remedial and enrichment support to students in one-on-one or paired settings. Recent research examining the inner-workings of charter schools in NYC has identified such levels of tutoring as characteristic of highly effective schools (Dobbie & Fryer, 2011).

**III. ORGANIZATIONAL AND FISCAL PLAN**

**A. Applicant(s)/Founding Group Capacity**

**Background Information, Development of School, and Planning Process**

Table III.A.1 outlines the experiences and areas of expertise of Unity Prep’s founders that are critical to successfully establishing and operating a high-performing charter school in CSD 13.

*Table III.A.1: Background Information on Founding Group*

Name - Employment	Relevant Expertise and Experience	Proposed Role
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<sup>18</sup> Because students will be earning graduate course credit, Unity Prep will not compensate TAs – the only costs associated with their services will be related training costs. By having TAs take part in the school’s Summer and Winter Staff Development Institutes, these costs will be minimized.

*Unity Preparatory Charter School of Brooklyn*

Amanda Adler - Bain & Company	<ul style="list-style-type: none"> <li>• <u>Management and Strategy</u>: Management Consultant at Bain &amp; Company</li> <li>• <u>Charter School Start-Up and School Finance</u>: Consulted for a new charter school opening in Chicago; provided financial and strategic consultation to new schools in the Boston Public School system</li> </ul>	Advisor
Kabir Ahuja - McKinsey & Company	<ul style="list-style-type: none"> <li>• <u>Strategic Business Management</u>: Engagement Manager for McKinsey &amp; Company, working with business leaders on key strategic and marketing &amp; sales challenges</li> <li>• <u>Technology and Entrepreneurship</u>: Founded and ran multiple technology companies</li> <li>• <u>School Advisory</u>: Advisory Board Member for Academy of Engineering at Red Bank Regional High School</li> </ul>	Board Member
Josh Beauregard - Harvard University/ SchoolWorks/ Harlem Children's Zone	<ul style="list-style-type: none"> <li>• <u>K-12 Education</u>: Educator and administrator at Louis D. Brandeis High School</li> <li>• <u>Teacher Development</u>: Teacher Advisor/Coach at Harvard Graduate School of Education and MATCH Charter School</li> <li>• <u>Research &amp; Evaluation</u>: Evaluation Fellow at Harlem Children's Zone; School Review Consultant with SchoolWorks; Independent Researcher with Teacher U and MA Dept. of Elementary and Secondary Education</li> <li>• <u>School Programs and Course Development</u>: Developer of mathematics, economics, and education curricula at secondary and post-secondary levels; Developer of mentoring, college counseling, and career academy programs</li> </ul>	Head of School
Casey Burns - M.S. 223: The Laboratory School of Finance and Technology	<ul style="list-style-type: none"> <li>• <u>Teacher Leadership in ELA</u>: Grade leader, mentor, and professional development and lab site coordinator; school representative to three Teachers College (TC) Leadership groups on topics such as grammar, word study, conferring, and the use of technology in reading and writing instruction.</li> <li>• <u>Elementary and Middle School Curriculum Design</u>: Developed reading and writing curricula for elementary and middle schools; contributed to professional development and literacy consulting work at TC</li> <li>• <u>Teaching Students with Unique Needs</u>: Experienced educator of special education students and ELLs; experience assessing students, differentiating instruction, as well as writing and modifying IEPs</li> </ul>	Dir. of Curric., Instruct. & Assess.
Caleb Hiller-Hurst - Community Charter School of Cambridge (CCSC)	<ul style="list-style-type: none"> <li>• <u>School Start-Up</u>: Year 2-3 faculty member at North Central Charter Essential School; founding faculty member at CCSC</li> <li>• <u>Charter School Leadership/Management</u>: CCSC's Head of School; previously held the positions of Humanities Dept. Chair and Upper School Principal</li> <li>• <u>Teacher Development</u>: Served as CCSC's first Instructional Leader; mentored Harvard University student-teachers; evaluated MATCH Teacher Residency licensure candidates; designed and implemented CCSC's teacher evaluation system</li> </ul>	Board Member
Eric Gonzalez - NAACP Legal Defense and Educational Fund <sup>19</sup>	<ul style="list-style-type: none"> <li>• <u>Non-Profit Management</u>: Program Director at Directions of our Youth, Inc.</li> <li>• <u>Community Organizing</u>: Crafted and executed advocacy strategies culminating in a \$5,600,000 budget allocation by the City for dropout prevention programming</li> <li>• <u>Research &amp; Education Policy</u>: Researcher at Achievement Gap Initiative at Harvard University; Education Policy Advocate with the NAACP Legal Defense and Educational Fund, Inc.</li> </ul>	Board Member
Allison Keil - Community Roots Charter School	<ul style="list-style-type: none"> <li>• <u>School Start-up</u>: Co-founder of Community Roots Charter School in CSD 13</li> <li>• <u>Elementary Education</u>: Acting co-principal of Community Roots Charter School in CSD 13</li> </ul>	Advisor
Carlyle Leach - Toro Stone Asset Management	<ul style="list-style-type: none"> <li>• <u>School Leadership</u>: Founding Principal of The School for Legal Studies in NYC</li> <li>• <u>Community Involvement</u>: Long-term resident of CSD 13 and active in local youth sports programs</li> <li>• <u>Governance</u>: Serves on Board of Trustees of the Brooklyn Music School</li> <li>• <u>Non-profit Management</u>: Director of Junior Scholars Program at Schomburg Center for Research in Black Culture at NYC Public Library</li> <li>• <u>Private Equity</u>: Business Developer for Toro Stone Asset Management</li> </ul>	Board Member
Marion	<ul style="list-style-type: none"> <li>• <u>Corporate Law</u>: Partner at Sullivan &amp; Cromwell LLP, specializing in corporate</li> </ul>	Board

<sup>19</sup> Institutional affiliation listed for identification purposes only.

Leydier - Sullivan & Cromwell LLP	<p>transactions, governance, and regulatory matters</p> <ul style="list-style-type: none"> <li>• <u>Board Service</u>: Serves as Board Member and Secretary for the ESSEC Business School Alumni Association and Falk and Fine Condominium</li> <li>• <u>Governance</u>: Advises clients on complex governance matters as a part of her corporate practice</li> </ul>	Member
Aretha Miller – The Venn Group, Inc.	<ul style="list-style-type: none"> <li>• <u>Educational Consultant</u>: Founder and President of the Venn Group, Inc., a NYC-based educational consulting group</li> <li>• <u>Charter School Governance</u>: Serves on Board of Trustees of Boston-based City on a Hill Charter School</li> <li>• <u>English Language Learning</u>: Launched the NYC Charter School English Language Learner Consortium as Vice President of School Supports at the NYC Charter School Center</li> </ul>	Advisor
Richard Pollack - Sullivan & Cromwell LLP	<ul style="list-style-type: none"> <li>• <u>Corporate law</u> Practicing at Sullivan &amp; Cromwell LLP for approximately 25 years with a practice focused on mergers &amp; acquisitions and corporate finance</li> <li>• <u>Management</u>: Led Sullivan &amp; Cromwell LLP’s General Practice Group and was responsible for over 500 lawyers in 12 offices around the world</li> <li>• <u>Governance</u>: Frequently advises senior management and boards of directors on their most complex decisions</li> </ul>	Board Member
Nils Tristan - Soros Fund Management	<ul style="list-style-type: none"> <li>• <u>Corporate Finance</u>: Senior Equity Analyst with Soros Fund Management</li> <li>• <u>Philanthropy and fundraising</u>: Experience in fundraising and philanthropy in NYC’s financial sector</li> </ul>	Advisor
Hemanth Venkataraman - Manhattan GMAT	<ul style="list-style-type: none"> <li>• <u>Mathematics and Technology Instruction</u>: Teacher of high school mathematics and technology courses for five years, in both English and Spanish; created courses in computer programming and robotics; trained teachers to integrate tools such as the graphing calculator and SMART Board into their lessons</li> <li>• <u>Test Preparation and Assessment Design</u>: Instructor/Curriculum Writer at Manhattan GMAT; Private Tutor for students preparing for NY Regents, Advanced Placement, SAT, SAT II, ACT and SHSAT exams</li> <li>• <u>Special Events and Community Involvement</u>: Coordinator of Student Activities at Louis D. Brandeis High School</li> <li>• <u>Student Mindfulness and Emotional Well-Being</u>: Motivational speaker at NYC schools; instructor in the Youth Empowerment Seminar</li> </ul>	Director of Culture & Enrich.

**Development of School:** The founding group created its plan for Unity Prep out of a common interest in creating a high-quality schooling option that provides the kind of educational experience that one would find at any of the nation’s truly excellent schools, public or private. The lead applicant, Mr. Beauregard, and Mr. Venkataraman both taught at Louis D. Brandeis High School, a NYCDOE school in Manhattan, from 2002-2007, and during this time formulated many of the seminal ideas and ambitions of this proposed school. In 2009, Mr. Beauregard and Mr. Gonzalez, a native New Yorker who had previously resided in CSD 13, met one another as graduate students in the Harvard Graduate School of Education and began formally developing plans for the school. In the spring of 2010, Mr. Beauregard moved to CSD 13 where he reunited with Mr. Venkataraman, also a resident of the district – Mr. Venkataraman formally joined in the planning shortly thereafter. Mr. Burns, a veteran New York City educator and associate of Mr. Beauregard, then joined the team in the fall of 2010. Other members of the applicant group have since been selected for their respective positions based on a host of factors, including particular experiences and expertise as summarized in the table above, as well as their guiding interests in empowering students as scholars and citizens through the successful founding of Unity Prep.

**Planning of School:** Over the past year and a half, members of Unity Prep’s founding group have formally collaborated on this proposal through regular meetings. In its initial stage, founding group members created and revised key documents, including the proposed school’s mission, vision, key design elements, and philosophy of education. Members primarily

responsible for writing this application (Mr. Beauregard, Mr. Burns, Mr. Gonzalez, and Mr. Venkataraman) have met weekly for the past year and collaborated via file sharing and teleconferencing with increasing regularity. Each member has assumed different responsibilities from community outreach to attending to relevant coursework based on their given expertise.

## B. Board of Trustees and Governance

### Members of the Initial Board of Trustees

*Table III.B.1: Proposed Founding Board of Trustees*

Trustee Name	Voting Y/N	Position on Board	Length of Initial Term
Kabir Ahuja	Y	Member	3
Eric Gonzalez	Y	Member	3
Caleb Hiller-Hurst	Y	Member	3
Carlyle Leach	Y	Member	3
Marion Leydier	Y	Member	3
Richard Pollack	Y	Member	3
Parent of student/alumni	Y	Member	3

The proposed founding Board summarized in the table above has significant experience and capacity to found and sustain the school as it achieves its mission and realizes its vision. As *Table III.A.1*, depicts, the proposed founding Board’s range of essential skills and experience includes legal, business and finance, non-profit management, and education. Several members have prior experience on education-related governing boards and in school leadership. All share a common interest in contributing to the advancement of public education in New York City - three members are products of the NYC public education system. Moreover, all have either grown up, reside, or work in NYC with half of the Board currently living or having previously resided in CSD 13. In addition to the individuals listed above, the Board will seek to elect a parent/guardian who resides in CSD 13 and whose child attends or has attended Unity Prep.

### Proposed Governance Structure of the School

The Board of Trustees (Board) of Unity Prep will be structured as follows:

**Number and Term:** There will be no fewer than five and no more than 11 Trustees. Trustees’ terms will generally be three years. Any Trustee elected to fill an unexpired term will serve until the next election.

**Qualifications and Election:** Proposed Trustees must be nominated by a then-serving Trustee. No school employee or other person who has a conflict of interest prohibited under Sections 801 through 806 of the General Municipal Law may serve. The Board will seek to elect Trustees such that at all times (i) at least two Trustees are residents of CSD 13; and (ii) not more than 40% are employees of a single organization. In addition, the Board will seek to have at least one Trustee (who will serve on the Audit and Finance Committee described under “Board Committees” below) who qualifies as a “financial expert” within the meaning of item 407(d)(5)(i) of the Securities and Exchange Commission’s Regulation S-K. In addition, the Audit and Finance Committee member must satisfy the “independence” requirements under the Sarbanes-Oxley Act of 2010. Trustees will be elected by majority vote of the Trustees then in office. Elected Trustees will assume office subject to any additional legal requirements.

**Meetings:** Board meetings will be held monthly at the school. The Board may also schedule additional meetings as it determines necessary, including for matters such as the election of Trustees. Notice of all Board meetings will be given, and all Board meetings will be conducted, in accordance with the Open Meeting Law and other applicable law. Except as otherwise

permitted by law, (i) no Board quorum will meet privately to decide or deliberate on any matter, and (ii) no executive session will be held until: (a) the Board first convenes in an open session for which requisite notice has been given; (b) a majority of the Trustees at such meeting vote to go into executive session; (c) the vote of each Trustee is recorded on a roll call vote and entered in the minutes; and (d) the Chairperson cites the executive session's purpose and states whether the Board will reconvene after such session.

**Board Committees:** The Board will have an Executive Committee, an Audit and Finance Committee, a Student Learning Committee, and other committees formed at the direction of the Board. Each committee will be comprised of not fewer than three Board members.

- **Executive Committee:** The Executive Committee, comprised of no fewer than five members, will transact such school business as the Board as a whole directs. It is anticipated that the Executive Committee will interact with the school's administration regarding the school's academic, financial, and administrative performance at intervals between scheduled Board meetings and/or where action is urgently required.
- **Audit and Finance Committee:** The Audit and Finance Committee will operate on an advisory basis and will provide recommendations to the Board for its review and acceptance. It will (i) review and provide recommendations regarding the school's annual budget; (ii) review and provide recommendations regarding the school's financial performance; (iii) provide recommendations regarding the appointment of the school's external auditor; (iv) meet with the external auditor prior to commencement of the audit; (v) review and discuss with the external auditor any risk assessment of the school's fiscal operations developed by the auditor; (vi) receive and review the draft annual audit report and accompanying draft management letter and, working directly with the external auditor, assist the Trustees in interpreting such documents; (vii) make a recommendation to the Board on accepting the annual audit report; (viii) review corrective action plans developed by the Board to assist in the implementation of such plans; and (ix) assist in oversight of the school's internal audit function, including providing recommendations regarding the internal auditor's appointment, reviewing the internal auditor's significant findings and recommendations, monitoring implementation of such recommendations, and evaluating the performance of the internal audit function.
- **Student Learning Committee:** The Student Learning Committee will operate on an advisory basis and will provide recommendations to the Board for its review and acceptance. It will (i) monitor development of the school's academic program by the school's professional staff; (ii) review proposed amendments to the academic program; (iii) develop reporting requirements for the Head of School and other staff to the Student Learning Committee; (iv) develop and calibrate the school's academic achievement goals; (v) receive and review reports from the Head of School and other staff; and (vi) interact with the Head of School and other staff if the school fails to meet its academic achievement goals and oversee adoption and implementation of a remediation plan in such case (see *Evaluation* for further details on how the Head of School is evaluated).

### **Roles and Responsibilities of the Board of Trustees**

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The Board and its committees will be ultimately responsible for the academic, fiscal, and regulatory oversight of the school. Board oversight consists of approval of all school policies and monitoring of policy implementation, and working with the Head of School and other staff to monitor the school's academic, non-academic, and financial performance.

**Academic and Non-Academic Performance/Assessment:** The school’s academic and non-academic goals will be divided into subcategories relating to (i) student participation and satisfaction; (ii) academic scholarship; (iii) co-curricular activities; and (iv) enrichment and citizenship. The academic and non-academic goals will include school performance indicators relating to performance as measured by performance on statewide assessments and school-developed academic and non-academic assessments, including end-of-year Roundtable presentations and measures of student participation in co-curricular activities, in addition to attendance rates and student enrollment numbers.

Trustees will have access to certain data regarding school performance on a real-time basis through a “Dashboard,” which will provide up-to-date statistics on the school, including current enrollment, average daily attendance, and various demographic, discipline, and academic statistics in both aggregate and disaggregated form, the latter by subgroup and gender. Moreover, the Head of School and other staff will present to the Student Learning Committee at least monthly (and more frequently if requested) reports on where the school stands in meeting its semi-annual, annual, and multi-year goals. Such reports will be detailed and will give information by grade level, in aggregate and disaggregated forms.

**Fiscal Oversight:** The Board will work with the Head of School and other staff to develop fiscal guidelines and policies, as well as tools for annual budgeting, fiscal oversight, and reporting on the school’s fiscal health. The Head of School and the Director of Operations will meet with the Audit and Finance Committee monthly to report on where the school stands in meeting its budget and fiscal goals, and to review the budget for the subsequent year. In addition, the Audit and Finance Committee will meet periodically with the school’s internal and external auditors regarding audits of the school’s financial performance and fiscal soundness.

**Other Responsibilities of the Board:** The Board’s other responsibilities include: (i) electing/removing Trustees; (ii) appointing/removing the school’s leadership and agents, prescribing their duties, and fixing their compensation; (iii) managing the school’s affairs, and implementing regulations with respect thereto; (iv) approving such contracts as necessary or desirable for the school; (v) overseeing the school’s operation; (vi) causing the school to become exempt from federal income taxation; (vii) monitoring the school’s operations and applying any surplus resulting from any business activity in which the school may engage; (viii) acting as trustee under any trust incidental to the school’s purposes; (ix) acquiring/holding/disposing of property for the school; and (x) indemnifying and maintaining insurance for the school’s Trustees, employees, and agents (subject to the provisions of the Not-for-Profit Corporation Law and the limitations under the school’s By-laws).<sup>20</sup>

### **Recruitment, Selection, and Development of Board of Trustees**

In recruiting future Trustees, Unity Prep will seek individuals with exceptional professional, community service, or other experience to ensure that all school stakeholders are appropriately represented. The school will seek individuals with a range of backgrounds and expertise.

The Board’s Executive Committee will organize new Trustee orientation. Each new Trustee will be provided information about the school (including the charter and financial statements) and will tour the school and meet the staff. During orientation, the Board will discuss the expectations for Trustees, and will particularly discuss (i) new Trustees’ specific personal and/or

<sup>20</sup> The Board may appoint and remove the Head of School. While the Head of School will generally be responsible for hiring and removing the remainder of the school’s staff, the Board maintains ultimate responsibility and authority with respect to hiring and removal of school staff.

professional skills in relation to the Board’s needs; (ii) applicable legal requirements with respect to Board service; and (iii) Trustees’ fiduciary responsibilities. In the event a new Trustee is appointed to a Board committee, the committee chairperson will assist the new committee member with learning the information relevant to committee service, recommend training opportunities, as well as set aside time for training during Board and committee meetings.

Training will take into consideration the needs of individual Trustees and of the Board. The Board Chairperson will maintain a directory of training events and topics, which may be incorporated into the Board’s annual retreat as described in *Professional Development*. The Chairperson will acquire information about training opportunities from various sources and will provide an updated schedule of training events at each Board meeting.

### Advisory Board

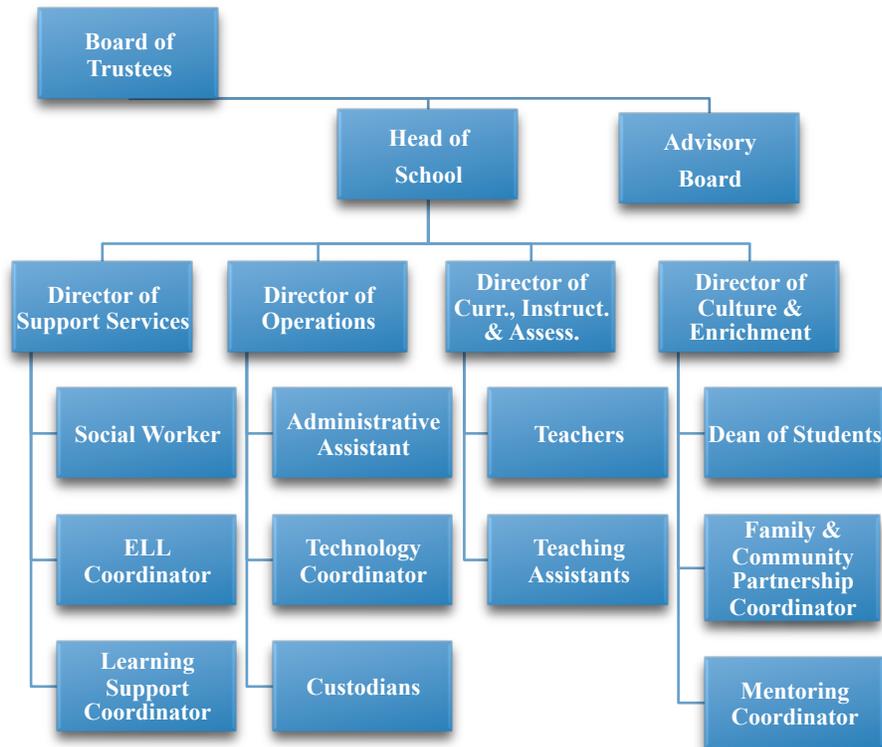
The school’s non-fiduciary Advisory Board will augment the Board by providing subject matter expertise or field experience in matters such as pedagogy, management, operations, fundraising, real estate, community relations, special needs programs, and programs to assist students with identifying and preparing for their post-secondary school educations and careers. Initial Advisory Board members and their relevant experiences and expertise are listed in *Table III.A.1 of Applicant(s)/Founding Group Capacity* above.

## C. Management and Staffing

### Organizational Structure and Descriptions and Responsibilities of Key Administrators

Unity Prep’s organizational chart below sets out the management structure and reporting responsibilities for the school’s personnel. An expanded description of the structure follows.

*Figure III.C.1: Organizational Chart in the 2013-2014 School Year*



The roles and responsibilities of the **Board of Trustees** and **Advisory Board** are described in depth in *Governance*. The **Head of School**, who is hired by and reports directly to the Board of Trustees, will be responsible for ensuring that the school adheres to its mission and that the school's yearly and long-term goals are achieved. The Head of School along with the **Director of Support Services, Director of Curriculum, Instruction & Assessment, Director of Operations, and Director of Culture & Enrichment**, whose roles and responsibilities are outlined below and detailed in *Attachment 8A*, will comprise Unity Prep's Leadership Team. Each Director will report directly to the Head of School. Josh Beauregard has been identified as Unity Prep's founding Head of School. A resume detailing his experience and qualifications is provided in *Attachment 8B*.

The **Director of Support Services** will be responsible for directing the school's special education services including, but not limited to, implementing students' IEPs. The Director of Support Services will oversee and evaluate the following staff members: (i) **Social Worker**, who will be responsible for mental health and counseling services, preventive programming, crisis management, and coordination of delivery of special education services; (ii) **ELL Coordinator**, who will oversee the school's academic program to ensure that it meets the needs of ELL students; and (iii) **Learning Support Coordinator**, who will coordinate the school's academic remedial services including its TA program.

The **Director of Operations** will ensure Unity Prep's operational soundness, fiscal health, and legal compliance, and will oversee and evaluate the following staff members: (i) **Administrative Assistant**, who will assist with administrative duties; (ii) **Technology Coordinator**, who will manage the school's technology resources, and; (iii) **Custodians**, who will be responsible for school cleanliness and maintenance. In the school's first two years, the Director of Operations will oversee the financial management services provided to the school by a contracted financial consultant such as Charter School Business Management. In year three, a Finance Manager will be hired to manage the school's finances in-house.

The **Director of Curriculum, Instruction & Assessment** will be the co-instructional leader of the school, oversee the development and implementation of curriculum, and evaluate **Teachers** in conjunction with the Head of School. The school's **Teaching Assistants** will report to, and be evaluated by the Learning Support Coordinator with the input of their mentor teachers.

The **Director of Culture & Enrichment** will be responsible for promoting and maintaining a supportive school culture in which student learning is optimized. She/he will oversee the school's co-curricular programs and evaluate the following staff members: (i) **Dean of Students**, whose primary responsibility will be to support students in achieving the character development goals set for them by Unity Prep and to implement the school discipline policy; (ii) **Family & Community Partnership Coordinator**, who will coordinate community-wide events, maintain open communication with local stakeholders, and establish partnerships between the school and community members, including students' families; and (iii) **Mentoring Coordinator**, responsible for pairing students with adult mentors who will commit to maintaining regular contact and acting as role models and advocates for their mentees.

### Staffing Plan for First Five Years of Operation

To ensure that teachers have sufficient time to collaborate in planning and reviewing lesson and unit plans, and to focus intently on their areas of expertise, Unity Prep's staffing plan is constructed so that teachers will teach four sections of the same class daily (permitting teachers to create only one daily lesson plan). In addition, teachers will facilitate one Skills-Building course and a daily Advisory and will co-facilitate a health & fitness class or one elective club

(see *Attachment 3A* for a sample teacher schedule).

In Unity Prep’s initial growth years, various school directors and coordinators (with the exception of the Head of School and Director of Operations) may teach 1-2 sections of a particular course in addition to their administrative duties. *Table III.C.1* below illustrates administrators and teachers’ time allocations using full-time equivalents (FTEs). For this purpose, each class period equates to 0.2 FTEs. A number of the administrative personnel listed will be full-time employees and, where the table reflects that such personnel spend less than 1.0 FTE on their administrative duties, their remaining time will be spent teaching in the content that they are highly qualified to teach. For example, the Director of Culture & Enrichment in year one will devote 0.6 FTEs to administrative functions and 0.4 FTEs to teaching (which corresponds to teaching two courses).<sup>21</sup> In addition, the value 1.2 corresponding with mathematics teachers in year one indicates that Unity Prep will offer six sections of mathematics, four of which are taught by one full-time teacher and two of which are taught by administrators splitting time between their part-time administrative duties and their part-time teaching duties. Caution will be used in these circumstances to ensure that administrators have ample time to devote to their administrative duties and teaching responsibilities. As the school grows to scale and hires additional full-time teachers, administrators may relinquish their teaching loads so that they may devote additional time to their administrative roles.

**Table III.C.1: Staffing Plan for the First Five Years of Operation**

Position	Full-Time Equivalents (FTEs) Per Year				
	Year 1	Year 2	Year 3	Year 4	Year 5
Mathematics Teachers	1.2	2.2	3	4.2	5.2
ELA Teachers	1.2	2.2	3	4.2	5.2
Social Studies/History Teachers	1.2	2.2	3	4.2	5.2
Science Teachers	1.2	2.2	3	4.2	5.2
Design & Technology Teachers	1.2	2.2	3	4.2	5.2
World Language & Culture Teachers	1.2	2.2	3	4.2	5.2
Special Education Teachers	2	4	5	7	9
Head of School	1	1	1	1	1
Director of Support Services	0.6	0.8	0.8	0.8	0.8
Director of Operations	1	1	1	1	1
Director of Curriculum, Instruction & Assessment	0.6	0.8	0.8	0.8	0.8
Director of Culture & Enrichment	0.6	0.8	0.8	0.8	0.8
Finance Manager	0	0	1	1	1
Dean of Students (middle school)	0.6	0.8	0.8	0.8	0.8
Dean of Students (high school)	0	0	0	0.6	0.6
Associate Director of Support Services	0	0	0	0.4	0.4
Associate Dir. of Curriculum, Instruction & Assessment	0	0	0	0.4	0.4
Internship Coordinator	0	0	0	0	0.2
College Counselor <sup>22</sup>	0	0	0.2	0.4	0.6
Learning Support Coordinator	0.4	0.6	0.6	0.8	0.8
ELL Coordinator	0.2	0.4	0.4	0.6	0.6

<sup>21</sup> Compensation for administrators splitting administrative and teaching duties will be awarded on a pro-rata basis. For example, the Director of Culture & Enrichment in year one will earn 60% of her/his full-time salary as an administrator and 40% of the salary of her/his teacher designation based on Unity Prep’s Teacher Career Advancement System (see *Evaluation*).

<sup>22</sup> In years 6 and 7, as our first cohort enters 10<sup>th</sup> and then 11<sup>th</sup> grade, we will create an additional college counselor position. Unity Prep will also seek to partner with organizations such as Bottom Line, a non-profit with offices in CSD 13 that assists disadvantaged students with the college planning process.

Family & Community Partnership Coordinator	0.4	0.6	0.8	0.8	0.8
Technology Coordinator	0.2	0.4	0.4	0.6	0.6
Assistant Technology Coordinator	0	0	0	0.5	0.5
Mentoring Coordinator	0.2	0.2	0.4	0.4	0.6
YES! Coordinator	0	0.4	0.4	0.6	0.6
Administrative Assistant	0.5	1	1.5	2	2.5
SAT Coordinator	0	0	0	0.2	0.4
Tutors/Teaching Assistants	6	12	12	12	12
Nurse	0.5	0.5	0.5	1	1
Social Worker	0.5	1	1	1.5	1.5

In determining Unity Prep’s staffing needs, the school’s founding team considered the demographics of CSD 13, the information we have collected through our community outreach efforts, including conversations with neighboring school leaders, as well as the staffing plans of other schools in CSD 13 that serve the same grades and demographics as Unity Prep will serve. The decision to include a Learning Support Coordinator and a Family & Community Partnership Coordinator in the school’s first year, for example, was informed by this analysis. The number of teaching positions across each of the subject areas is based on projected enrollment each year coupled with the school’s desired average class sizes by different grade levels (see *Enrollment, Recruitment, and Retention* for further information on our enrollment and class size plan). We foresee students needing greater support in their initial years at Unity Prep. We have therefore budgeted for smaller class sizes in 6<sup>th</sup> grade and 9<sup>th</sup> grade when new students enter the school.

As the school expands each year, the number of staff will increase to ensure that students’ academic and non-academic needs are fully and effectively addressed. To that end, we will add the following positions over time:

- An Associate Director of Support Services in year 2 and College Counselor in year 4 to assist the school’s Director of Support Services
- An Associate Director of Curriculum, Instruction & Assessment and an SAT Coordinator in year 4 to support the Director of Curriculum, Instruction & Assessment in overseeing curriculum and instruction and in injecting long-term SAT preparation into courses
- An in-house Finance Manager in year 3 to support the Director of Operations in managing the school’s finances and reporting, as well as an Assistant Technology Coordinator in year 4 to assist the Technology Coordinator in servicing the school’s technology
- An Internship Coordinator in year 5 to oversee the school’s internship program, a Youth Empowerment Seminar (YES!) Coordinator in year 2 to facilitate YES! activities as the school expands, and a high school Dean of Students in year 4 who will be responsible for ensuring that school’s Code of Conduct is effectively implemented in grades 9-12

**Note: Details regarding Unity Prep’s hiring and personnel policies and procedures, including qualifications to be used in the hiring of teachers, administrators, and other staff members, and the responsibilities assigned to all staff members, are found in Attachment 8A. Also included are our plans to attract and retain highly effective staff.**

#### D. Evaluation

Table III.D.1 provides Unity Prep’s Yearly Evaluation Timeline for year one of operation.

**Table III.D.1: Yearly Evaluation Timeline**

Month	Evaluation Tasks and Subtasks	Responsibility
Early Aug.	Annual school goals est. (w/ feedback from staff and Board)	Head of School
Mid Aug.	Individual goals/self-assessments created	Head of School

Mid Aug.	Curriculum and planning evaluation for Trimester-I	Dir. of Curric., Instruct. & Assess.
Late Oct.	Fall school quality review	Head of School
Early Nov.	Curriculum and planning evaluation for Trimester-II	Dir. of Curric., Instruct. & Assess.
Early Nov.	Individual goals/self-assessment fall review (teachers only)	Head of School
Mid Nov.	Student perception fall surveys administered (1 of 3)	Dir. of Culture & Enrichment
Late Nov.	Administrative responsibilities fall review	Head of School
Mid Dec.	Board and school administration mid-year self evaluation	Head of School/Board Chairperson
Early Feb.	Curriculum and planning evaluation for Trimester-III	Dir. of Curric., Instruct. & Assess.
Late Feb.	Student perception winter surveys administered (2 of 3)	Dir. of Culture & Enrichment
Late Feb.	Administrative responsibilities winter review	Head of School
Early/mid March	Individual goals/self-assessment review/contract renewal meetings (teachers only)	Head of School
March	NYC school survey administered	Head of School
Early April	Spring school quality review	Head of School
Early June	Student perception spring surveys administered (3 of 3)	Dir. of Culture & Enrichment
Mid June	End-of-year self-review	Head of School
Late June	Board end-of-year self evaluation	Board Chairperson

Note: Teacher observations and debriefs take place over the entire school year.

### Evaluation of the School: School Quality Reviews

A school quality review (SQR) will take place twice annually – in October (“fall review”) and in March (“spring review”) – to evaluate the school’s effectiveness in educating students and meeting its goals. Reviews will be modeled after SchoolWorks’s SQR process and focus on six domains: leadership and organizational systems, human capital, climate and culture, teaching and learning, academic and non-academic supports, and finance and operations.<sup>23</sup>

The fall review will occur over 2.5 days while the spring review will take place over 1.5 days. Areas in need of growth that are identified in the fall review will be the focus of the spring review. Both reviews will be administered by 5-6 experienced educators acting as critical friends who are members of the founding team’s professional network, including school leaders, administrators, teachers, as well as Advisory Board members. Team members will have expertise in areas such as school finance and student support services including special education.

### Evaluation of Teachers

The school’s teacher evaluation framework will provide direction on what it means to develop into a Unity Prep Distinguished Teacher, provide ongoing feedback to teachers on their performance, and inform decisions on teachers’ contract renewals each year as well as promotion in the long-term through the school’s Teacher Career Advancement System (T-CAS). On an annual basis, teachers will be evaluated across two major domains:

- **Domain 1 - Effectiveness in Promoting Student Learning:** A teacher’s level of effectiveness will be assessed through three measures: (i) a series of classroom observations conducted by the Head of School and members of the Leadership Team using the school’s classroom observation instrument on which teachers have trained (see below for more information); (ii) annual student academic growth (when possible to assess growth with reasonable confidence); and (iii) student evaluations using tools such as the Tripod student perception surveys, developed by Dr. Ronald Ferguson at Harvard University, with which students communicate about their classroom experiences with teachers. Student surveys will be conducted on three occasions annually at the end of each trimester.

<sup>23</sup> SchoolWorks is an educational consulting group based in Beverly, Massachusetts.

- **Domain 2 - Fulfillment of Professional Responsibilities and Expectations:** A teacher's fulfillment of her/his professional responsibilities and expectations will be based on two measures: (i) the quality of the teacher's curriculum and lesson planning and contributions to the school's planning processes as assessed by the Director of Curriculum, Instruction & Assessment; and (ii) the fulfillment of her/his administrative responsibilities and the quality with which they are fulfilled, evaluated by the Leadership Team (and informed partly by family satisfaction surveys, which include feedback on individual teachers).

A teacher's formal annual evaluation will be based on a roughly equal weighting (approximately 20%) across each of the five sub-items of the two domains. After compiling and analyzing teacher data across these sub-items according to an established rubric, the Head of School, in consultation with members of the Leadership Team, will rate teachers as highly effective, effective, developing, or ineffective. These ratings will determine whether a teacher's contract is renewed. Teachers receiving an ineffective rating will not be eligible for renewal.

### Components of Unity Prep's Annual Teacher Evaluation Process

Each teacher will complete a self-assessment in August using the school's self-evaluation form. The self-assessment process is designed to inform and focus the areas in need of growth, ensure that the teacher and the teacher's designated instructional coach (Head of School, Director of Curriculum, Instruction & Assessment, or Associate Director of Curriculum, Instruction & Assessment as of year 4) are in agreement regarding the teacher's areas of growth, and allow for the monitoring of progress in these areas. The school's self-evaluation forms will fall across both domains and include the teacher's annual goals (which will focus on outcomes) and corresponding benchmarks, and her/his long-term goals, which are aligned with the T-CAS designation to which she/he aspires (see below for description of T-CAS designations). The self-evaluation form will be formally reviewed by the teacher and instructional coach and updated in November and again in March when contract renewal decisions are undertaken. For teachers whose contracts are renewed, an end-of-year review will be conducted in June to reflect on the past year's performance and plan for the next school year.

**I. Classroom Observations:** As a part of the evaluation process, each teacher will be evaluated formally by her/his instructional coach at least nine times per year (i.e., once every 3-4 weeks).<sup>24</sup> At least three observations will last a full class period, while six or more observations will last approximately 15-20 minutes. Observations will be based on agreed-upon benchmarks and standards established in advance by the teacher and her/his instructional coach.<sup>25</sup> During each observation, the instructional coach will focus on three standards in the areas of instruction and classroom management – one selected by the teacher and two selected by the evaluator. Such standards will emphasize the quality with which lesson plans are implemented in the classroom, as well as the effectiveness with which a teacher manages her/his class in order to maximize learning time and achieve the lesson's given objective(s). Some standards will merit attention for several observations in a row; others may be addressed only once or twice in the observation

<sup>24</sup> This does not include observations conducted by the Director of Support Services, Director of Culture & Enrichment, peer teachers, and outside observers. When including these additional observers, teachers will expect to have visitors in their classroom and providing formative feedback on a weekly basis, on average.

<sup>25</sup> We will initially adopt standards established by teachers at the Community Charter School of Cambridge in Cambridge, MA – these standards are largely based on teacher evaluation rubrics developed by Kim Marshall of New Leaders for New Schools. We intend to gather the feedback of teachers hired prior to our first year of operation on edits or additions that should be made to the set of standards. We envision that our standards will be reviewed at the end of each year in order to allow for updates and enhancements to what we expect of teachers when teaching.

process. In addition, the instructional coach will check for non-negotiable items, such as student attentiveness, the posting of an agenda, daily outcomes, and homework, in every visit.

After every observation, the instructional coach will provide the teacher with written descriptive (“what I saw”) and normative (“what I thought”) comments on the three standards focused on during the observation. The teacher and the instructional coach will then meet within two days for 15 minutes to debrief the observation and discuss recommendations, which are entered and archived in a database and can be accessed by the instructional coach and teacher.

Over the course of the year, the instructional coach will be responsible for shifting the focus of each evaluation so that each of the instruction and management standards has been assessed by the time the formal evaluation is completed in March. Based on observations over the course of the year, teachers will either meet or not meet each standard. As described above, in the event that teachers do not meet each standard, they will create a Performance Improvement Plan with their instructional coach, which will include goals and strategies to improve teacher practice.<sup>26</sup>

**II. Student Growth:** Annual growth of student achievement will be one factor used to evaluate teachers (for content areas in which measuring student growth is possible). Measurements used for this aspect of teacher evaluation will include a teacher’s annual value-added score or a teacher’s student-growth percentile score if value-added scores are not available. In courses in which this information is not available, student mastery of standards will be used in determining a teacher’s level of effectiveness in a given year.

**III. Student Perception Surveys:** Students will complete perception surveys in the last month of each trimester (November, February, and June). These surveys will, among other things, offer feedback to teachers. The teacher and her/his instructional coach will review a summary of the feedback provided to each teacher by students. Areas of strength and opportunities for growth will be identified and appropriate action steps will then be developed.

**IV. Curriculum and Lesson Planning:** A teacher’s competency in curriculum and lesson planning will be evaluated on established standards presented to staff during the Summer Staff Development Institute each year and reviewed on multiple occasions over the course of the school year. At the beginning of each trimester, the Director of Curriculum, Instruction & Assessment (and Associate Director as the school grows) will evaluate each teacher’s trimester-long curriculum and unit plans for alignment with relevant state and national standards as well as Unity Prep’s departmental scope and sequencing, when applicable. The remaining standards will be assessed as part of the school’s weekly lesson plan review process.

The Director of Support Services will evaluate lesson plans and other documents to ensure they reflect appropriate accommodations and modifications for students with IEPs and 504 plans. Results of these evaluations will be entered into a teacher evaluation database and discussed with teachers. Each teacher will be assessed as meeting or not meeting standards under this category.

**V. Administrative Responsibilities:** Administrative, non-teaching responsibilities, such as fulfillment of professional responsibilities and advisory duties, will be assessed twice a year by the Leadership Team using a set rubric. The first review will be conducted in early November, based on internal records and the Leadership Team’s observations throughout the year to date. Teachers will receive written feedback via Unity Prep’s evaluation database and discuss the

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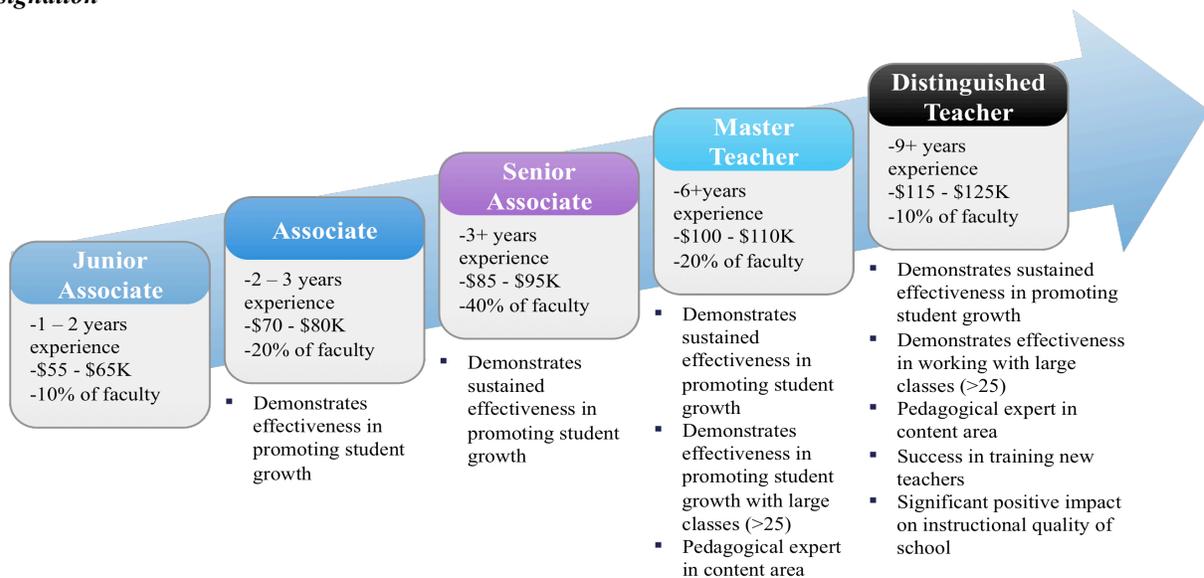
<sup>26</sup> Unity Prep’s observation system is adapted from the Community Charter School of Cambridge’s teacher evaluation system. Their system is, in turn, influenced by a number of notable charter schools including Boston Collegiate Charter School, Codman Academy Public Charter School, Mastery Charter Schools, North Star Academy, Prospect Hill Academy, and Roxbury Prep Charter School.

review with the members of the Leadership Team. The second review will be conducted in late February; it will not be debriefed separately; rather, it will be incorporated into the teacher’s yearly evaluation. As with classroom observations and curriculum and lesson planning, each teacher will be evaluated based on whether she/he has met the standards under this category.

### Long-Term Teacher Evaluation and Promotion Process

Given the research attributing teacher attrition and dissatisfaction to a general lack of professional pathways in teaching, inadequate support available to teachers in developing new skills and expertise especially among new teachers, and lower pay relative to other comparable professions (The New Teacher Project, 2012; Johnson, Berg & Donaldson, 2005), Unity Prep will offer a new and attractive work opportunity that will prove intriguing to teachers. The school’s Teacher Career Advancement System (T-CAS), summarized in *Figure III.D.2* below, provides a formal and transparent pathway for teachers to advance in their craft, assume new titles with commensurate responsibilities while remaining in the classroom as practitioners, and be generously compensated and formally recognized for their positive contributions to the school.

**Figure III.D.2: Teacher Career Advancement System Summary, Including Sample Competencies at Each Designation**



Depending on their qualifications and level of experience, new teachers will join Unity Prep’s faculty either as Junior Associate, Associate, or Senior Associate teachers (there may be exceptions but this will be extremely rare). While the system will begin as of the school’s first year, teachers will not be eligible for promotion until the summer after the school’s second year and, as explained below, longer depending on their designation within T-CAS. Junior Associate and Associate teachers will be eligible for promotion after their second year of teaching in their respective designation; Senior Associate teachers will be eligible for promotion to Master Teacher following their third year at Unity Prep with that designation; finally, Master Teachers will be eligible for promotion to Distinguished Teacher following four years as Master Teacher.

Teachers who are not promoted when eligible will remain at the same designation if their contract is renewed. In this situation, teachers will next be eligible for promotion after an additional two years. Teachers cannot be demoted. Contract renewals for all Associates will be offered on an annual basis. Contract renewals for Master Teachers will be offered on a two-year

basis, while contracts for Distinguished Teachers will be offered on a three-year basis. Promotion decisions will be made in July in years when teachers are eligible for promotion, thereby allowing for the most current student performance data to inform promotional decisions.

In exchange for a new title and a salary increase, new designations earned through promotion imply greater intellectual demands and expertise (not just more time and responsibilities), which may include: teaching demo-lessons, mentoring and coaching teachers, working with larger class sizes, writing/reviewing/editing curricula and assessments, leading professional development efforts, teaching courses that are challenging to less senior staff, representing the school on professional panels, and/or presenting at conferences.

On average, a Unity Prep Associate Teacher with 2-3 years of experience will earn as much \$75,000 annually. This is approximately 37% percent higher than the salary currently earned by a third year teacher with an advanced degree under the NYCDOE's traditional salary ladder. It is also significantly higher than more than 75% of teachers working in other NYC charter schools according to the most recent compensation survey conducted by the NYCCSC (2011). Depending on a teacher's long-term success at Unity Prep, teachers will have an opportunity to earn as much as \$125,000 annually if they are promoted to Distinguished Teacher.

Unity Prep's promotion decision process will be similar to the approach used by colleges and universities to decide promotion and tenure. Decisions concerning promotions to Associate-level positions will be made by school leadership. Decisions concerning promotions to Master and Distinguished Teachers will also be made by school leadership and informed by a recommendation from a Standing Committee. Each teacher's Standing Committee will comprise of teachers within the school and members of the school's Advisory Board. In making their recommendation, the Standing Committee will review the teacher's prior annual evaluation records, which reflect the teacher's accomplishments and growth, the teacher's success in her/his present designation based on the responsibilities of each as outlined in *Figure III.D.2* above, as well as a formal self-review in which the teacher makes the case for her/his promotion.<sup>27</sup> Guidance and feedback regarding a teacher's prospect for promotion will be covered in her/his ongoing debrief meetings with school leadership.

### **Evaluation of the Board**

Similar to Unity Prep's teachers, the school's Board will be assessed on its ability to meet its annual and multi-year goals. Each August, the Board will establish its annual goals (and revise its multi-year goals), as well as its mid-year benchmarks. This process, and the goals produced through it, will directly support and align with the school's annual and multi-year goals created by school leadership and approved by the Board. The goals will also be informed by the Board's responsibility to oversee the school's financial, academic, and regulatory performance. During its December and June meetings (and more frequently if necessary), the Board will formally self-assess its progress toward achieving these goals.

In addition to a full Board self-evaluation, individual Board members will also undergo a self-assessment. Members will establish individual goals in August based on their respective Board roles as well as the school's annual and long-term goals. Members will then review their progress in meeting their goals in December and June and will meet with the chairperson of the Board to have candid discussions about whether they are meeting their goals. The Board

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<sup>27</sup> The responsibilities of each designation, as outlined in *Figure III.D.2*, are not exhaustive and are provided for illustrative purposes only. Specific criteria according to each responsibility for each designation will drive promotional decisions.

chairperson may invite one or more Trustees, members of the school's leadership, and members of the Advisory Board to participate in such meetings. In situations in which Board members are not meeting their individual goals, the chairperson and others participating in the review session will provide constructive feedback so that appropriate corrective actions are taken.

### Evaluation of Leadership and Administration

The Head of School's performance will be evaluated annually by the Board under the direction of the Student Learning Committee; it will be based on (i) the school's performance in achieving its academic and non-academic goals; (ii) the school's annual value-added score in the aggregate (or the student-growth percentile score if a value-added score is not available); and (iii) the Head of School's attainment of her/his individual goals. The Head of School's individual goals will be closely tied to the school-wide goals, but may include intermediate goals that directly promote the school's goals. Each August, following the creation of the school's overall goals, individual leaders, including the Head of School and the school's directors, will develop their individual goals. The Board will approve the Head of School's individual goals while the Head of School will approve the goals set forth by each individual director. Finally, support staff working under each director will also establish their individual goals, which will be approved by the supervisory director in conjunction with the Head of School. All individual goals will be based on prior evaluation, self-assessment data, and school review data.

### Evaluation of School Programs and Initiatives

The school and its staff, under the guidance of the Head of School, will approach each program, initiative, and pilot as an evaluator or researcher in determining its value in promoting the school's goals. This includes the academic program, the after-school clubs, extracurricular programs, remediation initiatives, enrichment programs, support service programs, and the school's professional development initiatives. Evaluative methods will take a number of forms ranging from qualitative evaluations such as pre- and post- program focus groups, interviews, and questionnaires to program evaluations involving quantitative methods that estimate the impact of various school programs on academic and non-academic measures such as attendance, retention, and student learning outcomes.

**Note: for information on how we will gauge family and student satisfaction, see *School Culture and Climate*. Moreover, for information on how the school will evaluate its operational effectiveness and fiscal soundness, see *Financial Management*.**

### E. Professional Development

Unity Prep will institute a multi-faceted, comprehensive professional development system that equips faculty with the skills and knowledge needed to ensure students achieve academic and personal excellence. The system will incorporate teachers' continued learning and growth along three dimensions: individual development, team development, and school-wide development. By designing development initiatives across these dimensions, the school will effectively differentiate development to best address the diverse growth needs of individual administrators and teachers while supporting ongoing development across the full faculty and building and reinforcing expertise and coherence across all aspects of the school. The overall system is intended to be adaptable in ways that best promote the school's goals and mission. Each year, a rigorous data-oriented evaluation of the school's professional development offerings will be conducted to ensure that the program is significantly improving student learning.

**Components of Professional Development**

Table III.E.1 offers a summary of Unity Prep’s professional development plan. Additional information on each form of professional development is then provided below.

**Table III.E.1: Components of Professional Development**

Form of Prof. Develop.	Dimension			Frequency	Responsibility
	Individ.	Team	School		
Coaching	X			Weekly	Head of School
Staff mentoring/peer observations/co-planning	X	X		Weekly	Dir. of Curric, Instruct. & Assess.
Video study groups	X	X		Bi-weekly	Dir. of Curric, Instruct. & Assess.
Individ. enrich. opportunities	X			Varies	Head of School
Skills development/training	X	X	X	Bi-weekly	Dir. of Curric, Instruct. & Assess.
Lesson planning cycle	X	X		Weekly	Dir. of Curric, Instruct. & Assess.
Instructional rounds		X	X	Tri-annually	Dir. of Curric, Instruct. & Assess.
Staff Development Institutes	X	X	X	19 days total	Dir. of Curric, Instruct. & Assess.
Critical Friends Group		X		Monthly	Dir. of Curric, Instruct. & Assess.
Board retreat		X		Yearly	Head of School
School quality review	X	X	X	Bi-annually	Head of School

**Teacher Coaching/Feedback through Observations:** All Unity Prep teachers will have a designated instructional coach (either the Head of School or Director of Curriculum, Instruction & Assessment, in addition to the Director of Support Services, Director of Culture & Enrichment, and Associate Director Of Curriculum, Instruction & Assessment (as of year 4) as the school expands) and receive personal coaching on their classroom instruction through classroom observations followed by immediate, actionable feedback.<sup>28</sup> Relying on the same standards and benchmarks used during formal observations, a coach will formatively observe and provide feedback to his/her designated teachers on a weekly basis. Unlike the formal observations described above, these informal observations will not be directly linked to the teacher’s evaluation, but rather will serve as an opportunity to focus formatively on a teacher’s areas in need of growth in order to improve in those areas. Given the frequency of informal observations, the form and delivery of feedback will differ from formal observations. Following a formal observation, a standard debrief will occur between the teacher and his/her coach. Following an informal observation, teachers will receive feedback verbally or through written means (either a note or email) perhaps accompanied by video footage.

**Staff Mentoring/Peer Observations/Co-Planning:** Teachers will be paired with peers to provide opportunities for staff mentoring, peer observations, and/or co-planning during common preparation periods. Pairing decisions will be based on teachers’ schedules, content areas, grade levels taught, and relative strengths and areas in need of growth. During the summer, pairs will create an action plan for the trimester, including meeting times, shared goals, and areas for growth. At the close of each trimester, pairs will self-assess their progress and submit a brief written analysis to the Head of School and Director of Curriculum, Instruction & Assessment. Pairs will act as thought partners and both support and push each other to hone their skills.

**Content-based Video Study Groups:** Unity Prep will offer video study groups, which provide

<sup>28</sup> In a recent large-scale study of charter school management organizations, researchers from the University of Washington and New Jersey-based research firm Mathematica concluded that teacher coaching is a key characteristic of the most effective charter schools (Lake et al., 2012).

an opportunity for teachers to collaborate with colleagues of the same content area to further develop their skills through the analysis of real day-to-day video footage. On a bi-weekly basis, teachers will identify specific areas that they wish to develop. They will then record and select video clips of their teaching and, in content-specific small groups, analyze footage according to a set protocol to support a deeper understanding and improvement in each teacher's selected focus area (Wilson & Berne, 1999).

**Individual Enrichment Opportunities:** Individual enrichment opportunities will allow teachers to self-select learning opportunities beyond the walls of the school and take ownership over their own development. Examples include visitations to other schools to see other talented teachers in action, graduate-level courses in a given content area, trainings and conferences offered by institutions such as the NYC Charter School Center, and fellowships such as Fulbright Teacher Exchange. When possible, the school will sponsor and subsidize teachers in these opportunities contingent on the specific opportunity and its promise in contributing to school culture, professional development, and student learning. Following the teacher's participation in the opportunity, the teacher will formally share his/her learning with fellow staff members.

**Targeted skills development and training:** These trainings, which will occur every other Wednesday for one hour and commonly be facilitated by Unity Prep staff, will focus on individuals, teams, or the full faculty (see *Attachment 3A for a sample teacher schedule*). The schedule and topics selected for trainings will be informed by classroom observational data and perceived teacher needs and focus on developing the skills necessary to best address students' academic and non-academic needs. As described in *Evaluation*, steps will be taken to assess each training's value to teachers in enhancing their instruction, thereby improving student learning.

**Lesson Planning Cycle:** Each week, teams of faculty, under the guidance of the Director of Curriculum, Instruction & Assessment, will take part in a lesson planning process, which entails the creation, review, and revision of lessons plans before they are taught. By participating in this process, colleagues will learn from one another as they collaborate in creating, reviewing, and editing lesson plans (see *Curriculum and Instruction*).

**Grade-based/content based instructional rounds:** Teachers, at the grade or content level only, will conduct instructional rounds every other month. Teams of educators from inside and outside Unity Prep will convene at the school for a full day to explore a pre-identified, school-wide problem of practice. Instructional rounds, as indicated in research conducted by City et al., (2009) will aim to improve teacher practices, as well as provide opportunities for teachers to observe one another's classrooms, gather ideas, share feedback, and build greater consistency and coherence across classrooms.

**Summer and Winter Staff Development Institutes:** Each August, all staff will convene for a ten-day summer institute with the goal of preparing for the upcoming school year. This professional development will be designed to address the needs of individuals, teams, and the entire school faculty. Similar trainings will be offered in the winter institute, which takes place over two days in January. For both institutes, trainings will often be based on the support needs of students and informed by aggregated and disaggregated student performance and classroom observation data. We will tap into the expertise of individual faculty members to help facilitate these sessions whenever possible and solicit outside expertise when necessary.

**Critical Friends Group for the Leadership Team:** Unity Prep's Leadership Team will create and pilot a Critical Friends Group (CFG) in the school's first year. The purpose of the CFG, as suggested by Key (2006), will be to coordinate honest and productive conversations among

Leadership Team members, thereby enhancing student learning.<sup>29</sup> The team will meet monthly and, following a set protocol, discuss topics relevant to leadership, including effective communication with staff and colleagues, division of responsibilities among leadership, and general areas of concern that are pressing to the school's functioning. At the end of each meeting, the team will reflect on the meeting's value and discuss ways of improving the protocol. At the end of the year, the team will assess the value of the CFG and determine whether it is worthy of continuing and/or expanding to other school-based teams in year two and beyond.

**Board Retreat:** Each summer, the school's Board will participate in a day-long retreat that focuses on its professional development. The topics of professional development will largely depend on the needs of the school and needs of the Board in addressing those needs. The individual goals of Board members and their self-assessments will be integral to this effort. This information will assist the Board Chairperson in coordinating presenters and events designed to address Board members' needs and identified areas in need of growth.

**School Quality Review:** As described in detail in *Evaluation*, the bi-annual school-wide reviews are designed to evaluate the implementation and effectiveness of the school in educating its students as specified in our mission and strategic goals. The professional development for the school's staff for the upcoming year will be partly informed by the findings and recommendations resulting from these reviews.

### Retention of Excellent Teachers

In addition to T-CAS, which formally recognizes teachers for their effectiveness, and Unity Prep's plethora of professional development offerings, which provide ample opportunities for long-term development and growth, the school will also retain excellent teachers through a host of staff appreciation initiatives that help to promote a healthy work/life balance among staff. Such initiatives will include: weekly breakfasts, gift certificates and discounts at local cultural institutions, regular social gatherings, "shout-outs" during faculty meetings, and short written notes of recognition for a teacher's good work and commitment to the school from Leadership Team members. Initiatives such as these will help to make Unity Prep an environment in which people enjoy working and feel supported as they strive to enhance their craft. Along with these initiatives, teachers will be eligible for annual bonuses of \$5,000 based on the school-wide performance and contingent on the school meeting its established student achievement goals.

### F. Facilities

Unity Prep is working actively to locate and secure a suitable facility. The founding team is currently considering three possible options, including public and private space.

**1. NYCDOE Space for Grades 6-8, Private Facility for Grades 9-12:** Several sources have indicated to us that there are multiple NYCDOE spaces potentially available for co-location in CSD 13 at this time, including the Executive Director of the NYCDOE's Office of Space Planning and the NYC Charter School Office's Chief of Staff (our own analysis of the School Construction Authority's *Enrollment, Capacity, and Utilization Report* also revealed available space). At the same time, we understand that it may not be possible for the NYCDOE to secure enough public space for all 819 of Unity Prep's students in grades 6-12. We are therefore requesting that the DOE identify a permanent space for Unity Prep's middle school (grades 6-8);

<sup>29</sup> In Key's 2006 review of the research on CFGs, she reports that such groups can promote positive changes in staff professionalism and culture and that they hold potential in providing learning opportunities that transform teacher practices and student learning.

we would then lease a nearby private space for our high school.

An assessment of our facilities needs based on our educational program and anticipated enrollment reveals that once Unity Prep's middle school reaches full enrollment at 358 students, we can utilize space efficiently at approximately 80-85 square feet (SF) per student. We anticipate requiring space as follows: 16 classrooms and 3 specialty rooms (art/design/music) at 600 SF each, one 1200 SF science lab, two 350 SF resource/special education rooms, two 400 SF small group instruction rooms, two 800 SF administrative offices, two 900 SF computer labs, one 2,000 SF library, two 800 SF teachers' lounges, one 5,000 SF assembly space/gym/cafeteria, and 2500 SF for bathroom/storage/misc., totaling approximately 29,000 SF. In a shared space, total square footage dedicated to Unity Prep is likely to decrease, since we would not require a separate assembly space or library or as many resource or small-group instruction rooms.

Beginning in year 4, Unity Prep would occupy a private facility for the 461 students in grades 9-12, requiring approximately 38,000 SF of space at full enrollment. A financial analysis of this scenario demonstrates that, when permanently housing its middle school in public space, Unity Prep would accumulate a reserve of roughly \$1,300,000 by the end of Year 3 and continue to maintain a surplus through Year 5 and beyond, while paying for a private facility constructed by Civic Builders or by developers associated with Fillmore Real Estate or another firm. We have ample evidence that obtaining a private facility is feasible. We have received quotes of between \$21 and \$27 per square foot, including renovations, for such a private facility, and have ensured that our school is sustainable indefinitely after we reach full capacity in our seventh year of operation, even if revenues per student remain frozen at the 2010-2011 state rate for NYC. The Director of Business Development and Finance of Civic Builders has outlined the steps that we would follow in the next 2-3 years in order to demonstrate financial sustainability and to establish a formal relationship leading to the construction of a new facility. In addition, both the Director and Corporate Vice President of Fillmore Real Estate's Charter Schools Division have pledged to work with Unity Prep over the course of the next year to identify private alternatives to public space (see *Attachment 2*, which describes a facility option in CSD 13 that has already been identified). These individuals have introduced us to a developer who can build a private high school facility that would be ready by year 4 of operation, within our budget constraints.

**2. Contingency Plan A: DOE Incubation Space in Years 1-3, Private Facility for all Grades Thereafter:** If a permanent space in a NYCDOE facility is not available for our middle school, we request that the NYCDOE place us in a facility for an incubation period of three years. We have determined that it is financially viable for Unity Prep to obtain a private space to serve grades 6-12 beginning in year 4. The budget presented in *Attachment 9* is aligned with this scenario. It shows that Unity Prep would accumulate the above-mentioned \$1,300,000 reserve after three years. In years 4 and 5, we would begin to lease private space for all of our students and incur deficits of \$368,122 and \$286,042, respectively, leaving us with \$664,339 in reserves at the end of year 5. In spite of these deficits as we grow to full capacity, we have projected revenues and costs through Year 7 of operation, when we reach full scale, and have ensured that Unity Prep's budget would be indefinitely sustainable.

**3. Contingency Plan B: Private Facility for Grades 6-12:** Unity Prep founders have prepared a contingency plan in the event that public space with the NYCDOE is not available. Using the figures of 85 SF per student and \$27 / SF, we have determined that a private facility beginning in year 1 would cost an additional \$2,100,000 in years 1-3, leaving Unity Prep with a projected cumulative deficit of approximately \$1,500,000 at the end of year 5. Under this scenario, we would take the following measures to cover these additional facility costs. Each of these

measures would not compromise the essential elements of Unity Prep’s educational model:

- Decrease teacher salaries by 6% and eliminate school-wide annual bonuses of \$5,000: given that the average salary of a Unity Prep teacher, inclusive of bonuses, in the first five years of operation is \$83,987, approximately 43% higher than the salary of a district teacher with six years of experience and a Master’s Degree, we anticipate that these measures would not affect our ability to recruit and retain talented teachers. These adjustments would result in savings of approximately \$1,300,000 through five years.
- Increase class sizes by, on average, 2 students per class each year: Unity Prep’s proposed class sizes are below average, particularly in 6<sup>th</sup> and 9<sup>th</sup> grades. This measure would reduce our staff by 7 teachers through five years, thereby yielding savings of \$750,000, including benefits.

Collectively, these adjustments would result in cost savings of over \$2,000,000, leaving us with approximately \$500,000 in reserves. However, we are reasonably confident that these measures may be avoided due to two highly conservative assumptions regarding revenues.

1. We hold per pupil revenues constant over the five-year charter term. In the past five academic years, however, per pupil revenues for New York City have been increased twice, equaling a net increase of 22.7% from \$11,023 per student in 2007-08 to \$13,527 per student in 2011-12. Even if the per pupil allocation remains frozen for several years, if it is increased by just 9% by our fifth year of operation, revenues increase by \$1,000,000.
2. Our projected fundraising revenues are highly conservative given the current pledges we have obtained. We have currently projected fundraising revenues to be \$360,000 over years 1-5, matching pledges we have received to date.<sup>30</sup> This has been achieved without holding a formal fundraising campaign or event, which we intend to hold once we attain our charter. The Board of Trustees and Advisory Board have the necessary fundraising experience to raise funds well in excess of those assumed in the attached budget, likely eliminating the need to make the above adjustments if NYCDOE space is unavailable.

## G. Insurance

Founders have had discussions with insurance brokers experienced with NYS charter schools and anticipate putting in place the following insurance coverage prior to Unity Prep beginning operations to meet any applicable requirements, including those of authorizing agencies:

**Table III.G.1: Insurance Summary**

Coverage	Limit
General Liability	\$1,000,000/occurrence \$2,000,000 - \$3,000,000 aggregate
Workers’ Compensation	Statutory Limits under to NY laws
Employee Benefits Liability	\$1,000,000
Automobile/Bus Liability	\$1,000,000
Umbrella / Excess Liability (above primary program)	\$5,000,000 - \$10,000,000
Employment Practices Liability	\$1,000,000
Educators’ Legal Liability	\$1,000,000
Directors & Officers	\$1,000,000
Sexual Misconduct Liability	\$1,000,000/occurrence; \$2,000,000 aggregate
Crime / Fidelity Coverage (Bonds)	\$500,000 - \$750,000
Property/Building/Equip./Lease and Boiler Machinery Coverage	TBD based on school location and building
Student Accident Coverage	\$25,000
Catastrophic Student Accident Coverage	\$1,000,000 - \$5,000,000

<sup>30</sup> Copies of all pledge forms received to date are available upon request.

Unity Prep anticipates that coverage will only be placed with insurance companies rated at least “A” by AM Best. The school’s budget assumes an annual average cost of approximately \$35,000 in years 1-5 for insurance premiums.

## **H. Health, Food, and Transportation Services**

### **Health: Services Provided**

Unity Prep’s health services program will ensure that each student has a certificate of immunization that complies with §2164 of the Public Health Law at the time of registration or within the acceptable time frame after enrollment (subject to exceptions permitted under the law for medical contraindications and religious exemptions).

Prior to the first day of school, Unity Prep staff will receive training regarding school health policies and procedures, including policies on the storage and administration of students’ medications, first aid provisions, and protocols for health emergencies. All faculty and staff will have access to first aid resources with at least two staff members being certified in First Aid and cardiopulmonary resuscitation. Unity Prep will also maintain appropriate access to automated external defibrillators (AED) as required by §917 of the Education Law and ensure that two or more staff members are certified in their operation and use. Prior to beginning each school year, Unity Prep will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate.

If Unity Prep is housed within a NYCDOE facility, the school will seek to take part in the existing health services program by contracting the facility’s existing school nurse. In that event, the school nurse will be responsible for supervising the disbursement of medication, treating students who are sick or injured, and maintaining records and correspondence in secure facilities. If Unity Prep is housed in a private facility, the school will seek to contract a school nurse to provide similar health services in accordance with §2853(4)(a) and §912 of the Education Law.

### **Food: Services Provided**

Unity Prep intends to utilize the Office of Food and Nutrition Services of the NYCDOE to provide breakfast, lunch, and afternoon snacks to students. All students enrolling at Unity Prep will complete School Meals Application forms required for participation in federal free and reduced-price breakfast, lunch, and snack programs. Based on current demographic information, Unity Prep assumes that approximately 73% of the student body will be eligible for free or reduced-price lunch. The school will comply with all applicable guidelines with regard to nutritional values, meal pricing, determination of eligibility, and reporting requirements.

If Unity Prep co-locates in a NYCDOE facility, the school will seek to participate in the existing food services program. If Unity Prep is housed in a private facility, the school will contract with the NYCDOE to provide hot meals if there are sufficient kitchen resources available. If not, the school will arrange for cold meals to be provided either in the classroom or other designated common areas. In that event, Unity Prep will secure a refrigerator for short-term storage of milk, cold meals, and perishables.

### **Transportation: Means by which Students will be Transported to and from School**

Under the direction of the Director of Operations, Unity Prep will provide transportation services for all students in accordance with §2853(4)(b) and §3635 of the Education Law. Unity Prep will submit a Transportation Request Form to the New York City Department of Education Office of Pupil Transportation (OPT). At present, the OPT provides the following services: (i) Grade 6 students who live less than one mile from school will be eligible for a half-fare

MetroCard; (ii) Grade 6 students who live more than one mile from school will be eligible for a full-fare MetroCards; and (iii) Grades 7-12 students who live more than one and a half miles from the school will receive full-fare MetroCards.

All transportation options for special education students and students with disabilities will be provided in accordance with their IEP mandates and in accordance with all local and federal laws. Unity Prep will also earmark funds for student transportation for field trips and other extracurricular programming and events.

## I. Family and Community Involvement

**Vision and Strategy for Family and Community Involvement:** The founders of Unity Prep recognize and value the positive impact that family and community members will have on our school's programs and on our ability to fulfill our mission. We will therefore provide many avenues for family and community involvement in the planning, implementation, and design of the school. Over the course of our planning year and leading up to the Summer Academy for our inaugural 6<sup>th</sup> grade class, Unity Prep's founders will build on the outreach efforts described in *Public Outreach* by inviting community members to join the planning committees that will make key decisions regarding the nature of programs, such as Mentoring Corps and Family Partnership & Volunteer Corps, which are described in depth in *School Culture and Climate*.

In addition to promoting family and community involvement in our planning year, another initiative that will promote community involvement is our Internship Program. This program will help us expand our students' education beyond our school walls and empower our scholars to apply their learning to real-world situations in partnership with community members. The program, required for all 11<sup>th</sup> and 12<sup>th</sup> graders, will be organized by the Internship Coordinator (beginning in year 5) and overseen by the Director of Culture & Enrichment. Placed in local businesses, organizations, universities, and schools, students will acquire professional work skills and engage with the community in mutually beneficial endeavors. Unity Prep's Internship Program is adapted from the Cristo Rey Jesuit High School's renowned and innovative corporate internship program. Participants will be divided into teams of 5-6, comprising 20 total teams each year. Each team will then work with one organization with individual team members spending one afternoon per week with the organization.

In tandem with our internship program and other enrichment programs stated above and described in greater detail in *School Culture and Climate*, we have also established formal partnerships with multiple community institutions to enrich the educational experiences of our students. We outline the nature of each partnership below and list other local institutions with which we hope to partner. These partnerships will be managed by the Family & Community Partnership Coordinator with the oversight of the Director of Culture & Enrichment.

**Formal Partnerships Established:** Unity Prep thus far has established formal partnerships with the following organizations to enrich the co-curricular options offered to our students (see each organization's Letters of Support in *Attachment 2* for details on the nature of each partnership):

- **The Brooklyn Museum** will partner with Unity Prep in creating an after-school Young Curators and/or Young Artists club, which will meet three days a week during the school year as outlined the Museum's letter of support.
- **Brooklyn Music School** will provide exceptional music teachers and curriculum and offer instruction in four instruments to Unity Prep students as an after-school music club.
- **Pratt Institute's Department of Education** will support Unity Prep in designing curricula for our Design & Technology course and afternoon elective club in Art & Design. They will

also supply graduate students to co-facilitate the course and club with Unity Prep faculty.

- **Long Island University (LIU)** will supply promising graduate students/aspiring teachers to serve as teaching assistants and tutors. They have also agreed to host Unity Prep upperclassmen on campus for college-related events and programs as well as offer opportunities for upperclassmen to take college-level courses at LIU.
- **YES! For Schools** will provide instructors in the Youth Empowerment Seminar and will also conduct professional development for Unity Prep’s teachers.

**Communication Established and Pending Formal Partnerships:** In addition to the formal partnerships already established, contacts in each of the following six organizations have expressed an interest in supporting our school through the youth programs they currently operate: Brooklyn Academy of Music, Brooklyn Botanic Garden, Conrad McRae and Rose Classic Youth Basketball Leagues, Ingersoll Community Center, Mark Morris Dance Company, and Lifespire, an NYC-based provider of services to individuals with developmental disabilities.

**Anticipated Partnerships:** Finally, we plan to pursue partnerships with the following: Brooklyn Navy Yard, Dodge and Bedford Stuyvesant YMCA, Fort Greene Park Conservancy, Fulton Areas Businesses (FAB), Irondale Theatre, and Prospect Park Zoo.

## J. Financial Management:

### Financial Policies and Responsibilities

Unity Prep’s financial management policies and procedures will be designed to ensure fiscal responsibility and appropriate management of private and public funding. Unity Prep’s Board will have ultimate responsibility for approving fiscal policies and providing academic, fiscal, and regulatory oversight of the school (see *Attachment 8A*). The Head of School will have ultimate responsibility for the school’s financial management under the direction of the Board. The Director of Operations will oversee the school’s financial functioning, including preparation of its annual budget, to be conducted by a contracted financial consultant in years 1-2 and an in-house Finance Manager thereafter. The Board will then evaluate the budget prior to approval. The Director of Operations and Head of School will review actual expenses regularly to ensure that spending remains consistent with the budget, and will provide updates to the Board on a monthly basis.

The Board will ensure that the budget supports the school’s mission and educational priorities, that the financial management plan is comprehensive, and that each Board and staff member upholds his/her fiduciary and other responsibilities. Unity Prep will continue to consult with the NYCSC and/or other third parties to secure another perspective on all policies or procedures including Board support, site visits, and back-office consultation. Procedural best practices include (i) closing books each month on a timely basis; (ii) posting transactions to a general ledger; (iii) internal spot audits; (iv) monthly budget reports with budget-to-actual reconciliations; (v) inventory of assets, including technology and equipment; and (vi) hiring an external firm to conduct audits (as discussed below).

**Tracking Enrollment and Eligibility:** The Director of Operations will be responsible for tracking student enrollment and attendance eligibility, Title I eligibility, and special education and ELL enrollment as it relates to state and federal entitlements, as well as other grants. The Director of Operations will track the eligibility of each student from the student recruitment phase, during registration, and throughout the school year. She/he will also be responsible for ensuring that student data is secure and protected.

**Annual Financial Reporting and Independent Financial Audit:** The Director of Operations is responsible for closing the fiscal year on June 30 and for ensuring that timely and accurate financial statements are prepared. The Board will select and hire an independent certified public accountant to ensure that the school's financial records adhere to Generally Accepted Accounting Practices and to conduct an annual financial audit (which shall be reviewed by the Board, including its Audit and Finance Committee). The audit will cover all financial reports required by NYSED, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses. The audit will also include a report containing of any significant findings or material weakness in the financial processes of the school. This audit will be conducted in accordance with applicable accounting standards and will be included in the school's Annual Report, which will be made public via the school's website.

**Procurement:** The Director of Operations will oversee Unity Prep's procurement practices. S/he must approve all school-related purchases up to \$200. S/he and the Head of School must approve all expenditures exceeding \$200. Purchases of \$1,000 or more will require a comparison of at least three vendors according to price, quality, dependability, and delivery time, followed by the Director of Operations and Head of School's approval. Finally, purchases exceeding \$20,000 will require a competitive bidding process or sole-source justification demonstrating a vendor's unique qualifications, along with the approval of the Audit and Finance Committee of the Board, in consultation with the full Board as necessary. Any expenditures that are not contemplated in the most recent budget approved by the Board will also require prior approval of the Board.

**Payroll:** The Director of Operations will be responsible for the maintenance of a personnel file for each Unity Prep employee. These files will include up-to-date salary, benefits, and withholding tax information including IRS I-9 and W4 forms and will be secured with access limited to Director of Operations and individuals under his supervision specifically authorized for this purpose. Unity Prep will contract with a payroll service, such as Paycheck, ADP, or CompuPay to provide payroll processing. Personnel will be paid bi-weekly by check or direct deposit. Any contracting services will be processed as accounts payable with IRS Form 1099 issued annually to independent contractors. The Director of Operations or individuals under her/his supervision will record payroll expenditures to Unity Prep's accounting system.

**Cash Management and Investment:** The Head of School, with the approval of the Board, will identify excess funds available for investment and will use such vehicles as money market and interest bearing savings accounts to invest excess funds to be used by the school at a later time. Formal approvals and transfer will follow guidelines described in the schools Financial Policies and Procedures (FPP) Manual. The Head of School may, with the approval of the Board, establish credit lines and borrowing limits if needed in correlation with the school's FPP based on annual audits, financial statements, and cash flow projections. Borrowed funds, if any, will be repaid with appropriate, measurable and identifiable revenues as reflected in accordance with Unity Prep's financial statements. The Head of School will alert the Board if lines of credit or borrowing limits are ever not adequate to meet the needs of the school. No amendment may be made to the borrowing policy and credit limits without prior Board approval.

## **K. Budget and Cash Flow**

A proposed budget and fiscal plan for Unity Prep's initial charter term is provided in *Attachment 9*. The budget, which corresponds to Contingency Plan A ("DOE Incubation Space in Years 1-3, Private Facility for all Grades Thereafter") described in *Facilities* above, supports Unity Prep's mission and educational plan in the following ways (line numbers corresponding to

tabs 4 and 6 of the budget are provided when applicable):

**Investments in teacher expertise and growth:** Through T-CAS, in which we will equip talented teachers with ample opportunities to develop their pedagogical skills while generously recognizing them for their academic and non-academic contributions, the average Unity Prep teacher will earn approximately 43% more than a district teacher with similar experience. Approximately \$50,000 annually is allocated to an abundance of professional development offerings (line 120) described in *Professional Development*.

**Investments in academic supports:** Our investment in teacher salaries will allow for extended learning time for additional academic support, including our Skills-Building course, Homework Help sessions, and Saturday (snacks budgeted in line 123) and Summer Academies (line 73). We will also staff a full-time Director and Associate Director of Support Services, ELL Coordinator, Learning Support Coordinator, and multiple special education teachers (line 67), to collectively drive our efforts in remediating and accelerating student learning. While our TAs will comprise of graduate students from local universities at no cost, we have budgeted to train these individuals (line 120). Finally, we will invest significantly in curricula well-suited for the student body we anticipate serving (line 111) and ensure that we can financially support our emphasis on assessment, via investments in interim assessments offered by NWEA's MAP (line 115) and our web-based learning portfolios (line 114).

**Investments in enrichment offerings and positive school culture:** Establishing a positive school culture and providing meaningful and inspirational interactions with the community, we will staff a full-time Director of Culture & Enrichment and amply invest in several additional coordinators (line 59) to manage our co-curricular programs, including a Mentoring Coordinator, YES! Coordinator, Internship Coordinator, and Family & Community Partnership Coordinator. We dedicate over \$100,000 through year 5 (line 118) to special events on Wednesday afternoons, Mentoring Corps events, and monthly family/community events, as well as \$175,000 for co-curricular and elective club supplies (incorporated in lines 108 and 112).

**Assumptions and Contingencies:** The budget was prepared under the support of those well-versed in charter school finances such as Charter School Business Management. As described in *Facilities* (under "Contingency Plan B: Private Facility for Grades 6-12"), it is based on several conservative assumptions, which lend confidence to the financial viability of our model:

- Per pupil revenues are held constant over the five-year charter term - this is a conservative assumption in light of an increase of 22.7% in the NYC allocation over the last five years. At the same time, all expenses excluding facility rental costs are projected to increase by 3% per year (see formula adjustment in line 142)
- Unity Prep does not rely on projected fundraising revenues (\$360,000) to cover operational expenses, but rather maintains them as reserves over the five-year term. Moreover, the budget only includes funds already pledged, though the founding team will actively work to raise additional funds once a charter is received.
- While facilities expenses reduce our cumulative reserve to approximately 7% of total expenditures by the end of year 5, we have projected revenues and expenses beyond year 7, when the school reaches full capacity, and have ensured that the budget is indefinitely sustainable. We will strive to maintain a reserve that is equal to 2-3 months of expenses.

In the event of unanticipated conditions resulting in budgetary shortfalls, we have established several contingencies that would eliminate such shortfalls. These contingencies include:

- Expanding our grade-levels of admittance to grades beyond grades 6 and 9 in the event that

our attrition levels are higher than our projected 7% per year (for example, we could also backfill seats in 7<sup>th</sup> and 8<sup>th</sup> grade - while this would likely require additional costs associated with our orientation and remediation services, these costs would likely be lower than the revenues generated by backfilling seats)

- Decreasing our expenditures could take a number of forms as described in *Facilities* above (under Contingency Plan B: Private Facility for Grades 6-12)

In the event of a misalignment in the timing of cash flows, we would also consider entering into a credit facility with a bank or not-for-profit institution.

**L. Pre-Opening Plan**

Table III.L.1 summarizes our pre-opening plan. We will cross-reference this plan with NYSED’s 2013 Opening Procedures Checklist for Charter Schools when it becomes available.

**Table III.L.1: Pre-Opening Plan Summary**

Category	Task Description	Start & End Dates	Responsibility (see Note)
Governance	Ratify bylaws and code of ethics	12/12	BOT
Governance	Obtain insurance for Board of Trustees, file IRS Form SS-4, apply for unemployment number, create FOIL policy	12/12	BOT
Operations	Sign up for administrative access to NYSED TEACH system	12/12	HOS
Governance	Appoint Board officers, finalize Board calendar, conduct first meeting	12/12	BOT
Operations	Obtain 501c3 status and establish bank account	12/12	BOT
Finance	Contract with a financial consultant to establish financial systems	12/12	BOT/HOS
Finance	Approve fiscal policies and procedures	1/13	BOT
HR	Recruit, interview, and hire Director of Operations	12/12-1/13	HOS/LT
HR	Recruit, interview, and hire Director of Support Services	1/13-2/13	HOS/LT
Facility	Negotiate and finalize facility lease (applies to private facility only)	2/13	BOT
Facility	Identify renovation needs, secure contractor, develop timeline	2/13	BOT/HOS
Technology	Research and secure online content and web-based portfolio providers	1/13-3/13	HOS/LT
Recruitment	Recruit students: finalize and disseminate materials, hold informational sessions and community service events, home visits	1/13-4/13	HOS/LT
Technology	RFP for technology infrastructure	2/13-4/13	DOO/LT
Recruitment	Secure lottery system preferences, conduct lottery, inform parents	4/13	HOS/LT
Finance	Approve budget for FY 2013-2014	4/13	BOT
HR	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	1/13-5/13	HOS/LT
HR	Finalize and distribute staff handbook/personnel policies	3/13-5/13	BOT/DOO
Operations	Finalize and distribute school calendar	4/13-5/13	HOS/DOO
Operations	RFP for food services: coordinate vendor evaluation of kitchen capacity, establish food service policies	4/13-5/13	DOO
HR	Hire school staff: salary negotiations and offer letters	2/13-6/13	HOS
Academic	Research, secure, and develop curricular resources; create scope and sequences and unit plans aligned with state standards and CCLS	2/13-6/13	HOS/LT
Operations	Secure transportation: contact DOE OPT, coordinate bus routes and stops, inform parents of options	4/13-6/13	DOO
Operations	Finalize and distribute student handbook	4/13-6/13	HOS/DOO
Technology	Install technology infrastructure	5/13-6/13	DOO
HR	Complete fingerprinting and background checks	5/13-6/13	DOO
Operations	Secure insurance policies	5/13-6/13	DOO
Facility	Obtain Certificate of Occupancy	6/13	HOS/DOO
Recruitment	Conduct open houses for admitted students	6/13	HOS
Operations	Obtain student records from parents, previous schools, etc.	4/13-7/13	HOS/LT

Academic	Contract with Related Service Providers	5/13-7/13	DSS
Academic	Prepare Summer Staff Development Institute materials	5/13-7/13	HOS/LT
Operations	Secure IEPs and student records	6/13-7/13	DOO/DSS
Operations	Create a draft SAVE plan, submit to NYSED	6/13-7/13	DOO
Operations	Develop health/safety handbook, secure first-aid resources, train staff	6/13-7/13	DOO
Finance	Complete Initial Statement of Financial Controls	7/13	DOO
Academic	Finalize annual school goals	7/13	LT/BOT
Academic	Conduct Summer Staff Development Institute (Phase I), prepare for Summer Academy	7/13-8/13	HOS/LT
Academic	Hold Summer Academy, including orientation and diagnostic assessments	8/13	HOS/LT
Academic	Conduct Summer Staff Development Institute (Phase II) including planning for first two weeks of school	8/13	HOS/LT
Academic/ Ops./Gov.	Finalize individual goals/self-assessments (Board, leadership, and staff)	8/13	HOS/BOT/ DCIA

Note: BOT = Board of Trustees; HOS = Head of School; LT = Leadership Team; DOO = Director of Operations; Director of Curriculum, Instruction & Assessment; DSS = Director of Support Services

### **M. Dissolution Plan: Procedures and Assurances**

The school has budgeted \$75,000 to be used in the event of the school’s dissolution to pay for related legal and audit expenses. In connection with the dissolution, the assets of the school will be applied to satisfy the school’s debts in accordance with NYS Education Law §220. The school’s remaining assets will be transferred to the NYCDOE/CSD 13.

In the event the school is to be closed, the Board will adopt a closure plan in accordance with law and any Closing Procedures specified by the NYS Education Department. It is anticipated that the Board would form an ad hoc committee of Trustees to oversee the closure and that the Board and the ad hoc committee would work directly with the Head of School, the Director of Operations, and the school’s staff to develop and implement the closure plan. The Board would expect to delegate to the Head of School responsibility to manage the day-to-day dissolution process and to implement the closure plan approved by the Board (or, if the Head of School is not available for any reason or the Board otherwise determines appropriate, the Board will select another full time staff member of the school).

The closure plan will include prompt notification to the parents and legal guardians of children enrolled in the school. Such notification would be made in no more than five business days following the adoption of the closure plan by the Board. In addition, the school will convene one or more public meetings to which all parents and legal guardians of children enrolled in the school will be invited in order to provide information on the closure and on the students’ options for other schools in the area. The first such meeting will be convened no more than 10 business days following the adoption of the closure plan by the Board.

In connection with the closure, a list of students attending the school will be sent to the district. Within 15 business days of the Board adopting a closure plan, the school will (i) transfer student records to the district; (ii) notify the parents and legal guardians of enrolled students of the transfer of such records; and (iii) send copies of each child’s records to the child’s parents or legal guardians. The school will take appropriate precautions to protect records and information that may personally identify students.

The school’s staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students’ needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students’ transitions in a manner that minimizes the disruption to students and their families.

## **Attachment 1: Admissions Policy and Procedures**

### **Proposed Application**

As a public charter school, Unity Preparatory Charter School of Brooklyn (Unity Prep) is open to all New York City students and will not limit the admission of any student on the basis of disability, race, creed, gender, national origin, religion, ancestry, athletic ability, or intellectual aptitude or achievement. Each year, 128 6th grade seats and a limited number of 9th grade seats will be available. Parents wishing to enroll their child in Unity Prep can fill out an application online, by mail, or in person. The application will request basic contact information for the student and parents/guardians as well as information regarding siblings attending Unity Prep, documentation for eligibility for free or reduced-price lunch, and an optional indication of whether the child currently receives special education services. The application deadline will be April 1<sup>st</sup> by 5:00pm. Within two weeks of this date, an admissions lottery will be conducted.

### **Admissions and Enrollment Process, Including Plan for Public Lottery**

As permitted by New York State Charter School Law, Unity Prep will establish an admissions preference for students eligible for free or reduced-price lunch by reserving a percentage of seats that is equal to the percentage specified in the enrollment and retention targets established by the Board of Regents for schools in CSD 13 in the school year that the admissions lottery takes place. This percentage was 71.8% as of 2012, equivalent to 92 of the 128 available 6<sup>th</sup> grade seats for these students. Families that choose not to indicate their eligibility for free or reduced-price lunch on the application will not be given admissions preference. During the lottery, an individual unaffiliated with Unity Prep will draw names one at a time until all names are drawn, creating an ordered list of all students who have submitted an application. Unity Prep will use the ordered list to admit students using the following process:

1. Siblings of current Unity Prep students will be admitted in the order their name appears on the list.
2. Students eligible for free or reduced-price lunch and living in CSD 13 will be admitted. If there are fewer than 92 of these students, then students eligible for free or reduced-price lunch, but living outside of CSD 13, will be admitted in the order that their name appears on the list. If fewer than 92 students eligible for free or reduced-price lunch apply to enroll in Unity Prep, remaining seats will be reserved for these students and additional outreach will be conducted for applications from eligible families. If the 6<sup>th</sup> grade cohort is not full by July, families not eligible for free or reduced-price lunch will be contacted in the order that their name appears on the Unity Prep waiting list.
3. Students residing in CSD 13 will be admitted in the order that their name appears on the list.
4. Remaining seats are filled with students who do not reside in CSD 13.
5. If there are still open seats, additional outreach will be conducted for applications.

Once a student has been admitted to Unity Prep, parents will be notified by email and by letters sent home. The notification will include a list of forms that need to be provided, including an original birth certificate (to verify that the student is of the appropriate age for the entering grade), social security card, immunization records, and proof of address. The admitted student is automatically guaranteed a seat at Unity Prep for all subsequent grade-levels, unless that student withdraws from the school. At the end of each school year, parents or guardians will be asked to submit a letter confirming their desire to enroll their child in the school for the following year. Students whose names are not selected from the list during the admissions lottery are placed on

the Unity Prep waiting list in the order that their names appear on the original list.

### **Enrolling in Unity Prep in 9<sup>th</sup> Grade**

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In order to ensure that there are 128 students in 9<sup>th</sup> grade, Unity Prep will have a separate application and admissions lottery to fill any available 9<sup>th</sup> grade seats not occupied by remaining 8<sup>th</sup> grade students. The procedure will be identical to that of the 6<sup>th</sup> grade admissions lottery, ensuring that 71.8% of the 9<sup>th</sup> grade seats are occupied by students eligible for free or reduced-price lunch. Students not selected in the admissions lottery will be added to the Unity Prep waiting list.

### **Waiting List**

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If not all of the 128 students selected in the April admissions lottery enroll in Unity Prep's 6<sup>th</sup> grade, or if there are students selected in the 9<sup>th</sup> grade lottery who do not enroll in Unity Prep, families on the waiting list will be contacted. Waiting list families will typically be contacted in mid July. Families will be contacted by phone and will be given 24 hours to return the call with intentions to enroll a student or the space will be forfeited to the next applicant on the waitlist. The waitlist will expire annually at the lottery drawing for the next school year.

# Unity Preparatory Charter School of Brooklyn



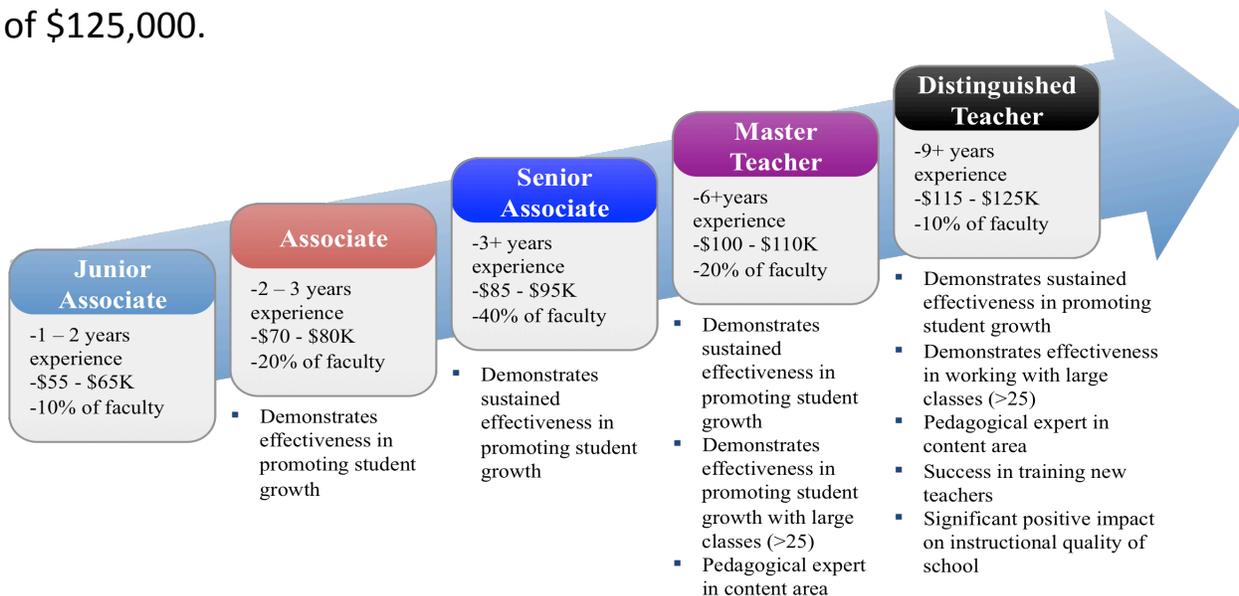
“Empowering our students as scholars and citizens”

**Unity Preparatory Charter School of Brooklyn has been proposed to open in fall 2013 in Community School District 13, serving students in grades 6 – 12.**

**Example of flier given to parents during outreach at district libraries, elementary schools, etc.**

## A Few Highlights of the Unity Prep Model:

- A well-rounded Educational Program that supplements core-content courses with a rich array of electives, extracurricular activities, and enrichment opportunities that expose students to new and engaging situations and foster meaningful interactions with the community
- Courses follow rigorous curricula that extend beyond Standardized test preparation and develop students as analytical thinkers and proficient communicators prepared to excel in college
- A caring, supportive staff promotes a positive school culture that addresses the socio-emotional needs of students, develops character, and engages students in community service.
- An emphasis on Unity among students, teachers, families, and community
- A Teacher Career Advancement System that generously rewards teachers for their contributions to student learning and offers ample, ongoing opportunities to develop their skills and reach their potentials. By reallocating funding traditionally utilized to train new, inexperienced teachers, Unity Prep offers high salaries and bonuses to attract and retain the highest quality teachers. A Distinguished Teacher can earn a base salary of \$125,000.





## [Help Bring a New, High Quality School to the Community:](#)

The founders of Unity Prep seek the input of community members in the design of the school.

- Visit [www.unityprep.org](http://www.unityprep.org) to read more details about Unity Prep's educational philosophy, key design elements, partnerships with community organizations, and sample student schedules
- Use the feedback form to submit questions, concerns, and suggestions regarding the Unity Prep Model
- Participate in a Focus Group along with other community members in order to interact with Unity Prep founders and proposed school leaders. Have your voice heard and see your ideas implemented in a new school that aims to become the pride of Community School District 13

The following flyer was posted at the Ingersoll Community Center and ultimately attracted several parents to a focus group on April 24, 2012

## **Share your thoughts on what makes for a terrific school and after-school program!**

Josh Beauregard, a local, public-school educator is interested in hearing your ideas as a parent on the kind of educational experience that you envision for your children. This includes what your children would experience during the school day as well as what they would experience after-school in programs like those offered by Ingersoll.

The big questions that Josh is interested in hearing your thoughts on are:

- *What programs would you like to see offered?*
- *How can strong partnerships between schools and families be established and maintained?*
- *How can schools and after-school program best go about supporting your kids in achieving their dreams?*

To hear your thoughts on these questions, Josh cordially invites you to take part in meeting at Ingersoll with fellow parents of the community on April 24, 2012 at 6:00pm. The conversation should last no more than one hour.

Please let Samantha know if you are able to take part. Eight parents at most will participate in the discussion. **We hope that you can take part and share your ideas!**

## Attachment 2 – Sample Evidence of Community Outreach

### **Evidence of Response Provided to Community Members Who Provided Feedback Concerning the Educational and Programmatic Needs of Students**

*Below are transcripts of two email messages. The first is a response from Unity Prep's founder, Josh Beauregard, to Allison Keil, Co-Director of Community Roots Charter School, and several parents of 6<sup>th</sup> grade students in CSD 13 who formerly attended Community Roots. The message refers to the arrangement of a meeting for a focus group session with Josh and the parents. The second message is a thank you sent directly to the participating parents and a description of how some of their suggestions/concerns were incorporated into Unity Prep's design and into the charter application.*

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Wow - Thanks, Alli!

And thank you all for agreeing to participate - I'm excited to meet with you and hear your ideas and thoughts on what a top-notch secondary schooling experience looks like to you as representative community members.

It appears that a morning meeting works best, - at Community Roots on 2/16 at 8am. Would each of you mind responding on whether these slots work for you? Our meeting would last approx. 45 minutes.

Ideally, I'd love to have 6-8 parents participating in the discussion. Do you know of others who might be willing to take part? If so, let me know and feel free to invite them along and/or put them in touch with me.

Again, I appreciate your willingness to take part and I look forward to our discussion.

Alli - thanks again and thank you for offering to host.

Once I hear back from everyone, I'll be in touch about a set meeting time and other relevant info.

Best regards,  
Josh

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Dear Participants,

I just wanted to thank you again for your thoughts and feedback from today's focus group session. It was an immensely valuable meeting for me - your feedback will most certainly be reflected in our model.

I especially appreciated your thoughts on making sure that our school has the necessary supports in place for students as they transition from 5<sup>th</sup> grade to 6<sup>th</sup> grade. While we put

## Attachment 2 – Sample Evidence of Community Outreach

a lot of thought into making the 8<sup>th</sup> to 9<sup>th</sup> grade transition as seamless as possible (we'll offer a grades 6-12 configuration), we will focus on adding additional supports for students and families during the first few weeks of our first year in order that ... I do think that that our Summer Academy and orientation will ease in the transition. Moreover, offering similar orientation for parents could certainly help in making families comfortable in the new school.

I also appreciated your feedback on our schedule. I admit that it is a long day but as several of you mentioned, your kids are typically busy through 5:30 or 6pm most days anyway. In any case, we've made some changes based on your feedback including starting at a slightly later time (from 7:20 to 7:45) for extra-curriculars and cut back the required morning extra-curricular days to two days instead of three. I think we might make the third day optional in case students are interested in coming in the morning to take part in morning activities (this of course, will depend on staffing).

Again, we thank you kindly for your time and your ideas. Do let me know if you have any further input/ideas. I look forward to updating on our progress.

Alli and Sahba - many thanks for your gracious hospitality!

Best regards,  
JB

March 13, 2012 / Brooklyn news / Fort Greene

## Prep school's first step

By Kate Briquelet

*The Brooklyn Paper*

A Fort Greene resident wants to build a tuition-free dream school that challenges the city's elite preps.

Unity Preparatory Charter School would bring music, design and even a curating club to the Downtown-area, offering Brooklyn parents a local alternative to Manhattan's elite schools and giving students between grades six and 12 a unique chance to collaborate with the nearby cultural strongholds such as Brooklyn Music School and Pratt Institute, one of its organizers says.

"We want to provide an educational experience that rivals what kids of privilege receive," said Joshua Beauregard, a Harvard doctoral candidate and former teacher who founded the school with three other seasoned city educators.

"It's about high expectations and high levels of support to match," he said.

Unity would launch somewhere in District 13, a swath of the borough stretching from Brooklyn Heights to Bedford-Stuyvesant, with 125 sixth-graders in fall of 2013 before growing to add high school classes.

The planned liberal arts and sciences program will boast college-preparatory courses, classes at local universities, and teachers who are experts in their fields.

Parents in the school district welcomed the prospect of a cerebral school.

"I'm not a huge supporter of charters myself, but we could definitely use another middle school option," said Vanessa Barnett, a Clinton Hill resident who begrudgingly put her daughter in a private school due to lack of quality choices. "The proof, however, will be in the pudding."

Beauregard isn't the only one planning to open a middle school in the area. The high-ranking, but controversial Success Charter Network has also applied to open a new K-8 facility next year, and PS 8's long-awaited middle school extension on Johnson Street in Downtown will open this fall.

Unlike some of the city's other prep schools, Unity Prep hopes to gain a reputation for its high grades, not its high rolling parents.

The charter school plans to establish a lottery guaranteeing 73 percent of sixth-grade seats go to students eligible for free or reduced price lunch — mirroring the percentage of disadvantaged students in the district.



Photo by Elizabeth Graham

*Josh Beauregard and Hemanth Venkataraman are the masterminds behind Unity Prep — a new charter school they'd like to open in Fort Greene next year.*

“We’ve got that term charter in front of us, but we’re really just a new school opening up with the needs and interests of kids,” said Beauregard, whose resume includes time at the school consulting company SchoolWorks. “We’re not looking to open a franchise. Once it opens, it’s not ours — it’s the community’s.”

*Reach Kate Briquetelet at [kbriquetelet@cnglocal.com](mailto:kbriquetelet@cnglocal.com) or by calling her at (718) 260-2511.*

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## Attachment 2 – Samples of Evidence of Community Outreach

### **Samples of Written Responses to Interviews Conducted with former high school students of Mr. Beauregard & Mr. Venkataraman**

From December 2011 to November 2012, Josh Beauregard and Hemanth Venkataraman interviewed several of their former high school students who attended Louis D. Brandeis High School between 2002 and 2007. These students lived in Community School District 13 or in a neighboring district while attending Mr. Beauregard's and Mr. Venkataraman's classes at Brandeis High School. Sample responses to questions asked in person, by phone, and by email are displayed below.

#### Questions Asked:

- 1) How would you judge your high school experience now, looking back? (in terms of quality of teachers, school culture, administration, extracurricular activities, how well you were prepared for college and/or work, etc.)
- 2) What would you change about your high school experience?
- 3) What is one thing you would want to make sure a new school does extremely well?

#### Response from Student N.A.:

1) "I attended Louis D Brandeis HS from Fall 2003 to Spring 2007. Although Brandeis was infamously known for its students' lack of discipline and their underperformance on standardized tests, I think enough programs, academic aid centers, and extracurricular activities were offered to support the progress of most students. Looking back now, I think bilingual students were the most underserved population at Babson. As an institution, Brandeis was held back by its "zoning" privileges. Considering admittance to the school was guaranteed it was difficult to maintain a standard for all students to meet.

Having been valedictorian of my graduating class I can attest to Brandeis' commitment to develop its gifted students. The teachers who taught me in the Honors and AP programs were "good" given their educational backgrounds, mastery of the material, interest in their respective subjects, willingness to offer extra help, and life goals. For the most part, I think the significance of the subject matter they taught transcended into their personal lives. To this day, my AP Calculus teacher continues to open students to the world of Finance and Accounting. My art teacher, now mentor, still produces, sells, and showcases her art.

As an honors student I was in classes with the same people--students who likewise were motivated, competitive, and prepared. This aspect helped me prepare for college. While I was an exceptional student at Brandeis, I was a mediocre student at Babson College (my alma mater). Although I graduated cum laude from Babson, I competed with a range of students who for the most part were international, wealthy, and prematurely exposed to college through their boarder-school HS education.

Because Brandeis for the most part housed students of a minority background and low income, it would have benefited students more to have been exposed to more culture (in terms of both business and liberal arts)."

## Attachment 2 – Samples of Evidence of Community Outreach

2) “Nothing.”

3) “A great school, in my opinion, has the following attributes: knowledgeable teachers, high retention rate of those teachers, professional development for faculty and staff, a diverse population (both in terms of staff, faculty, and student body and diversity in thought, race, religion), parental involvement (it is enough to develop great student in-house if they don't receive the same, if not more, support at home), an after-school mentorship program, a co-op program for internships, and after school extra circular activities.

Among the attributes of a great institution is the forgotten development of a global citizenry. While this development seems more theoretical than practical, colleges and employers are looking for students who understand their role, and social responsibility to, their immediate communities, institutions, causes, and the world at large. College and employers seek to develop students with an innate curiosity about the world, differences among ppl, and how they can represent their institutions abroad. I think a great start to that in HS to have students more aware about political, domestic issues in the US. While I learned during HS, I couldn't articulate the importance of what I learned because I didn't know how to apply that knowledge. Memorization will get you places but application will provide opportunities.”

### Response from Student J.E.:

1) “Looking back at my high school experience I believe the extent of the work I did for each class was far less than that of college. Even though I took all Advance Placement classes my last year of college it seemed to me like a breeze compared to the material we cover in college. I think some teachers prepared me more for college than others. There were some professors that gave there time for the students wondering and asking them questions, wanting everybody to participate, encouraging those that trailed behind to catch up with the material as fast as they could while still making the class educationally "fun and challenging" for the more advanced people. I am grateful to those teachers that although I did not like it broke up the students into groups where students and their take on the material covered was evenly divided. I give thanks to those teachers who gave homework everyday, made me go to classes every single day and challenged me all through out the year.

Looking back, I believe that high school was mainly covered in drama but educationally wise I retained most of the materials covered through out high school. For example, oddly enough I retained all of the math that I had learned during my four years of high school which when I got to the college placement test I scored an average of a 97 on so I got to skip most of my math courses and was placed in statistics.

For extracurricular activities, in college I did not pick up any sports but thankfully I know how to play most sports, at least enough to defend myself with. What I found extremely helpful was not the gym courses where we only played volleyball for two semester but where every couple of weeks, once the students got familiarized with the sport, a new sport was learned. This kept me always on my toes and craving to know more about sports [I am no sports fanatic but i like to play sports from time to time].”

## Attachment 2 – Samples of Evidence of Community Outreach

2) “If I were to change anything in my high school experience, it would be the time intervals a student has per class. When I went to high school the first three years I had 45 minute classes where as in my last year classes were extended to 55 minutes. I actually found the 55 minutes in each class to be better however, I do not believe that each subject requires this much devotion of time for example gym class I believe that they could still be 45 minutes, science and math courses: I believe they should be longer than 55 minutes. Maybe I am being a bit bias toward science and math classes because I am a science major and as I have seen it in the college that I am in, science and math are hard subjects. They require a lot of devotion, time and practice. In my college experience I have seen classes (like organic chemistry) that begin with roughly 200 students and by the end of the semester only handful remain.

In high school there were several college fairs inside the school, I believe that the college fairs are good however they are not great. I think that visiting a college is much better than a college fair. But this thought or idea might be a bit on the personal side: if you want to see a college, make the trip yourself and find out what is best for you.”

3) “I wish new schools would extend their hours on certain subjects as I spoke earlier about. I wish they can encourage students to work harder for what they want, keep students interested in subjects.”



February 14, 2012

Chancellor Merryl H. Tisch  
New York State Board of Regents  
Charter School Office  
89 Washington Avenue  
Albany, New York 12234

Dear Chancellor Tisch:

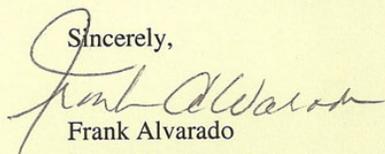
As Executive Director of the Brooklyn Music School (BMS), it is my pleasure to support the opening of the Unity Preparatory Charter School of Brooklyn in Community School District 13 (CSD 13). Over the past six months, I have worked with the Unity founders in several capacities, including our annual BMS Hispanic Heritage Street Festival. The Unity volunteers played an integral part in the overall success of this event; assisting with setting up and breaking down, as well as their contribution towards the general camaraderie and community spirit felt throughout the day. The Unity founders and I have since had several conversations about the creation of a grade 6-12 school, highlighting the community need for such an institution. We are excited to partner with the Unity school to facilitate opportunities for local Brooklyn youth as they broaden their horizons to include a music education curriculum. Outlined below are the ways in which BMS envisions a partnership with Unity Prep.

BMS will partner with Unity Prep in their inaugural year to implement an after-school music program that meets for one hour, three-days weekly, over a 12-week trimester. BMS will provide the roster of exceptional music teachers and curriculum that comes with 100 years of experience, and Unity Prep will provide additional support staff and guidance. The course will offer introductory lessons in one of four primary instruments: percussion, keyboard, violin, or guitar; emphasizing basic principals of technical proficiency, music notation, song selection, and overall skill guidance. The course will culminate in students holding informal recitals for members of BMS, Unity Prep, and the local community; including fellow students and their families. At the conclusion of each trimester, students will have the option to continue with lessons for a second (third, fourth, etc.) trimester, allowing them to commit for an extended period of time. Depending on student demand and/or staff availability, BMS will offer after-school music courses to new students each trimester, providing on-going guidance and level placement. This partnership will allow local Brooklyn students to experience musical creativity as they begin to master the intricacies of learning to play a new instrument.

Additionally, BMS will collaboratively apply for grants working to ultimately expand Unity Prep's core music program. Funding received will support the addition of new instrument instruction each subsequent year, as the program grows and gains participants. As more students learn a variety of instruments, it is the ultimate goal to facilitate establishing a Unity Prep school orchestra and/or band. Unity Prep's founding team and I value the importance of students experiencing long-term growth through extra-curricular and artistic pursuits, leading to life long appreciation of the values of hard work, creativity, and commitment.

Please do not hesitate to contact me with any questions you may have. BMS fully supports the establishment of Unity Prep in our community, and we look forward to embarking on our work together.

Sincerely,



Frank Alvarado  
Executive Director



# International Association for Human Values

*International NGO in special consultative status with the Economic and Social Council of the United Nations*

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February 24, 2012

Chancellor Merryl H. Tisch  
New York State Board of Regents  
Charter School Office  
89 Washington Avenue  
Albany, New York 12234

Dear Chancellor Tisch.

I am pleased to support the efforts of the Unity Preparatory Charter School of Brooklyn to incorporate training on managing emotions and reducing stress into the daily learning of its prospective students and the total school community. Schools around the country are seeing that when students receive clear lessons on how to manage their emotions and stress with healthy methods they are better equipped to focus their attention on academic pursuits with improved grades and fewer behavior problems. Their relationships with peers, teachers and parents improve because now they have specific strategies, both cognitive and physiological, to maintain calm in the face of challenging personal interactions. In the last two years we have seen the inclusion of the Youth Empowerment Seminar into the design structure of a new charter school in Chicago with excellent results.

The YES! for Schools program acknowledges that students do not live in a vacuum. Youth interact with adults who often deal with stress in ineffective ways such as, drinking alcohol, yelling, aggressive, violent or abusive behavior, drugs, smoking, overeating, that often exacerbate the stress in life rather than relieving it. As we know, young people's behavior mirrors the behavior of adults and with this recognition YES! offers programs for parents and teachers to learn tools and vocabulary to manage stress in healthy ways.

The YES! for Schools program is happy to partner with Unity Prep in the implementation of its new school and is committed to the adaption of its programs on an ongoing basis. Here are the action steps currently identified in our partnership with Unity Prep:

1. In the summer of 2013 - YES! National Director will conduct educators course (professional development) for Unity Prep staff and certified YES! teachers will provide 20-hour YES! course for 125 incoming 6th graders during summer orientation.
2. We support the ultimate goal for all Unity Prep faculty to be trained to facilitate YES! sessions, becoming a self-sustaining school without the need for additional professional development. We are ready to provide training for 3-4 of the faculty members of Unity Prep to be trained as fully qualified YES! teachers so they can teach all levels of the program and be a permanent presence on the schools campus to reinforce the human values taught in YES! into the culture of the school.
3. Unity Prep will serve as a Model School for YES! and this designation has the following components:
  - A. **YES! for Schools for students.** This 30 hour two-phase program is usually taught in the Physical Education classes of the regular school day. It teaches healthy tools to manage stress

and emotions as well as emphasizing nutrition, alcohol and drug awareness and human values such as respect, responsibility, commitment, friendliness and nurturing a deeper connections to others.

**B. YES! Educators Program for teachers and other school staff.** This 10-hour program is offered to teachers, administrators and staff to give them the breathing techniques taught to the students and the vocabulary to deal with stress and emotions in healthy ways. Teachers can get Continuing Education Credits for this.

**C. Student Mentor / Leadership Training** identifies a leadership core of students who can lead student follow-ups and activities at school to emphasize the importance of healthy lifestyle. This mentoring component has been shown to increase the effectiveness of connecting with new YES! students. Three residential off campus retreats per school year give selected students the opportunity to receive mentor training and create a YES! student leadership team for the school. One possible mentor activity is to organize a school Health Fair which bring together a variety of community health providers and emphasize the importance of healthy methods of stress reduction to parents and others in the community..

**D. Community Service projects.** When young people are involved in service activities in their communities, it gives them satisfaction and confidence that they can make a positive difference in the world.

**E. YES! Parent Program** is directed at parents interested in learning healthy methods of stress relief. This 10-hour program, similar to the YES! Educators Program is provided to give parents the breathing techniques taught to their children and expose them to the same vocabulary taught to their children, to manage stress and emotions in healthy ways. Parents take a class once a month for the duration of the school year. Out of this comes a Parent Mentor's Group, where parents are trained to work with more parents, and other community members.

**F. School Teacher Training for YES! for Schools.** Once teachers see the benefits of YES! for students and themselves, they often want to become trained YES! teachers to offer the program to their own school.

**G. Research.** Model YES! schools collect data on behavior indicators such as school behavior referrals, school suspensions, attendance, grades, testing, to track how students are affected by the program.

We look forward to our partnership with the Unity Preparatory Charter School of Brooklyn and deeply acknowledge the importance of demonstrating clearly what the best possible education looks like. Other schools can benefit from the implementation of a truly successful school model and we can get about the business of providing every student in the country with an exemplary education which is the birthright of every human being.

If I can be of any further assistance please do not hesitate to contact me.

Sincerely yours,



Bill Herman  
IAHV National Director  
Youth Programs

**International Association for Human Values**  
**BILL HERMAN, NATIONAL DIRECTOR - YOUTH PROGRAMS**  
[billherman@iahv.org](mailto:billherman@iahv.org) 530-277-5230 [www.youthempowermentseminar.org](http://www.youthempowermentseminar.org)  
2401 15th Street N.W., Washington DC, 20009

**Alexa Fairchild**  
School Programs Manager, Education



February 17, 2012

Chancellor Merryl H. Tisch  
New York State Board of Regents  
Charter School Office  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch:

This letter is in support of Unity Preparatory Charter School and its proposal to partner with the Brooklyn Museum.

Brooklyn Museum is one of the oldest and largest art museums in the country and our Education Division has long been a pioneer in the field of museum education. We are located in Community School District 13, the same neighborhood as the proposed sixth to twelfth grade charter school, Unity Prep. In addition to our close proximity, the Museum's mission "to act as a bridge between the rich artistic heritage of world cultures, as embodied in its collections and the unique experience of each visitor" is well-aligned with Unity Prep's interest in developing strong ties with its local community.

Our world-renowned collections range from ancient Egyptian masterpieces to contemporary art and represent a wide range of cultures. This diversity in our collections enables our education staff to develop powerful connections to classroom curricula. Our educators also model a way of learning that helps K-12 students and teachers construct meaning from interactive experiences with works of art. The Education Division strives to create a welcoming environment in which we stimulate critical-thinking skills and social interaction; engage visitors in focused observation; provide access to information and resources; encourage individuals to express themselves through discussion or art-making; and respond to visitors' different developmental needs and learning styles.

We are pleased to recommend that Unity Prep partner with the Brooklyn Museum to develop an afterschool program for 15-20 students. This Young Artists/Curators Club would take place three days/week each semester and provide an opportunity for teens interested in learning more about art, art history, museum education, and teaching. Participating students will develop educational tours and special events for the Unity Prep community. The afterschool club may also focus on viewing and creating art through drawing, painting, printmaking, sculpture, and mixed media.

**Brooklyn Museum**  
200 Eastern Parkway, Brooklyn, NY 11238-6052  
T 718-501-6201 F 718-501-6129  
Alexa.Fairchild@brooklynmuseum.org

Students may explore the Museum's collection, discover new materials, and create their own works of art inspired by what they observe in the galleries.

In addition to this custom-design experience, Unity Prep students are also invited to participate in existing youth programs, such as the Museum Apprentice Program, Teen Night Planning Committee, and Gallery/Studio Program Work Study which are open to all teens and provide a valuable opportunity to develop relationships with young adults from across New York City.

These programs hold great promise for a mutually beneficial partnership between the Brooklyn Museum and Unity Prep. We are eager to continue planning with Josh and his team to further develop these program ideas. We look forward to collaborating with Unity Prep as they embark on this exciting array of programming for their students.

Best regards,

A handwritten signature in cursive script, appearing to read "Allison Puricelli". The signature is written in dark ink and is positioned below the text "Best regards,".

Chancellor Merryl H. Tisch  
New York State Board of Regents  
Charter School Office  
89 Washington Avenue  
Albany, New York 12234

February 24th, 2012

Dear Chancellor Tisch:

On behalf of the Department of Art and Design Education at Pratt Institute, I write this letter in support of the Unity Preparatory Charter School, a proposed grade 6-12 charter school in Brooklyn's Community School District 13 (CSD 13). As a department, we strive to provide exciting opportunities for young artists, children and adolescents to recognize and develop their creative potential in various settings. In our discussions with Unity Prep's founders, it is clear they share our ambitions and if successful in their application, we are excited to potentially establish a long-term partnership with them in two initiatives.

First, we offer many programs to youth in the community and see promise in partnering with Unity Prep in an effort to provide additional opportunities to develop their potential as artists and designers. Unity Prep intends to offer to its students an elective course in design and an afternoon club for young artists. We are interested in supporting the school's teachers in developing curriculum for the course and club, as well as providing any available resources.

Second, Unity Prep's founders have expressed an interest in providing opportunities for our graduate students to work with Unity Prep's teachers in order to expand the support provided to its students while giving our graduate students hands-on experience in interacting with students in a classroom setting. With this initiative, Unity Prep would provide our students with co-teaching and student teaching opportunities both in its design courses and after-school clubs in art and design.

In addition to these two initiatives, there are other opportunities for collaboration that we will explore. Our youth programs, including our Saturday Art School, Design Initiative for Community Empowerment (DICE), and Summer Design Program, offer additional opportunities in which Unity Prep students may expand their interests in art and design.

Again, we are excited by the prospect of Unity Prep joining the educational community in CSD 13. We look forward to potentially partnering with the staff of Unity Prep and expanding our programs to community youth through this collaboration.

Sincerely,



Amir Parsa  
Chair, Art and Design Education



OFFICE OF THE PROVOST  
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718.780.4045 Fax

Gale Stevens Haynes, Esq.  
Provost  
liu.edu

February 27, 2012

Chancellor Merryl H. Tisch  
New York State Board of Regents  
Charter School Office  
89 Washington Avenue  
Albany, New York 12234

Dear Chancellor Tisch:

As the Provost of Long Island University's (LIU) Brooklyn Campus, I am writing to express my support for the application of the Unity Preparatory Charter School of Brooklyn (Unity Prep) – a 6-12 public, charter school proposing to open in Brooklyn's Community School District 13. I had the opportunity to meet with several members of the school's founding team this past fall and I am impressed by their model and the educational experience they seek to provide to middle and high school students in our community. During our meeting, we discussed a number of ways in which LIU may support their efforts. This support, in turn, provides promising opportunities for our students here at LIU.

First, we are excited by the prospect of establishing formal teaching assistant (TA) opportunities at Unity Prep for our graduate students to be mentored by Unity Prep's faculty. Under this partnership, LIU students acting as teaching assistants would support and learn from Unity Prep's teachers while also serving as role models and sources for information about college for these students.

We are also pleased by the possibility of LIU students serving as tutors or mentors for Unity Prep students both inside the classroom and beyond through student work in the community. We feel that that this could be an amazing learning opportunity for Unity Prep's student as well as our own students. Having a positive adult role model in an adolescent's life outside of family and teachers can be priceless in promoting healthy decision-making on the part of the adolescent and we are excited for our students to play such a role in the lives of students at Unity Prep.

In addition to these opportunities, we are also energized by the possibility of Unity Prep's students being exposed to LIU's community through college-related events and programs in middle and early high school years and through taking college-level courses at LIU in their upperclassmen years. These experiences would do wonders in exposing, preparing, and building the students' confidence as they prepare to continue their post-secondary ambitions after graduating from Unity Prep.

Please do not hesitate to contact me if you have any questions. We fully support the establishment of Unity Prep in the community and look forward to our future collaboration.

Sincerely,



Gale Stevens Haynes, Esq.  
Provost



THE COUNCIL OF  
THE CITY OF NEW YORK

**LETITIA JAMES**

COUNCIL MEMBER, 35<sup>TH</sup> DISTRICT, BROOKLYN

□ DISTRICT OFFICE  
67 HANSON PLACE  
BROOKLYN, NY 11217  
(718) 260-9191  
FAX: (718) 260-9099

□ CITY HALL OFFICE  
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(212) 788-7081  
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ljames@council.nyc.gov

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SMALL BUSINESS  
TECHNOLOGY

January 13, 2012

Chancellor Merryl H. Tisch  
New York State Board of Regents  
Charter School Office  
89 Washington Avenue  
Albany, NY 12234

Dear Chancellor Tisch,

As the City Council Member representing the 35<sup>th</sup> Council District of New York City, I am presenting my letter of support for the establishment of the Unity Preparatory Charter School of Brooklyn (Unity Prep) contingent upon the school's ability to secure an agreeable location in Community School District 13 and a continual partnership with my office to be fully inclusive of Community School District 13 families.

I have continued to support the goal of establishing and maintaining quality schools within the district: through the sponsoring of school fairs, regular meetings with the New York City Department of Education, and legislative action to better the quality of the educational environment. As the representative of a socially and economically diverse district, it is a major concern to me that schools meet a variety of difference educational needs.

Unity Prep has an impressive vision, which focuses on academics, high academic expectations for its students, and demonstrates a strong partnership with parents and guardians. I feel that these goals are in strong demand in my district. Therefore, I support the establishment of Unity Prep in Brooklyn.

Sincerely,

Letitia James  
Member of the City Council

LJ/sh



THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

HAKEEM JEFFRIES  
Assemblyman 57<sup>th</sup> District

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Shirley Chisholm State Office Building  
55 Hanson Place, Room 328  
Brooklyn, New York 11217  
(718) 596-0100

ALBANY OFFICE  
Room 502  
Legislative Office Building  
Albany, New York 12248  
(518) 455-5325

February 23, 2012

Chancellor Merryl H. Tisch  
New York State Board of Regents  
Charter School Office  
89 Washington Avenue  
Albany, New York 12234

Dear Chancellor Tisch:

I write to you to express my support for the establishment of the Unity Preparatory Charter School of Brooklyn (Unity Prep), contingent upon the school's application being accepted and its ability to secure a suitable location in Community School District 13 (CSD 13).

As a member of the legislature representing central Brooklyn, there is a clear need for additional high-quality schooling options for families at the middle and high school level. Given Unity Prep's proposed model and vision, it could provide such an option to the community.

I am particularly impressed with Unity Prep's plans to partner with existing institutions, universities, and cultural organizations in the community. The school would be a welcome addition to the community and would be attentive to families seeking the broad educational offerings provided.

Sincerely,

---

Hon. Hakeem Jeffries, New York State Assembly, 57<sup>th</sup> District



CITY OF NEW YORK  
**Community Board No. 2**

350 JAY STREET - 8TH FL.

BROOKLYN, N.Y. 11201

(718) 596-5410 FAX (718) 852-1461  
cb2k@nyc.rr.com

MARTY MARKOWITZ  
*Borough President*

JOHN DEW  
*Chairperson*

ROBERT PERRIS  
*District Manager*

February 24, 2012

Chancellor Merryl H. Tisch  
New York State Board of Regents  
Charter School Office  
89 Washington Avenue  
Albany, New York 12234

Dear Chancellor Tisch:

I am writing to inform you that Brooklyn Community Board 2 received a presentation on January 25, 2012 from representatives of the Unity Preparatory Charter School (UPCS), which is applying to the New York State Board of Regents for a charter to open in fall 2013 a public secondary school, serving grades 6-12, in Community School District 13 (CSD13). Much of CSD13 overlaps with Brooklyn Community District 2.

UPCS stated that its school demographics would mirror those in CSD13. The representatives also stated UPCS planned to initially co-locate in an existing Department of Education building but over the course of four years construct its own high school. The community board's education committee was pleased with these and the other representations made by UPCS.

Following the presentation, the education committee voted unanimously to recommend Community Board 2 support the application by UPCS for a state charter. On February 8, 2012, the community board voted 31 in favor, three opposed, no abstentions (31-3-0) to ratify this recommendation.

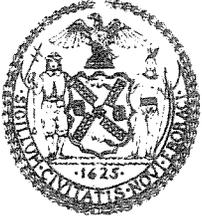
Thank you for your consideration of the application from UPCS.

Sincerely,

John Dew

cc: Hon. Letitia James  
New York City Council  
Chancellor Dennis M. Walcott  
Superintendent Karen Watts, Brooklyn High Schools  
New York City Department of Education  
Mr. Joshua M. Beauregard  
Unity Preparatory Charter School

JD:RP



CITY OF NEW YORK  
**Community Board No. 2**

350 JAY STREET - 8TH FL.

BROOKLYN, N.Y. 11201

(718) 596-5410 FAX (718) 852-1461

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MARTY MARKOWITZ  
*Borough President*

JOHN DEW  
*Chairperson*

ROBERT PERRIS  
*District Manager*

**MEETING NOTICE**

Committee: Youth, Education and Cultural Affairs  
Chairperson: Mr. Lenué Singletary  
Co-Chairperson: Ms. Dorothea Thompson-Manning

---

The next meeting of the Youth, Education and Cultural Affairs Committee will be held as follows:

DATE: Wednesday, January 25, 2012  
TIME: 6:00 p.m.  
PLACE: Mary McDowell Friends School  
**PLEASE NOTE NON STANDARD LOCATION**  
23 Sidney Place  
Brooklyn, New York

**AGENDA**

1. Approval of agenda
2. Introduction of committee officers
3. Debbie Zlotowitz, Head of School, Mary McDowell Friends School  
Other school staff  
Tour and introduction to new Upper School
4. Joshua M. Beauregard, Doctoral Student, Harvard University, Graduate School of Education  
The Unity Preparatory Charter School of Brooklyn (UPCS)
5. Approval of Minutes
6. Chairperson's Report
7. Community Forum (Non-committee members only)
8. Other business

# Charter School Facilities

A Division of IGUA Group Inc.  
New York State Licensed Real Estate Broker

July 16, 2012

Chancellor Merryl H. Tisch  
New York State Board of Regents  
Charter School Office  
89 Washington Avenue  
Albany, NY 12234

Re: Facilities

Dear Ms. Tisch:

I have been requested by Joshua Beauregard and Hemanth Venkataraman of Unity Prep to submit this letter to outline options for their facility requirements.

As you are aware, they are applying for a charter in school district 13 to house grades 6 through 12 via a middle and high school.

As you may be aware, we have been placing charter schools into private and institutional buildings for the past 8 years and have currently placed 10 schools in various buildings, both temporary and permanent.

In our discussions with Unity Prep it has become apparent that there are various alternatives available to Unity Prep for their facility needs.

- 1) Unity Prep applies to the NYC DOE for a space in which to house their middle school permanently and we arrange for their permanent facility for their high school to be built on a plot of land known as 1100-1104 Fulton Street, Brooklyn, New York, located in school district 13. A building can be placed on this that would be large enough to house their permanent high school on a long term basis.
- 2) They would also apply to New York City DOE for their middle school location but only utilize it as an incubator space and have the building on Fulton Street enlarged to house both the middle and high school on Fulton Street.
- 3) The builder and owner of the property at Fulton Street would provide incubator space for the middle school while they build out the permanent structure. In the event that the builder would not have an alternate site, we would work with the Brooklyn Diocese of the Roman Catholic Church and have them place Unity outside district 13 in a Catholic school building until their permanent structure was available.

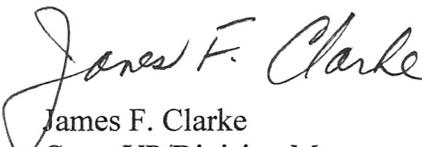
Regardless of the choice you feel is appropriate, the developer who is willing to build the school for Unity Prep has already built two existing charter schools and is working on additional space for charter schools. He is a self-financed developer who would build the building and lease the

structure to the school on a long term basis. He has already had conversations with the school's applicants and is comfortable proceeding with this process once they are chartered.

The property is a 10,000 square foot piece of land with small structures on it currently which would be demolished and a new structure would be built. The as of right zoning is 4.2. With a community use enhancement, there will be more than sufficient square footage to build either a middle, high school or both.

I hope this letter is sufficient for your purposes. Please do not hesitate to contact me.

Very truly yours,

James F. Clarke  
Corp. VP/Division Manager  
Fillmore Commercial



Maureen Coughlin, Ph.D.  
Managing Director  
Charter School Facilities

**Attachment 3A: Sample Daily Schedules**

**Table 3A.1: Weekly schedule for typical 6<sup>th</sup>-8<sup>th</sup> grade student**

Period	Time	Monday 8:00-5:30	Tuesday 8:00-5:30	Wednesday 9:03-4:00	Thursday 8:00-5:30	Friday 8:40-4:35	Saturday 9:00-12:00
	8:00-8:35	Health & Fitness/ Breakfast Offered	Health & Fitness/ Breakfast Offered	Optional Morning Study Hall; Breakfast Offered	Health & Fitness/ Breakfast Offered	Optional Morning Study Hall; Breakfast Offered	
	8:40-9:00	Advisory	Advisory		Advisory	Advisory	
1	9:03-9:55	Mathematics	ELA	Social Studies	Science	Mathematics	Saturday Academy (Tutoring)
2	9:58-10:50	ELA	Social Studies	Science	Mathematics	ELA	
3	10:53-11:03	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break	
	11:03-11:55	Social Studies	Science	Mathematics	ELA	Social Studies	
4	11:58-12:50	Science	Mathematics	ELA	Social Studies	Science	
	12:53-1:23	Lunch	Lunch	Lunch (with Advisories)	Lunch	Lunch	
	1:23-1:40	Announcements/ YES!	Announcements/ YES!	Announcements/ YES!	Announcements/ YES!	Announcements/ YES!	
5	1:43-2:45	Skills-Building	Skills-Building	Music/ Performance Event	Skills-Building	Skills-Building	
6	2:48-3:40	World Language & Culture	World Language & Culture		World Language & Culture	World Language & Culture	
7	3:43-4:35	Design & Technology	Design & Technology	Note: No homework assigned on Wednesdays (school- wide)	Design & Technology	Design & Technology	
	4:38-5:30	Clubs/Homework Help	Clubs/Homework Help		Clubs/Homework Help		
	5:30-7:00	Optional Evening Study Hall	Optional Evening Study Hall		Optional Evening Study Hall		

Our proposed schedule for a typical 6<sup>th</sup>-8<sup>th</sup> grade student include the following features:

**Table 3A.2: Summary Statistics for Weekly Schedule**

Core-Content Academic Time (minutes):	1,040*
Co-curricular Time (minutes):	841

\*Note: core-content academic time includes our four core-content courses in addition to our Skills-Building course, which focuses on the development of core-content skills.

- **Exercise to Begin Day:** We see at least three advantages to holding our extra-curricular activities (exercise/athletics) in the morning: 1. an incentive for students especially motivated by our extra-curricular activities to arrive to school on time; 2. an opportunity for students to fully wake up in the morning and be alert in their academic courses; 3. a reduction in absenteeism in our first period academic courses (note: our extra-curricular activities are a part of our physical education program in which participation is required). Students will be required to participate in health & fitness classes three days a week. Total health & fitness time will be approximately 155 minutes per week when combining students’ participation in health & fitness and approximately 50 minutes of stretching and breathing techniques weekly following lunch each day.
- **A Later Start to the Academic Day:** We will begin our academic day approximately one hour later than traditional schools in order to better accommodate the sleeping patterns of our adolescent students (Jacob & Rockoff, 2011; Carskadon, 1999) – students will thus be better rested and more alert for their academic courses.
- **A Daily Advisory:** Advisory will allow for students to prepare mentally for the school day, organize their schedule, and check in with their advisor, who will serve as their personal coach/counselor (See *Culture and Climate* for more information on our Advisory).

- **Rotating Core Course Schedule During First Half of Day:** Our core-academic courses will meet during periods 1-4 each day. Note that these morning classes will rotate over the course of a week to provide variation across the five-day school week. We will offer a brief break for students at the beginning of third period each day to relax for a moment, have a snack, and re-energize for the second half of their morning schedule.
  - **Community Lunch with YES! Exercises and Announcements:** Lunch and announcements will occur in classrooms within the building (or a common space depending on our facility). Students will eat with friends in designated rooms. During lunch, daily announcements will be made by teachers and students. Following lunch, students will take part in our daily YES! session, including a routine of stretching and breathing exercises and brief activities that involve movement, which will provide students with an opportunity to refocus their energies as they prepare for their afternoon coursework.
  - **Activity-based Enrichment Courses in the Afternoon:** Unity Prep’s Enrichment Courses in World Languages & Cultures and Design & Technology will meet in the afternoon four days per week. As described in *Curriculum and Instruction*, these courses will be project-based, team-oriented, and interdisciplinary in nature and heavy in peer interaction and activity. We feel that this aligns well with students’ afternoon work habits and offers further variety in format that students will appreciate and respond to through increased levels of engagement.
- Opportunities to Master Core Academic Skills:** As described in *Curriculum and Instruction*, our Skills-Building course, which will be facilitated by core-content teachers, will provide students with a highly-tailored, uninterrupted period to hone foundational skills in mathematics and ELA. Designed as a time for independent practice, differentiated instruction, and targeted remediation, Skills-Building will offer structured support for students of all ability levels. Unity Prep’s multi-year SAT preparation program will also be gradually phased in during this course to expose students to foundational SAT skills. While this program will not be fully deployed until 8<sup>th</sup> grade, we will begin to expose students to the question types and the associated test-taking strategies in 6<sup>th</sup> grade. When possible, teachers will utilize technology to help students master core academic skills and content and to provide opportunities for accelerated learning.
- **Afternoon Elective Clubs of Interest to End Day:** As described in greater detail in *Curriculum and Instruction*, students will participate in their elective clubs of interest, such as clubs in visual arts, music, design, debate, spoken word, and dance in the late afternoon unless they are required to serve a detention or Homework Help (see below).<sup>1</sup> Clubs are meant to offer fun and engaging opportunities for students to learn and excel in activities that interest them in the same way that they might if they were taking part in after-school programs at a local recreation center. For students earning a detention due to misconduct or missing homework, they will serve their detention instead of taking part in clubs. By overlapping the two, we aim to create an incentive to avoid earning detentions.
  - **Homework Help Sessions/Optional Evening Study Hall:** Homework Help sessions will be

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<sup>1</sup> In addition to these choices, students will also have the option of selecting in a “Wild Card” elective. This option is meant for students taking part in after-school programs outside of Unity Prep that are similar in breadth and depth as Unity Prep’s programs. Moreover, students opting for a Wild Card elective will be required to propose a culminating project or activity to the Director of Culture & Enrichment that demonstrates their learning as a result of their participation in the elective. The Director of Culture & Enrichment will then decide whether Wild Card proposals are satisfactory and work with students and their advisors (and parents) in revising their proposals when they are not sufficient.

provided three days a week for students requiring additional support in completing their assignments. Homework will be submitted each morning. Students not completing their homework successfully will be required to attend Homework Help. One Unity Prep teacher along with Unity Prep TAs will provide support to students during these sessions.

Parents/guardians will also be welcome to attend these sessions in assisting their child with her/his assignments. In addition to Homework Help, optional evening Study Hall, which takes place three evenings per week, will offer a quiet space for students to complete their homework under the support of an experienced educator and parent volunteers. This is especially valuable to students who do not have access to a quiet, private setting for completing their homework at home. Homework Help and optional Study Hall sessions will be facilitated by Unity Prep teachers. We will also seek the assistance of retired teachers from the community to volunteer their time in supporting students during evening study hall. A light dinner, which we have included in our budget under *School Operations – School Meals/Lunch*, will be served toward the end of each session.

- **Shortened School Days on Wednesdays and Fridays:** On Wednesday, we will start school an hour later to give students and staff a morning to break and a sense of change in their morning schedule. Wednesday afternoons will provide an opportunity for school-wide events in which the student community comes together to experience an outside performance, presentation, etc. We will assign homework on all days but Wednesdays – no homework on Wednesdays will provide students and staff with an evening during the week to recharge their batteries, be with family, go to bed early, etc. We see the academic benefits of having one evening free of homework, including a designated, school-wide time to recuperate, spend time with family, and/or catch up on assignments if and when getting behind on assignments due to extenuating circumstances, outweighing the benefits of assigning homework on all five nights of the school week. On Friday afternoons, there will be no clubs and no evening tutoring – this will allow for students and staff to take part in other events and activities outside school.
- **Extra Remediation on Saturday Mornings:** Saturday Academy will provide an additional academic support for students. While students who are struggling in a course may be required to attend Saturday Academy, this session will also be optional for all students. As described in greater detail below, Saturday Academy will be facilitated by teachers who rotate responsibilities on a monthly basis (see teacher sample teacher schedule below).

Table 3A.2: Weekly schedule for typical 12<sup>th</sup> grade student

Period	Time	Monday 8:40-5:30	Tuesday 8:00-5:30	Wednesday 9:03-4:00	Thursday 8:00-5:30	Friday 8:00-4:35	Saturday 9:00-12:00
	8:00-8:35	Optional Morning Study Hall; Breakfast Offered	Health & Fitness/ Breakfast Offered	Optional Morning Study Hall; Breakfast Offered	Health & Fitness/ Breakfast Offered	Health & Fitness/ Breakfast Offered	
	8:40-9:00	Advisory	Advisory		Advisory	Advisory	
1	9:03-9:55	Mathematics	ELA	Social Studies	Science	Mathematics	Saturday Academy (Tutoring)
2	9:58-10:50	ELA	Social Studies	Science	Mathematics	ELA	
3	10:53-11:03	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break	
	11:03-11:55	Social Studies	Science	Mathematics	ELA	Social Studies	
4	11:58-12:50	Science	Mathematics	ELA	Social Studies	Science	
	12:53-1:23	Lunch (optional off-campus)	Lunch (optional off-campus)	Lunch (with Advisories)	Lunch on Own and Internship	Lunch (optional off-campus)	
	1:23-1:40	Announcements/ YES!	Announcements/ YES!	Announcements/ YES!		Announcements/ YES!	
5	1:43-2:45	Study Hall/Independent Study	Study Hall/Independent Study	Music/ Performance Event		Study Hall/Independent Study	
6	2:48-3:40	College Course at Local College	College Prep	Note: No homework assigned on Wednesdays (school-wide)		College Prep	
7	3:43-4:35		Community Service Project			Community Service Project	
	4:38-5:30	Clubs/Homework Help	Clubs/Homework Help				
	5:30-7:00	Optional Evening Study Hall	Optional Evening Study Hall			Optional Evening Study Hall	

The schedule of a typical 12<sup>th</sup> grade student will be similar to what a 6<sup>th</sup> grade student experiences as outlined above. Additional features of a typical 12<sup>th</sup> grade student’s day will include:

- **Independent Studies:** 12<sup>th</sup> grade students may participate in an Independent Study in the afternoon. Independent Studies are sponsored by teachers and approved by Unity Prep’s Director of Curriculum & Instruction and involve a trimester-long study or project of an academic area of interest to the student – Independent Studies culminate with a final assignment which is graded on an agreed-upon rubric designed by the sponsoring teacher and student. Alternatively, students may have a study hall during which they report to a designated classroom to complete homework and other assignments.
- **College-Readiness Courses as Seniors:** All 12<sup>th</sup> grade students will complete a full-year, college-level course over the duration of their senior year. This course may be offered by a local university with which Unity Prep has established a partnership. Alternatively, it may be a college-level course offered internally by Unity Prep, including an Advanced Placement course, or a college level course offered online (see *Curriculum and Instruction*). Note that while the schedule above has a typical student’s college course taking place on Monday from 2:48pm to 4:35pm, this time could vary depending on the course. In general, students may take courses in the afternoon or evening but not in the morning, which is when Unity Prep’s core-content courses take place.
- **A College Preparation Course:** In the fall and spring, 12<sup>th</sup> grade students will take part in College Prep, which provides students with ongoing support in a formal classroom setting with college applications, scholarships, and practical preparation for college life. This course will be taught by Unity Prep’s college counselors.
- **Community Service Project in Pairs:** The Community Service Project is a formal, project-based course for 12<sup>th</sup> grade students where students, in pairs, conduct research on an issue that affects the local community. This project will culminate in a 3,000-word report and

public presentation, as described in *Performance, Promotion, and Graduation Standards*.

- **Weekly Internship:** A 12<sup>th</sup> grade student will work at his/her off-site internship one afternoon per week (see *Family and Community Involvement* for details).

**Table 3A.3: Weekly schedule for typical teacher (middle school or high school)**

		Monday 8:00-5:30	Tuesday 8:00-5:30	Wednesday 8:30-4:35	Thursday 8:00-5:30	Friday 8:40-4:35	Saturday 9:00-12:00
	8:00-8:35	Co-Facilitates Health & Fitness	Co-Facilitates Health & Fitness		Co-Facilitates Health & Fitness		
	8:40-9:00	Advisory	Advisory	Full Faculty Meeting (8:30-8:55)	Advisory	Advisory	
1	9:03-9:55	Class #1 (prep 1)	Class #2 (prep 1)	Class #3 (prep 1)	Class #4 (prep 1)	Class #1 (prep 1)	Saturday Academy (1X per month)
2	9:58-10:50	Class #2 (prep 1)	Class #3 (prep 1)	Class #4 (prep 1)	Class #1 (prep 1)	Class #2 (prep 1)	
3	10:53-11:03	Break	Break	Break	Break	Break	
	11:03-11:55	Class #3 (prep 1)	Class #4 (prep 1)	Class #1 (prep 1)	Class #2 (prep 1)	Class #3 (prep 1)	
4	11:58-12:50	Class #4 (prep 1)	Class #1 (prep 1)	Class #2 (prep 1)	Class #3 (prep 1)	Class #4 (prep 1)	
	12:53-1:23	Lunch	Lunch	Lunch (with Advisories)	Lunch	Lunch	
	1:23-1:40	Announcements/ YES!	Announcements/ YES!	Announcements/ YES!	Announcements/ YES!	Announcements/ YES!	
5	1:43-2:45	Skills-Building	Skills-Building	Takes Shift in Chaperoning Student Event	Skills-Building	Skills-Building	
6	2:48-3:40	Preparation Period 1	Preparation Period 1	Grade-level Team meeting	Preparation Period 1	Preparation Period 1	
7	3:43-4:35	Preparation Period 2	Preparation Period 2	Staff Development Session	Preparation Period 2	Preparation Period 2 (Office Hours for Parents)	
	4:38-5:30	Co-Facilitates Club with instructor from partnering org.	Co-Facilitates Club with instructor from partnering org.	Note: No homework assigned on Wednesdays (school-wide)	Co-Facilitates Club with instructor from partnering org.		
	5:30-7:00		Co-Facilitates Optional Evening Tutoring (1X per two weeks)				

A typical teacher’s schedule will include the following:

- **Co-Facilitating Morning Health & Fitness Activities:** teachers, accompanied by volunteers from the community, may facilitate classes in activities such as martial arts, dance, basketball, running, Zumba, etc. in which the ratio of students to teachers is approximately 30 to 1. Teachers co-facilitating health & fitness classes will do so three days a week so they will have Wednesday and one other morning each week off. On these days, teachers may arrive at school by 8:30am.
- **Daily Advisory:** All teachers including administrators will facilitate an Advisory – lessons developed by the Director of Culture & Enrichment will be created, disseminated, discussed, and edited in the week prior to each lesson being taught (see *School Culture and Climate*).
- **Perfecting One Prep:** All teachers in year one will prepare and teach one core-content lesson per day to four different classes of students. Facilitating single lesson per teacher daily will minimize planning time while allowing teachers to focus additional attention on perfecting each lesson.
- **Developing Social Skills in Students During Lunch:** Each teacher will have lunch with students twice per week – once with her/his Advisory on Wednesdays and second during one other day per week. Snack will be covered by administrators so that teachers may enjoy a brief break before embarking on the second half of their morning course-load.
- **Facilitating a Skills-Building Course:** Core-content teachers will teach one Skills-Building course daily with the assistance of a special education teachers and at least one TA. As discussed in *Curriculum and Instruction*, lessons and instructional materials will be developed by mathematics and ELA teachers as an outgrowth of core-content coursework to target essential mathematics and ELA skills and content.

- **Preparation Periods for Co-planning and Communication with Families:** Each teacher will have two preparation periods per day (excluding Wednesdays) to plan, assess student progress, etc. with mentors/mentees and/or grade-level team members. Note that communicating with families will play a major role in each teacher's preparation – teachers will thus designate one period per week to holding office hours for families to schedule meetings to discuss their child's progress in school.
- **Modeling Learning for Students By Learning Alongside Them:** Teachers not co-facilitating health & fitness classes will assist and/or co-facilitate an after-school elective club. Here, their role will be to support the lead instructor in the management of the club while also playing the role of student in learning alongside students and modeling for students how to be an exemplar student. Note that the lead instructor will typically be an outside professional from the institution with which Unity Prep has partnered. The professional could also be a local community member with expertise in an area that would be of interest to students such as spoken word or visual arts.
- **Optional Study Hall One Night Every Two Weeks:** Each teacher will facilitate the school's optional evening study hall sessions once every two weeks.
- **Variation in the Work Day/Shortened Wednesdays and Fridays:** Wednesdays and Fridays are shortened days. Weekly full-faculty meetings occur on Wednesday mornings. Wednesday afternoons provide an opportunity for school-wide events in which the student community comes together to experience an outside performance, presentation, etc. In addition, grade-level meetings and staff development for teachers occur on Wednesday afternoons.
- **Life/Work Balance:** We assign homework on all days but Wednesdays – Wednesdays with no homework provide teachers with an evening in the middle of the week to recharge their batteries, be with family, go to bed early, etc. We see the academic benefits of having one evening free of homework outweighing the benefits of assigning homework on all five nights of the school week. On Friday afternoons, there are no clubs and no evening tutoring – this allows teachers to take part in other events and activities outside school.
- **Monthly Saturday Morning Tutoring:** Saturday Academy provides an additional academic support for students. Each teacher will facilitate Saturday tutoring once monthly.
- **Middle School versus High School:** We envision modest difference between the weekly schedules of our middle school teachers and high school teachers. One difference between the schedules is that high school teachers may have two preps, meaning they prepare and teach two different classes per day as opposed to one. Another difference relates to the afternoon of high school students in which they are spending more of their time outside the walls of the classroom and interacting with the community. Under these circumstances, high school teachers may be asked to supervise high school students in their endeavors. Alternatively, they may be asked to provide further support to our middle school students in their afternoon classes.

## Attachment 3B: First Year Calendar

### July 2013

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

7/22-8/2: Summer Staff  
Development Institute, Phase I  
7/29-8/15: Summer Academy

### October 2013 (22/44)

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

10/4: 1st 6-week cycle ends  
10/11: 1st 6-wk progress summaries

### January 2014 (19/95)

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1/2-1/3: Winter Staff Development  
Institute  
1/17 3rd 6-wk progress summaries

### April 2014 (21/151)

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

4/11: 5th 6-wk cycle ends  
4/18 5th 6-wk progress summaries

#### Key:

	No school
	Teachers only
	School in session

### August 2013 (2/2)

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

8/19-8/27: Summer Staff  
Development Institute, Phase II  
8/28: First Day

### November 2013 (17/61)

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

11/15: 2nd 6-wk cycle ends (End of  
Trimester I)  
11/22: Tri-I progress summaries

### February 2014 (19/114)

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

2/14: 4th 6-wk cycle ends (End of  
Trimester II)  
2/21: Tri-II progress summaries  
2/24-2/28: Tri-II family conferences

### May 2014 (21/172)

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

### September 2013 (20/22)

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

### December 2013 (15/76)

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

12/20: 3<sup>rd</sup> 6-wk cycle ends  
12/2-12/6: Tri-I family conferences

### March 2014 (16/130)

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

3/15-3/23: Spring break

### June 2014 (15/187)

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

6/6: 6th 6-wk cycle ends (End of  
Trimester III)  
6/20: Last day of school  
6/13: Tri-III progress summaries  
6/9-6/13: Tri-III family conferences  
6/9-6/20: Portfolio prep and  
Roundtable presentation  
6/27: Full-year progress summaries

Our proposed 2013-2014 academic calendar will include the following features:

**Table 3B.1: Summary Statistics for Calendar, 2013-2014**

Number of school days during academic year:	187
Number of days of Summer Academy:	10*
Number of days of staff development:	24 full days plus 39 Wednesday afternoons

\*Note: Summer Academy will include full days of school (8:30-3:30pm) and encompass academic, co-curricular, and enrichment components.

- Unity Prep’s Summer Staff Development Institute will take place in two phases before and after the school’s Summer Academy for students.
- On the final day of each six-week cycle, students will be dismissed at 1pm to allow for faculty meetings, professional development, grading and/or other administrative responsibilities.
- Each six-week cycle may be slightly shorter or longer than six weeks. The final six-week cycle, for example, is actually eight weeks due to two of the eight weeks consisting of state exams and exam preparation.
- Numbers in parentheses for each month represent the following: (number of days of school each month/running tally of school days over course of academic year). Saturdays are not counted as school days even though tutoring on Saturday mornings (Saturday Academy) is offered.
- Excluding Saturday Academy and Summer Academy for new students, the school will be in operation for 187 days in its first year. Teachers will be required to teach Summer Academy and will receive a stipend as compensation. Teachers will also be required to participate in 24 days of Summer Staff Development Institute in July and August in preparing for the school’s inaugural year.
- In addition to progress reports being mailed out to families every six weeks, modified progress reports will be provided to families on a weekly basis through students and/or via the school’s student information system.

## Attachment 4: Student Discipline Policy

### The PBIS Framework

Unity Prep's approach to maintaining a safe and orderly learning environment will be based on the Positive Behavior Interventions and Supports (PBIS) framework. This system focuses on preventing disciplinary infractions by infusing positive reinforcement and consistent, clearly delineated expectations into every aspect of a school. Research-based, data-driven interventions and supports are then divided into three tiers:

- **Tier I** – At this stage, the school focuses on establishing universal rules, management strategies, and behavior expectations. As mentioned in *School Culture and Climate*, Unity Prep will establish a school culture that promotes values, habits, and character strengths that align with the school's mission to empower students as both scholars and citizens. Unity Prep's Student and Family Handbook will clearly articulate the school's Code of Conduct, which will promote consistency, accountability, and mutual respect for all members of the school community. Perhaps the most crucial school-wide support is a faculty of highly effective teachers. When instruction is engaging and teachers skillfully manage classrooms, disciplinary incidents and issues are often preempted. Unity Prep's initiatives designed to minimize turnover among teachers will also provide a stabilizing effect on the entire school and positively affect school culture (see *Professional Development* for information on how we plan retain effective teachers).

Teachers will be trained throughout the year, including the Summer and Winter Staff Development Institutes, weekly trainings, and weekly teacher coaching and feedback, to encourage and reward positive behavior. When students make mistakes, as all children do at times, we will engage them in a process that will help them understand why they made that decision and what was wrong about that error. Infractions of Unity Prep's Code of Conduct will be treated as "teachable moments" wherein students will investigate the root cause of their behavior and take initiative to improve it. Through this process, students will begin to see themselves as young people whose opinions and agency are respected.

The Youth Empowerment Seminar (YES!) will provide students and staff with daily opportunities to reinforce these elements and allow each student to make YES! concepts part of their academic routines and social interactions. All adults will respond to problem behavior in a consistent way (see "Discipline Procedures" below). Additional universal supports include peer mentors and adult mentors from the community. Unity Prep's Student Support Team (SST), made up of the Director of Support Services, Director of Curriculum, Instruction & Assessment, Director of Culture & Enrichment, Dean of Students, ELL Coordinator, Social Worker, and one special education teacher, will screen and identify students for further interventions based on disciplinary referrals and other PowerSchool records, anecdotal reports from teachers, and nominations from teachers and counselors during weekly grade team meetings.

- **Tier II** – This stage involves additional interventions for students with at-risk behaviors who need a little more than primary prevention. At Unity Prep, we believe every child is "at-promise." Students will not simply be labeled "behavior problems" when they misbehave. Each child will receive support and attention that are proportionate to the student's infraction of Unity Prep's Code of Conduct. Students who consistently violate Unity Prep's Code of Conduct will be identified by the SST and will receive Tier II interventions such as specially

designed small-group interventions provided by Unity Prep’s Social Worker to create timely, efficient, and flexible solutions to behavioral issues. An example of secondary prevention could be a “pull-out” session on conflict resolution or violence prevention in a small group led by the school Social Worker, which results in a plan with specific strategies to be monitored over a period of one week. Participants will receive schoolwork from their teachers and assistance from tutors to minimize the loss of instructional time. Once the student returns to class, he or she encounters the same culture, rules, and expectations that were reinforced in the small group setting. Other grade-wide Tier II interventions will be discussed and designed during weekly grade team meetings.

- **Tier III** – Tier III includes highly individualized interventions for students who engage in serious problem behaviors. Unity Prep will automatically refer students who require these interventions to the SST for case study and to determine if a formal evaluation is necessary. To create networks of services that provide comprehensive supports for our students, Unity Prep has pursued partnerships with local agencies, organizations, and community partners that can provide more intensive supports. One such partner, Lifespire, has committed to providing additional support for students with developmental disabilities, autism, or emotional and behavioral disorders. We may seek an additional local agency to tailor specific support for students engaging in substance abuse, violence, or other behavior who pose a threat to themselves or others. These students may also receive more intensive, wraparound supports, including the involvement of parents, counselors, agency representatives, and services partners in the creation of individualized plans of care.

Unity Prep founders has participated in on-going discussions with the NYC Director of PBIS regarding professional development and training to incorporate this framework into the school. This framework, in conjunction with the numerous supports built into our school design, will allow Unity Prep to establish a safe and orderly learning environment with the following features:

- A common purpose and approach to discipline throughout the school, described by a small number of positive, easily understood expectations for all students and adults
- A positive environment, created through the use of strategies to help students develop desired behaviors (i.e., YES!)
- Curricula for students regarding techniques and skills to meet behavior expectations
- Immediate and consistent responses from adults to inappropriate student behavior
- Ongoing evaluations of the school’s systems

## Discipline Procedures

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The Unity Prep discipline policy outlines the responses to infractions of Unity Prep’s Code of Conduct. The policy is adapted from the NYC DOE Discipline Code, which provides a range of possible disciplinary responses to be used in addition to the interventions and supports outlined above. In general, our approach is to promote positive behavior as much as possible without resorting to punitive measures. For example, we will restrict suspensions to in-school suspensions except in the most extreme cases, such as those that involve the safety and wellbeing of students. The following sections outline some of these specific policies.

### School Bucks

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As stated in *School Culture and Climate*, our approach to shaping school climate will be based on incenting and positively reinforcing desired student behaviors. To reinforce Unity

Prep’s six Core Values (Awareness, Integrity, Kindness, Initiative, Courage, and Inquiry), key concepts learned in YES!, and, more generally, healthy decision-making among our middle school students, Unity Prep teachers and staff will award students with merits in the form of “School Bucks.” This system is modeled after a similar system used at the Laboratory School of Finance and Technology in the Bronx. When a student demonstrates one of Unity Prep’s Core Value or a YES! concept, a teacher will immediately announce that the student has earned the merit and will specify the value that corresponds to the merit awarded. The merit will then awarded to the student either as a physical “School Buck” or an online deposit via the school website. Merit-worthy actions among students might include helping a struggling classmate to understand a difficult concept, showing extraordinary leadership during a group project or presentation, or staying committed to an elective club activity even after initially finding the activity prohibitively challenging. Conversely, when students do not meet behavioral or academic expectations (for infractions such as tardiness, disrupting the class, or profanity), teachers will assign demerits, which can lead to detention as described below. Students will be able to monitor their School Bucks using Internet- based “bank accounts” housed within Unity Prep’s portal. These balances can be used to purchase items in the school store or to earn privileges such as attendance to end-of-year trips. While it is unlikely that we will incorporate School Bucks into our high school program, we will assess whether extending the program to our high school students is beneficial in our third year of operation.

Merits and demerits will be carefully tracked using an electronic system such as School-Wide Information System. Tracking behavioral data is a key aspect of properly implementing the PBIS framework. The system will flag students who are candidates for Tier II and Tier III interventions based on the number of demerits they accrue, and will also flag students who have exceeded a certain number of demerits in a single day or week. These students will receive an automatic after-school detention.

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### **Conduct Detention, Homework Detention, and Saturday Detention**

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After-school detention will take place during the elective clubs period and last approximately one hour. Students who earn three demerits for negative behavior will earn one Conduct Detention. During Conduct Detention, students may read silently or work on homework assignments. In addition to Conduct Detention, students could also serve a Homework Detention for not adequately completing a given homework assignment as determined by the teacher of the class who assigned the homework. Students in Homework Detention, which runs concurrently with Unity Prep’s daily Homework Help sessions, may receive tutoring from the school’s TAs and must complete the corresponding assignment(s). Students who do not attend a scheduled Conduct or Homework Detention, or who earn demerits for more severe behavioral infractions, may be required to serve a Saturday Detention. Parents will be notified of the detention and will be informed that, because of the child’s conduct, a significant amount of learning time has been lost and must be recouped in the Saturday Detention. Students in Saturday Detention who are finished with all assignments will be given an opportunity to help other students or take part in silent reading.

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### **Suspension and Expulsion**

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Students who violate the Unity Prep Code of Conduct for infractions such as fighting, bullying, hazing, or sexual harassment will receive an in-school suspension. Students will be provided alternate instruction so that they receive all classroom assignments and are able to make adequate academic progress and participate in assessments. In extreme cases, such as a violent

student or a student who has brought drugs or weapons to school, an out-of-school suspension may be mandated. In such cases, parents or guardians will be notified and families may request a conference with the Dean of Students to present their case.

Out-of-school suspensions in excess of ten days and expulsions will only be recommended when students commit the most serious infractions in level 5 of the NYC DOE Discipline Code, such as bringing a firearm to school or assaulting a staff member. In such cases, formal hearings will be held with the student and his/her family, as well as with anyone else involved in the incident. Final decisions will be made by a Disciplinary Committee consisting of the Head of School, Director of Culture & Enrichment, Dean of Students, and a representative from Unity Prep's Board of Trustees.

### **Discipline For Students with Disabilities**

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Students with disabilities (SWDs) will generally be held to the same standards as general education students and will be offered the same supports and interventions within the PBIS framework. However, if a student's Behavior Intervention Plan (BIP) identifies specific consequences for certain kinds of conduct, the student will be disciplined according to the plan. If the specified intervention is ineffective and additional, targeted supports and interventions do not prevent the student from repeating the same infractions, then the student may be referred to the Committee on Special Education (CSE) for consideration of a change in the plan or change of placement. Students whose IEPs do not include any specific disciplinary guidelines will be disciplined in accordance with the standard Unity Prep Discipline Policy. For such students, if parents request a hearing regarding a disciplinary action, the student may be referred to the CSE for a manifestation determination review to determine the relationship between the behavior and the student's disability. If a student is found guilty of an offense that warrants long-term suspension, Unity Prep will work with the CSE to transfer the student to an interim alternative educational setting.

We believe that SWDs, except for those with the most severe cognitive impairments, can achieve the same level of performance and skill as their non-disabled peers. To help SWDs achieve this goal, Unity Prep will generally hold these students to the same standards as general education students. In addition to ensuring that SWDs receive the supports necessary to excel at Unity Prep (as is the objective with all Unity Prep students) an emphasis will be placed on proactively shaping student behavior through the school's PBIS framework, YES!, the formative role of mentors, daily Advisory, and the School Bucks system at the middle school level.

To the extent possible, Unity Prep will avoid punitive reactions to student behavior, such as suspension and expulsions, especially in the case of SWDs. Should SWDs exhibit unacceptable behavior despite the supports noted above, Unity Prep will engage the student in targeted, supportive interventions designed to identify the cause(s) of the problem behavior. Students will also be assessed for unidentified disabilities that may give rise to such behavior. To that end, functional behavioral assessments will be performed to identify the cause of the infraction and potentially effective support mechanisms. The student's BIP or Individual Education Program (IEP) will be reviewed annually by the SST to ensure that the plan is up-to-date and accurate. If the student's BIP identifies specific consequences for certain kinds of conduct, the student will be disciplined according to the plan. If the specified intervention is ineffective and additional, targeted supports and interventions do not prevent the student from repeating the same infractions, then the student may be referred to the CSE for consideration of a change in the plan or change of placement within the school. Students whose IEPs do not include any specific

disciplinary guidelines will be disciplined in accordance with the standard Unity Prep Code of Conduct.

In responding to any offense that merits suspension or expulsion, Unity Prep will work to identify the relationship between the student's action and the student's identified disability. Throughout this process, Unity Prep will follow appropriate due process provisions as required by law. Before processing a suspension or expulsion of a student with a disability, parents may request a hearing regarding the proposed disciplinary action. A manifestation determination review will be conducted to determine the relationship between the behavior and the student's disability. If a student is found to have committed an offense that warrants suspension for more than ten days, Unity Prep will work with the CSE to transfer the student to an interim alternative educational setting.

Unity Prep will work closely with the CSE to create clear and easily understood guidelines for communication, decision-making, and recourse regarding disciplinary actions for parents of SWDs. Written documentation and records will be maintained for all suspensions and expulsions, including those assessed to SWDs. Such documentation will include the following information, at minimum: the student's name, a description of the infraction, a description of the response from the school, the names of Unity Prep staff members involved in the incident, a description of the school's response, the number of days suggested for suspension, and an explanation regarding the necessity of suspending the student. All documentation and student records will be kept in locked file cabinets, in a secure location within the school. All persons who access or review student records will be noted using a record access log.

As required by law, Unity Prep will take all possible steps to ensure that students who are suspended or expelled are placed in an alternative educational setting. Adequate academic progress of students who are suspended out-of-school or expelled will be enabled through the instruction that is aligned with Unity Prep's curriculum. We will provide the student with opportunities to remain current with class work, complete assignments, and participate in projects. The same accommodations will be made for students who are expelled, until such students enroll in another school or until the end of the school year.

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Kabir Ahuja

**Charter School Name:** Unity Prep

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

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

**Member, Finance committee**

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 are 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 proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

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

**I was contacted by Hemanth Venkataraman, a personal friend, as part of his outreach on Unity Prep. After expressing my interest in being involved, I began working more closely providing input on the school charter until the point where it became apparent I was very invested and could add value to the school based on my skills and experience. The core members of the team asked me to be a member of the board.**

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

**I am proud to be considered for the board because I believe it serves dual purposes quite well: On one hand, I have a deep passion for education and community service, and on the other, I believe I can add true value to Unity Prep by serving on its board. I believe in the mission and structure of the school, and wish to be a part of its success.**

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

**I have served as a member of the Advisory Board to the Technical Academy at Red Bank Regional High School in Red Bank, NJ. In this capacity, I advised on multiple school management related topics, including funding allocation, curriculum design and student success initiatives (e.g., developing strong problem solving skills). In addition, in my role at a consultant to senior executives at large corporations, I frequently design content for and participate in board meetings, providing me access to 'best practice' techniques I can bring to Unity's board.**

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

This does not apply to me.  Yes.

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

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

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

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

This does not apply to me.  Yes.

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

### Conflict of Interest

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

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

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

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

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

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

**I am a former classmate of Hemanth Venkataraman, prospective manager of Unity's culture and teacher, from Columbia University.**

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

No.  Yes.

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

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

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

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

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a

direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

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

I / we have no such interest.  Yes.

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

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

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

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

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

None  Yes

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

**I believe this is one of the fundamental purposes of having a diverse board who is deeply invested in the success of the school. In addition to addressing the situation head on with the parties involved, I would have no qualms raising such an issue to the board at large and aggressively nullifying any such situation.**

### **Educational Philosophy**

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

Unity Prep has the goal of developing students in two ways. As scholars, both through a rigorous and well-designed academic program and through a broad set of electives and extra curricular activities. And as citizens, through a civic enrichment program which goes beyond the activities typically associated with school. On both of these goals, I personally find the design of the school to reflect an underlying philosophy of thoughtfulness applied to each and every element of school design.

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

Unity will focus on a 'comprehensive liberal arts and sciences education'. Digging deeper, this goal is backed by a rich set of design elements and initiatives to support it. One key element of this will be the extended academic day, providing the bandwidth and structure needed for students to learn effectively. The time spent in school by student will be as active participants, another key element in the educational philosophy of Unity which puts teachers in the role of 'coaches' as well as sources of knowledge. Students will also be measured – in a multifaceted way that goes beyond typical measurement (e.g., annual student portfolio assessments). Other key elements of the educational program include tailored tutoring, a focus on college prep, and the educational impact of the unique educational talent Unity's TCA (Teacher Career Advancement) will attract.

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

**I believe the core elements of success are:**

- 1) A high standard and emphasis on student achievement, with a focus on academics**
- 2) High time investment (longer days, tutoring, extra-curriculars)**
- 3) An institutional (i.e., at all levels) focus on goals and metrics**
- 4) Highly talented and committed school management and faculty, paired with frequent and actionable feedback**

**The board can be most effective by:**

- 1) Adhering to the purpose and vision of the school**
- 2) Maintaining the fiscal health of the school**
- 3) Establishing a clear set of metrics and goals by which to govern the school**
- 4) Maintaining its focus on governing rather than managing, buffeted by a healthy relationship with school management**

- 5) Tackling complex strategic issues without bias and with a focus on facts and the overall health and future of the school
- 6) Creating and maintaining a clear governance model and guidelines
- 7) Conduct regular assessments of both school management and board performance

#### Other

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

A charter school board member should be a steward of the school and should govern to the best of his or her ability, which in addition to participating in the above (Q20) include:

- Being cognizant of commitment and allocate the appropriate time to fulfill role as a board member
- Referring to the mission and values as guides for decisions
- Engaging in regular, ongoing training and development for key school leaders
- Interacting with students and parents on a regular basis
- Interacting with school management and faculty on a regular basis
- Understand and maintain oversight of key elements of expertise (e.g., finance, curriculum, operations)
- Advising on grants and other actions with financial impact to the school

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

**I affirm that I have read and understand each of the above.**

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

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

## STATEMENT OF ASSURANCE

I, \_\_\_\_\_ (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

 \_\_\_\_\_ / /  
Signature Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** \_\_\_\_\_

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

**E-Mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

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

# KABIR AHUJA

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## EXPERIENCE

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### MCKINSEY & COMPANY

Engagement Manager  
Associate

STAMFORD, CT

2010 – Present  
2009 – 2010

- Specialization in Media and Technology sectors, with functional specialty in Marketing & Sales

#### Select Client Experience:

- **Media: M&A strategy for MVPD (Pay Television provider) (2011)**

Working with client's General Counsel, determined implications of M&A based on trends in PayTV and internet video

- **Enterprise Technology: Growth strategy for Defense Contractor (2011)**

Developed diversification strategy away from shrinking core business. Aligned multiple VP level executives on high priority initiatives and designed organizational models for growth

- **Media: Channel strategy for MVPD (Pay Television provider) (2010-2011)**

Defined strategy for serving the apartment market and negotiating with key channel partners. Designed tracking metrics and executive dashboard. Multiple presentations to CEO and CFO led to decisions that re-shaped the channel

- **Consumer Technology: In-store execution for Consumer Electronics manufacturer (2010)**

Worked directly with VP level client in creating an in-store merchandising function, including organization design and practical tools to manage the field force. Helped launch new 3D television point-of-sale displays across over 1,000+ stores

### EVERYDAY MEDICAL (E-commerce retailer of home medical equipment through direct consumer sales)

Co-Founder, Vice President - Marketing & Technology

NEW YORK, NY

2007 – 2008

- As first employee, helped define strategic direction and grew company to \$1M annual sales
- Responsible for multiple marketing initiatives including affiliate partnerships, online marketing, and print catalog
- Managed e-commerce website and created custom kiosk based e-commerce storefront based on Magento platform

### COMMUNICATION EXPERTS INC. (IP video startup with consumer and enterprise applications)

Founder, President

EDISON, NJ

2005 - 2007

- Led team of six employees in development of three products: a videoconferencing solution, video greeting card software, and a dental communications platform
- Managed overseas office with 3 employees in Mumbai, India
- Created joint ventures TripleView LLC (US) and Communication Experts Private Limited (India)

### ACCENTURE (INNOVATION CENTER)

Analyst

MURRAY HILL, NJ

2004– 2005

- Developed operational plan for MVNO venture, including integration plan for back-end systems

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## EDUCATION

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### COLUMBIA BUSINESS SCHOOL

M.B.A., Management and Marketing

Graduated 2008

New York, NY

- **Elected:** President of Accelerated MBA Class, Student Government Executive Board
- **Clubs & Activities:** Columbia Entrepreneurs Organization, Media Management Association, Management Consulting Association, Peer Advising, Black Business Student Association, South Asian Business Association
- **Accolades and Honors:** Heffernan Award for Service; Beta Gamma Sigma (Top 20% of Class); Dean's List

### COLUMBIA UNIVERSITY, SCHOOL OF ENGINEERING AND APPLIED SCIENCE

B.S., Computer Science – Artificial Intelligence Track

Graduated 2003

New York, NY

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## TECHNOLOGY & DESIGN

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- Design & Programming Skills: Adobe Suite (Photoshop, Illustrator, InDesign), Final Cut Pro, Acid Pro, Dreamweaver, HTML, CSS, Javascript (jQuery), E-commerce (Magento, Monster commerce)
- Patent pending: System for delivering video on hard medium along with one or more items or vouchers to remote address

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## INTERESTS

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- Wedding and Event DJ for 13 years; Former Radio DJ on EBC 89.3 FM
- Hobbies: Discovering great NYC restaurants, Poker, Basketball, Currently learning guitar

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name: Eric Rafael Gonzalez**

**Charter School Name: Unity Preparatory Charter School of Brooklyn**

**Charter School Address: CSD 13**

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

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 are 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 proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

### **Background**

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

Joshua Beauregard and I began discussing the idea of creating an effective, diverse, and progressive charter school in Brooklyn in the spring of 2010. Since then, we have worked with Hemanth Venkataraman and Casey Burns to further develop our initial ideas. The application for Unity Preparatory Charter School of

Brooklyn (Unity Prep) represents the fruition of our ideas and the culmination of our work.

During formulation of the application for Unity Prep, the other founders and I decided that, as a resident of Washington D.C., Board membership would be the best way for me to remain engaged with the school, ensure the fidelity of its programs to the school's mission, and support the fulfillment of that mission.

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

Board membership presents an opportunity to help shepherd Unity Prep through its initial years and ensure that throughout this development phase, the school remains true to its mission of empowering students as scholars and citizens. As a career educator and advocate for children, especially those from communities like Community School District 13 (CSD 13), I am excited about supporting the creation of a school that will comprehensively and effectively serve the academic and non-academic needs of CSD 13.

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

X This does not apply to me.  Yes. (Include description here):

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

X This does not apply to me.  Yes.

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

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

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

X This does not apply to me.  Yes.

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

## Conflict of Interest

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

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

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

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

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

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

Joshua Beauregard, the proposed Head of School, and I attended graduate school together during the 2009-2010 academic year. He and I, along with Hemanth Venkataraman and Casey Burns, have collaborated in the formulation and submission of the application for a charter for the Unity Preparatory Charter School of Brooklyn.

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

X No.  Yes.

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

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

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

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

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

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

I / we have no such interest.  Yes.

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

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.  
Unity Prep will offer a school model that is predicated on the idea that children's academic and non-academic learning are mutually reinforcing. By creating a learning environment that encourages students to reach ambitious learning goals, while offering numerous supports and encouragement of student efforts to meet and exceed these goals, Unity Prep will ensure that all graduates will be abundantly prepared for success in life, post-secondary education, and career.
19. Please explain your understanding of the educational program of the charter school.  
Unity Prep will offer an education program comprised of three interdependent and mutually reinforcing elements: 1) a rigorous and engaging liberal arts & sciences curriculum, 2) several elective and enrichment courses designed to augment instruction in core content areas, and 3) a civic engagement and

personal development curriculum that will develop students' non-academic capacities.

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

A successful charter school is comprised of: staff that support student learning through engaging and effective teaching and curricula, leadership that respects and develops the abilities of staff, a school-wide culture that is based on the equal cultivation of children's academic and non-academic skills, and consistent and meaningful interaction with the surrounding community and parents.

Board leadership is integral to the incorporation of all of these areas. In particular, the Board must hold school leadership accountable for meeting the school's goals and support school leadership in the pursuit of these goals. The specific steps the Board may take to ensure Unity Prep's success include reviewing the school's data at regular intervals and comparing the data to interim benchmarks established by the Board with school leadership, supporting school staff and leadership in assessing the causes of missed goals and acquiring the supports or resources to improve performance, and communicating with and learning from the community surrounding the school.

### **Other**

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

A Board member must remain intently focused on the performance of the school and work to identify and overcome barriers that may inhibit performance of the charter school.

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

I have read and understand the charter school application, the charter school Board's By-Laws, and all proposed policies.

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

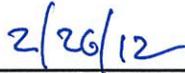
Three of the four members of Unity Prep's founding team live within CSD 13, the district in which Unity Prep will be located. As residents and community members, they are committed to realizing the goal of providing an effective educational option for all children. To that end, the founding team has taken several steps to ensure that any child that enrolls in the school will be fully and properly served, regardless of her or his learning needs, and that the school's population reflect the diversity of the school district surrounding it.

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

## STATEMENT OF ASSURANCE

I, Eric Rafael Gonzalez (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
Signature

  
Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

## ERIC RAFAEL GONZALEZ

- Education**
- Harvard University, Graduate School of Education**, Cambridge, MA May 2010  
Masters of Education Candidate, Special Studies (Management & Effective School Reform)  
• Urban Scholar Fellowship Recipient
- Massachusetts Institute of Technology**, Cambridge, MA June 2009  
Master of City Planning, Concentration in Housing & Community Economic Development  
• Thesis title: “Doing the Impossible: Making Urban Schools Excellent”  
• Graduate Student Fellowship Recipient (Full scholarship)
- State University of New York at Purchase College**, Purchase, NY May 2001  
Bachelor of Arts, Philosophy  
• Thesis title: “The Implication of Equality in General Education Public School Curricula”
- Experience**
- 2010-present **NAACP Legal Defense and Educational Fund, Inc.\***, Washington D.C.  
*Education Policy Advocate*
- Advance policy priorities regarding school discipline reform and associated educational issues through outreach and communication with Congress.
  - Develop legislative and national policy advocacy strategies which promote educational quality and access for all students.
  - Coordinate a multi-member national advocacy coalition which strives to advance strategic goals through advocacy to Congress, federal agencies, and the Administration regarding school discipline and issues relevant to the reauthorization of the Elementary and Secondary Education Act.
- 2008-2009 **Massachusetts Institute of Technology**, Cambridge, MA  
*Program Director and Facilitator, Lawrence Leadership Project*, Lawrence, MA
- Created and facilitated innovative college preparation program for at-risk, minority youth in economically depressed community; program proposal accepted and implemented by superintendent.
  - Initiated and developed strategic partnerships with local organizations; coordinated referral services for youth mentors, academic assistance, and college visits in Massachusetts and Rhode Island.
  - Pilot program increased school attendance of 100% of participants and 90% of participants reported increased interest in college.
- 2002-2007 **Directions for Our Youth, Inc. (DFOY)**, New York, NY  
*Program Director*
- Managed eight program coordinators and fifty four school site client portfolio; provided customized professional development sessions; client referrals led to a 15% increase in the organization’s roster.
  - Designed and facilitated resident-led projects to rehabilitate abandoned buildings in the Bronx and Brooklyn; led outreach campaign, contacted elected officials, press and community members; received positive attention from local media and New York Senator Martin Dilan.
  - Developed and facilitated year-long curriculum on civic education, advocacy and community organizing, involving over 2,400 public school students annually.
  - Created program evaluation system; feedback data indicated DFOY’s programs increased attendance rate in 90% of participants, increased academic performance in English class of 85% of participants and increased likelihood of applying to college for 100% of participants.
  - Developed and managed community service summer internship program for students from highly selective universities such as Tufts, NYU and Columbia; received over 200 applications for six positions in first year and over 300 applications for eight positions in second year.

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\* Institutional affiliation listed for identification purposes only.

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** CARLYLE G. LEACH

**Charter School Name:** UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN

**Charter School Address:** 130 S Oxford St, Brooklyn, NY 11217

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

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 are 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 proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. I met Unity Prep Founder Joshua Beauregard as he was volunteering at a community event and we started comparing education experiences and philosophies. Subsequent substantial conversations resulted in a mutual agreement to join the board.

5. Please explain why you wish to serve on the board. I would like to share my expertise and experience with a dedicated amalgamation of people. I resonate deeply with the mission of the school and the philosophy of the founders and wished to be part of a school that will offer an effective LEARNING model to the children of my community.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): Currently, I am a member of the Board of Trustees of the Brooklyn Music School. Additionally, I was the founding principal of a public high school in New York City, NYC public high school teacher, and business owner.

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

This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

### **Conflict of Interest**

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

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

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

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

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

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

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

No.  Yes.

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

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

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

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

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

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

I / we have no such interest.  Yes.

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

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

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would follow the protocol established by the Board and approved by the appropriate certifying governmental entities.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. Unity Prep proposes to offer to Brooklyn children a learning experience that will rival the upper echelon public and independent schools in New York City. By combining professional and personal educational experience, the founders of Unity Prep were able to craft a vision that will provide an educational experience of distinction and promote a positive school culture for all members of the school community.
19. Please explain your understanding of the educational program of the charter school. Developed in the minds of experienced and dedicated educators, the educational program of Unity Prep reflects a balance of idealism and pragmatism including a rigorous academic program, elective and extra-curricular program, community-centered enrichment program, and services that address a range of the challenges encountered by students.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. Characteristics of a successful charter school: an environment that fosters lifelong learning by all members of the school community, high expectations of students and teachers with effective

supports, and incorporating the school into the fabric of the local community. The board must be an integral and active part of the school team and insist upon and model transparency and collegial tension. The entire school team will dedicate themselves to ensure that there is no discrepancy between the vision of the school and the reality in the classroom.

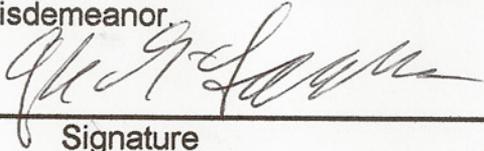
### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. A member adheres to the fiduciary and legal regulations governing participation of trustees in this type of entity, provides feedback to the school community on the policies and activities of the school, and assist in the attainment of approved school goals.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I so affirm.
23. Please provide any other information that you feel is pertinent to the Department's review. The founders are educators with a unique blend of credentialed and experiential expertise with the additional attributes of commitment to student learning and community partnerships.

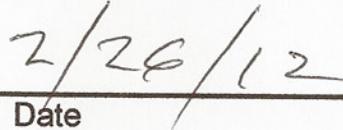
A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

I, **Carlyle G. Leach** (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

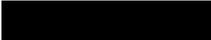


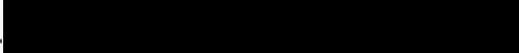
Signature

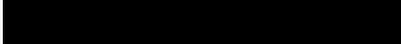


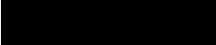
Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** 

**Business Address:** 

**E-Mail Address:** 

**Home Telephone:** 

**Home Address:** 

# CARLYLE G. LEACH

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## SUMMARY

- **Decisive problem solver** employing technologically based creative solutions.
- **Collaborative leader** with the ability to work successfully with disparate constituencies.
- **Effective team builder** who will assemble and develop an exceptional staff.
- **Ability to cultivate innovative ideas** and to implement designed strategies.
- **Record of accomplishments** in the private and public sectors, including public secondary education.

## PROFESSIONAL EXPERIENCE

### Educator

- Created the concept for a NYC public high school and assembled a team to implement the founding vision of the school.
- Developed curriculum and innovative instructional programs to address the specific needs of the students.
- Managed the growth of the school from 100 students and twelve staff members to 650 students and fifty staff members within four years.
- Directed the daily operations of the Junior Scholars Program; conducted the planning, fund development, and research for the program; created curriculum; hired faculty; and instituted system for ongoing evaluation of program content and service delivery.
- Participated in a Distance Learning Network linking Lincoln Center to four New York City high schools.

### Business & Entrepreneurship

- Raise assets for alternative investments through relationships within distribution channels. Includes: institutional investors, broker-dealers, investment platforms, financial advisors, and high-net-worth individuals.
- Assist in the identification of and structuring financing for start-up and growing businesses.
- Implemented strategies to expand market share for Black Literary Club.
- Projects included revitalizing commercial streets in Manhattan and Brooklyn, writing business plans, and co-developing a major fast food franchise in New Jersey.

## **EMPLOYMENT HISTORY**

HAXY FUND MARKETING, LLC  
Brooklyn, New York | 2009 - present  
**Chief Executive Officer**

NEW YORK PUBLIC LIBRARY Schomburg Center for Research in Black Culture  
New York, New York | 2002 - 2009.  
**Inaugural Director, Junior Scholars Program**

BLACK LITERARY CLUB  
Brooklyn, New York | 2000 - 2002  
**Chief Financial Officer**

THE SCHOOL FOR LEGAL STUDIES | NYC BOARD OF EDUCATION  
Brooklyn, New York | 1996 - 2000  
**Founding Principal**

SARAH J. HALE HIGH SCHOOL | NYC BOARD OF EDUCATION  
Brooklyn, New York | 1991 - 1996  
**Social Studies Teacher**

LEACH ASSOCIATES CONSULTING, INC.  
New York, New York | 1984 - 1991  
**President**

## **EDUCATION**

FORDHAM UNIVERSITY  
ST. JOHN'S UNIVERSITY  
Courses included effective educational administration, special education legislation, and grant writing.

QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK  
**MA** Urban Studies  
Courses included process of urbanization, urban transportation, and statistics.  
Master thesis entitled, *A Union for the Workers? A History of the International Ladies' Garment Workers' Union.*

YORK COLLEGE, CITY UNIVERSITY OF NEW YORK  
**BA** Political Science

**References available upon request**

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Marion Leydier

**Charter School Name:** Unity Preparatory Charter School of Brooklyn ("Unity Prep")

**Charter School Address:** CSD 13 (exact address not yet known)

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

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 are 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 proposed 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

**I received a business degree (MBA equivalent) from ESSEC Business School in Paris in 1997, a masters in law ("*maîtrise*") in 2000 and a post-graduate degree ("*DEA*") in conflicts of laws in 2001 from the University of Paris I, Panthéon-Sorbonne and a JD from Columbia University School of Law in 2001. I am admitted to the New York bar.**

**I am a partner at the law firm Sullivan & Cromwell LLP. I was first employed by Sullivan & Cromwell as a summer associate in the summers of 1999 and 2000 and became an associate in October of 2001. I became a partner on January 1, 2010. The focus of my legal practice is corporate transactions, governance and regulatory matters, primarily for financial institutions.**

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  **I affirm.**
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  **I affirm.**
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

**The founders of Unity Prep sought pro bono legal representation from Sullivan & Cromwell to assist with the creation of a new charter school. In the course of such representation, the founders asked me, together with Richard A. Pollack, who is also a partner of Sullivan & Cromwell, to become a trustee of Unity Prep.**

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

**I consider it my civic duty and my professional responsibility to be engaged in the betterment of my community. I have always deeply cared about education, and consider improving the lives of young people by expanding the opportunities available to them through academic and extra-curricular programs to be one of the most valuable things that I can do as a member of my community. I have a particular interest in the wealth of cultural opportunities available in CSD 13. Additionally, I have gained a good understanding of the roles and duties of a board member in an organization over the course of my work as a legal professional and my membership on the boards of two not-for-profit organizations. To that end, I feel that my legal skills and personal interests are ideally suited to serving on the board of Unity Prep.**

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

**I currently serve on the boards of ESSEC Business School Alumni Association (since 2011), the U.S. alumni association of the French business school I attended, and the Falk and Fine Condominium (since 2006), the building where I reside. I serve as the Secretary of both of those not-for-profit corporations.**

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

This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

### Conflict of Interest

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

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

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

**Richard A. Pollack is a partner in Sullivan & Cromwell. He and I have worked together for approximately 13 years. In addition, I have met and/or participated in discussions with other prospective board members in the course of my work on behalf of Unity Prep.**

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

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

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

**As indicated above, I met the founders of Unity Prep, three of which are expected to become employees of Unity Prep once chartered, in the course of Sullivan & Cromwell representing Unity Prep in its formation process on a pro bono basis. Prior to undertaking such pro bono representation, I did not know any of the founders.**

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

No.  Yes.

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

**I am a partner of Sullivan & Cromwell, which is representing Unity Prep on a pro bono basis with respect to the formation of the school, as well as with respect to the formation of a charitable support organization. It is my expectation that Sullivan & Cromwell will continue to provide pro bono legal services for Unity Prep once it is chartered. It is my expectation that Sullivan & Cromwell will not undertake any work on behalf of the school other than on a pro bono basis.**

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

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

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

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

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

I / we have no such interest.  Yes.

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

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

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

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

**I would promptly notify the entire board and the Department of Education. I would note, however, that I believe this to be an unlikely possibility given the careful screening process that has been applied in selecting board members.**

### **Educational Philosophy**

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

**Unity Prep is applying to be chartered as a school that seeks to provide an exceptional educational experience, equivalent to the best public and private schools in the United States, to underserved students in Brooklyn's CSD 13. Unity Prep's mission is to provide students with a complete education as both students and as citizens, and to prepare them as fully as possible to lead successful academic, personal, and professional lives. The founders of Unity Prep are particularly qualified to design and implement a curriculum that will challenge and benefit students, as a result of their direct experience teaching in traditional public schools and working with other charter schools. Unity Prep also seeks to take full advantage of the wide variety of extracurricular opportunities available for students in Brooklyn. The founders of Unity Prep are exploring options for summer and other programs that students might not otherwise get to experience. Unity Prep also seeks to provide teachers with a meaningful, professor-like experience. By giving teachers the tools to be the best in their fields and by providing them with meaningful**

**recognition for their contributions, Unity Prep seeks to ensure an innovative and successful experience for students and teachers alike.**

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

**Unity Prep seeks to challenge students through rigorous coursework and caring, expert teachers so that students rise to the high level of expectations that are placed upon them. To this end, the academic program will be a college preparatory program with a number of Advanced Placement courses. The school will have an extended school day and academic year in order to provide students with more time to focus in depth on the academic program. Unity Prep will also provide robust extracurricular activities and opportunities to apply classroom knowledge in a real-world setting in the broader community. By interweaving a rigorous learning environment with substantial community involvement, Unity Prep will provide a balanced learning program for its students that enables students to become well-rounded scholars and citizens.**

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

**I believe that a successful charter school should have a clear educational philosophy, through which it seeks to empower students while engaging the surrounding community. To ensure that Unity Prep is and remains successful, the board of Unity Prep must ensure that Unity Prep will adhere to its philosophy and founding mission, while remaining engaged in the community and in its students' day-to-day lives. To that end, we will measure the success of the school by whether students will achieve a significantly higher degree of educational and extra-curricular performance than their cohorts in CSD 13 and other area schools. We have also focused on how the board will address any problems that may arise in the future. First, we have determined how the board will evaluate the success of the school's offerings, with an emphasis on how the board can work with the school's administration in the event that the school does not achieve the desired degree of success. We have asked the founders to plan how they will update the board on the school's performance on a real-time basis. Additionally, we have, in advance of the school's chartering, discussed with the founders how they and the board will interact in the event that the school or an aspect of the school's program fails to achieve the desired results, and what powers the board will have in implementing a redesign of the program. By**

discussing how the board will be involved in rectifying problems before they arise, we hope that we have placed the board and the administration in the best position to address any issues that may actually arise in a way that causes as little disruption to students as possible. Additionally, we hope that we have made the likelihood of disagreements and miscommunications between the administration and the board less likely.

#### Other

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

**The trustees of a charter school are fiduciaries with responsibility for the oversight of the school to ensure that the school is achieving its academic mission and is being managed in a financially responsible manner.**

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

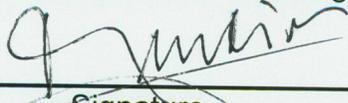
**I affirm that I have read and understand Unity Prep's application, by-laws and all its proposed policies.**

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

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

## STATEMENT OF ASSURANCE

I, Marion Leydier 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
Signature

February 25, 2012  
Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]  
[REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name: Richard A. Pollack**

**Charter School Name: Unity Preparatory Charter School of Brooklyn**

**Charter School Address: CSD 13 (exact address not yet known)**

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

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 are 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 proposed 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

**I received my AB from Columbia College in 1984 and my JD from New York University School of Law in 1988. I am admitted to the New York bar, as well as to the Paris bar (my bar admission in Paris is inactive).**

**I am a partner at the law firm Sullivan & Cromwell LLP. I was first employed by Sullivan & Cromwell as a summer associate in the summer of 1987 and became an associate in September of 1988. I became a partner on January 1, 1997. The focus of my legal practice is mergers and acquisitions and capital markets transactions.**

**In addition to my client practice, I am active in the administration of Sullivan & Cromwell. For the past eight years, I have co-headed the Firm's Private Equity Group. In addition, from January 2006 until**

**February 15th of this year, I co-headed the Firm's General Practice Group (which is our name for our corporate practice) with responsibility for over 400 lawyers in 12 offices around the world. I am also a member of the Firm's managing partners committee.**

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **The founders of Unity Prep sought pro bono legal representation from Sullivan & Cromwell to assist with the creation of a new charter school. In the course of such representation, the founders asked me, together with Marion Leydier, who is also a partner of Sullivan & Cromwell, to become a trustee of Unity Prep.**
5. Please explain why you wish to serve on the board. **I am deeply interested in exploring ways to improve our schools and our community. I believe I can add value to the board by bringing to bear my experience in advising entities on corporate governance and other matters, as well as my experience in helping manage Sullivan & Cromwell.**
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.  
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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

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

This does not apply to me.  Yes.

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

### Conflict of Interest

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

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

If your answer is yes, please indicate the precise nature of your relationship here: **Marion Leydier is a partner in Sullivan & Cromwell. She and I have worked together for approximately 13 years. In addition, I have participated in discussions with other prospective board members in the course of my work on behalf of Unity Prep.**

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

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

If yes, please indicate the precise nature of your relationship here: **As indicated above, I met the founders in the course of Sullivan & Cromwell representing them on a pro bono basis in forming the school. Prior to undertaking such pro bono representation, I did not know any of the founders.**

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

No.  Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved: **I am a partner of Sullivan & Cromwell, which is representing the founders of Unity Prep on a pro bono basis with respect to the formation of the school, as well as with respect to the formation of a charitable support organization. It is my expectation that Sullivan & Cromwell will continue to provide pro bono legal services for the school once it is chartered. It is my expectation that**

**Sullivan & Cromwell will not undertake any work on behalf of the school on a non-pro bono basis.**

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None  Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **I would promptly notify the entire board and the Department of Education. I**

would note, however, that I believe this to be a remote possibility given the careful screening process that has been applied in selecting board members.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. **Unity Prep is being designed as an academically rigorous school with programs tailored to meet the challenges of the CSD 13 community. In designing the school's program, the founders are combining the most successful elements from other school's programs. In this sense, I consider the founding team to be particularly well placed to undertake this design as a result of their direct experience working in schools, as well as Josh Beauregard's work in conducting school quality reviews of charter schools of varying performance levels and assisting the schools in the development of their strategic goals and improvement plans, which has given him an incredible window into understanding what has worked and failed for other schools. In addition to Unity Prep's academic program, the school is intended to take maximum advantage of the myriad of extracurricular educational opportunities for students in Brooklyn and, in furtherance of such goal, the founders (with our help in some cases) have been in discussions with educational and cultural institutions in Brooklyn and elsewhere in New York City to explore opportunities for Unity Prep's students. The school will also be designed to promote a positive atmosphere for learning, by integrating programs such as the Youth Empowerment Seminar into the school's design and programs. Finally, in addition to Unity Prep's academic and extra-curricular programs, the founders are exploring ways in which Unity Prep's students can participate in summer and other programs that they might otherwise not get to experience.**
19. Please explain your understanding of the educational program of the charter school. **The academic program will be a college preparatory program, including Advanced Placement courses. The school will have an extended school day and academic year in order to give the students more time on the academic program. In addition, in order to meet the needs of the student body, there will be extensive individually-tailored tutoring services available for students.**
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **Our measure for success of Unity Prep will be whether its students are able to achieve a significantly**

higher degree of educational and extra-curricular performance than students in CSD 13 and other area schools generally. In discussing the design of the school with the founders, we have focused heavily on how the board will be in a position to evaluate the success of various elements of the school's programs and the manner in which the board will work with the school's administration in case the school is not achieving the degree of success that is desired. In particular, we have been working with the founders on plans for what information the administration of the school will communicate to the board to put the board in the position to evaluate the school's performance on a real-time basis. We have also discussed with the founders how they and the board would interact in the case that it is determined some aspect of the school's program, or the financial performance of the school, is not achieving the desired results and a redesign is required. Furthermore, we have discussed with the founders how we would collectively approach a situation in which the administrative staff is failing adequately to address issues that arise with respect to the school's academic and/or financial performance. I believe that by addressing these issues in advance of the issues actually occurring, we achieve two goals: first, we put the board and the school's administration in a better position to address any issues as they arise in a manner that is least likely to be disruptive to the school's students; and second, we make the likelihood of disagreements and miscommunications between the board and the administration of the school less likely.

#### Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **The trustees of a charter school are fiduciaries with responsibility for the oversight of the school to ensure that the school is achieving its academic mission and is being managed in a financially responsible manner.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I affirm that I have read and understand Unity Prep's application, by-laws and proposed policies**
23. Please provide any other information that you feel is pertinent to the Department's review.

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

## STATEMENT OF ASSURANCE

I, Richard A. Pollack 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

\_\_\_\_\_  
Signature Date February 22, 2012

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]  
[REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Caleb Hurst-Hiller

**Charter School Name:** Unity Preparatory Charter School of Brooklyn

**Charter School Address:** TBD

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

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 are 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 proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

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

**I became aware of Unity Prep during the 2010-2011 school year. Mr. Beauregard completed his Harvard Graduate School of Educational Principal placement with me at the Community Charter School of**

**Cambridge. We spoke over the course of the year about his vision for starting a charter school.**

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

**I wish to serve on the board of Unity Prep because I believe that my own experience will be valuable to the founders. I have taught at two start-up charter schools in Massachusetts. I am currently a principal at Community Charter School of Cambridge, where I attend board meetings, present information, and am involved with decision-making at that level. Mr. Beauregard asked if I would serve on the board of Unity Prep, presumably in the hopes that my own experience both serving as a founding faculty member and in my current capacity helping to run a high-performing charter school serving a diverse, urban student population would help the team during the planning phases and the early years of operation.**

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

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

This does not apply to me.  Yes.

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

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

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

This does not apply to me.  Yes.

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

### Conflict of Interest

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

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

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

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

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

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

#### **I know Mr. Beauregard, who will serve as the founding Executive Director**

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

No.  Yes.

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

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

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

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

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

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

I / we have no such interest.  Yes.

14. If the charter school is partnered with an educational services provider,

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

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

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

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

**I would bring this matter to the attention of the board by raising the issue at a board meeting. I would request that the board member disclose any and all pertinent facts to explain or clarify his/her involvement. If the matter required board action, I would recommend that the member believed to be working his/her own benefit recuse himself or herself from any vote. If necessary, I would recommend that advice of counsel be secured and that the board would seek out a formal recommendation on action steps, which may include removing members from the board.**

### **Educational Philosophy**

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

**Unity Prep's mission is clear: "empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives." In order to achieve this, Unity Prep must provide an educational experience equivalent to those provided by the best schools in this country – public or private. This educational experience will be provided to all students, regardless of their race or socioeconomic status.**

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

**Unity Prep aims to provide the type of rigorous education required for success at the post-secondary level. To accomplish this, Unity Prep aims to implement three interdependent programs, working in concert with each other. Students will master core skills and think critically. They will be exposed to liberal arts and sciences curricula. Additionally, students will be prepared for post-secondary success as a result of their having participated in myriad extracurricular activities throughout their years at Unity Prep. Unity Prep understands that high expectations are of the utmost importance. Critically, it also believes that student support must, and will be, commensurate with these expectations (hence the longer day, mandated extracurricular activities and supervised study sessions, etc.). Lastly, Unity Prep's curriculum will include a civic enrichment programs, providing myriad experiences that are not covered through the rigorous traditionally academic curricula. Unity Prep students will interact with their local community frequently and, in the process, develop essential life skills.**

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

**Successful charter schools must a) adhere to their mission as laid out in the original charter, b) prove to be financially viable, and c) demonstrate student success. Charter schools that do not adhere to their own charters, prove not to be financially viable, or do not demonstrate records of academic achievement should not be permitted to continue operating. This is, of course, why the renewal process exists, and why it is critical in maintaining performance standards that charter schools must meet. It is the role of the school's board to continuously monitor the school's activities, particular through these three lenses. As a board, we must also be asking whether or not the school is adhering to its mission, monitoring its financial viability, and performing at a high level as measured various metrics gauging student performance.**

**In order to do this, a positive and productive school culture must be established and maintained. Students must, over time, understand what they must do in order to be successful and, perhaps more importantly, *why* the school has been setup as it has. Ultimately, this level of understanding allows charter schools to truly excel as fully functioning educational environments serving students populations**

**effectively. Additionally, this success is predicated on finding, and maintaining, a top-notch faculty of committed educators.**

**Other**

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

**See above.**

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

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

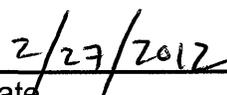
23. Please provide any other information that you feel is pertinent to the Department's review.

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

## STATEMENT OF ASSURANCE

I, **Caleb Hurst-Hiller** (name of proposed board member) 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 Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
Signature

  
Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** 

**Business Address:** 

**E-Mail Address:** 

**Home Telephone:** 

**Home Address:** 

# CALEB HURST-HILLER

## EDUCATION

**Harvard Graduate School of Education, Cambridge, MA** *September 2007 – June 2008*

Ed.M. Specialized Program

Interdisciplinary studies cutting across programmatic areas and University Schools

Urban Scholar Fellow

Selective full HGSE fellowship focused on studies and careers to improve urban schools

**New Teachers Collaborative, Devens, MA** *Summer 2003 – Summer 2004*

Internship and seminar teacher training and certification program founded by Theodore R. Sizer and

Nancy Sizer based on the pedagogy of the Coalition of Essential Schools.

**Brown University, Providence, RI** *Fall 1998 - Spring 2003*

A.B. History, honors. Honors thesis. *Campus Activism in an Era of Upheaval: Deconstructing Institutional Reform at Brown University, 1966-1969*

## PROFESSIONAL EXPERIENCE IN EDUCATION

### SCHOOL ADMINISTRATION

**Community Charter School of Cambridge, Cambridge, MA** *August 2005 - Present*

CCSC opened in August, 2005 and now serves students in grades 7 through 12.

**Upper School Principal** (formerly Head of Upper School) *July 2009 - Present*

- Manage all Upper School family communication and discipline
- Develop and administer senior internship program (started spring, 2009)
- Oversee faculty evaluation. Initiated and guided teacher evaluation system revision (developed summer 2011 and implemented beginning fall 2011)
- Oversee school data analysis and dissemination (discipline system-related and academic)
- Instituted biweekly student-level academic and behavioral rounds with advisor teams
- Make staffing decisions, plan and implement faculty professional development, and conduct strategic planning, in collaboration with the Head of School
- Create and manage home reporting systems, including report cards, progress reports, and faculty communication logging
- Supervise faculty mentors and oversee the in-house mentoring program that provides support for new CCSC teachers (developed fall 2009 and led through spring 2011)

**Summer School Principal** *Summer 2010, Summer 2011*

- Sole administrator of the program
- Designed and led orientation for all visiting faculty and staff
- Managed all summer school family communication and discipline

**Chair, Humanities department** *July 2008 – June 2010*

- Developed short-term and long-term departmental priorities
- Facilitated the creation and use of the 7-12 skills scope and sequence, ensuring vertical alignment
- Led August and June professional development, as well as weekly department meetings

### TEACHING

**Community Charter School of Cambridge, Cambridge, MA** *July 2005 – June 2009*

**Founding Faculty** (on leave to pursue Ed.M. academic year 2007-08)

- Taught 10<sup>th</sup> Grade Humanities (combined in integrated English-Social Studies classes) and Division I Humanities (7<sup>th</sup> and 8<sup>th</sup> grade students)
- Responsible for designing curriculum and working with learning specialists to accommodate multiple learning styles and rubric-based assessments
- Additional roles and responsibilities: Advisory teacher; DEAR coordinator; Developed Roundtable portfolio-based assessment process; 10<sup>th</sup> grade Mathematics MCAS tutoring; Boys Basketball Head Coach, 2005-2009 (Massachusetts Charter School Athletic Organization Champions, 2007)

**North Central Charter Essential School, Fitchburg, MA**

*August 2003 – June 2005*

NCCES (opened September 2002) has 400 students in grades 7 through 12 and serves a diverse student population drawn from Fitchburg and surrounding towns.

**Teacher**

- 8<sup>th</sup> grade World History and 9<sup>th</sup>/10<sup>th</sup> grade US History
- Responsible for designing curriculum, including accommodations for multiple learning styles and rubric-based assessments for heterogeneous learning groups
- Additional roles and responsibilities: Division II Coordinator and Leadership Team; Advisory teacher; 7<sup>th</sup> – 11<sup>th</sup> grade electives; Boys Basketball Head Coach

**Ebubayi Secondary School, Ebubayi, Western Province, Kenya**

*Summer 1999*

**High School Teacher**

- Taught high school Math and English in rural Kenya as part of Global Routes internship

**TEACHER MENTORING/ COACHING**

**Community Charter School of Cambridge, Cambridge, MA**

**Mentor principal**, Harvard University Graduate School of Education

*August 2010 – Present*

- Mentored School Leadership Program (Ed.M.) candidates throughout the school-based practicum

**Instructional Leader**

*July 2008 – June 2009*

- Designed and led the school's first in-house mentoring program, providing support for every teacher new to CCSC
- Mentored faculty, engaging in biweekly period-long classroom observations and debriefings

**Mentor teacher**, New Teachers Collaborative

*August 2008 – June 2009*

**Mentor teacher**, Harvard University Undergraduate Teacher Education Program

*Spring 2007*

**MATCH Teacher Residency, Boston, MA**

*Spring 2009*

MATCH Teacher Residency trains recent college graduates for math and English teaching jobs in "No Excuses" schools such as KIPP, Achievement First, and Uncommon.

**Teacher Evaluator**

**Cambridge-Harvard Summer Academy, Cambridge, MA**

*Summer 2006, Summer 2007*

The CHSA serves Cambridge students during the summer and links teaching mentors with interns entering Harvard University's Teacher Education Program. Mentors and interns teach a six-week summer course.

**Mentor**

- Supervised teacher intern development through observations, feedback and collaborative planning
- Crafted a summer curriculum that transferred lead-teaching and planning to interns

**PRESENTATIONS**

- "Computer Productivity: Digital Organization and Formatting in the Classroom." MATCH Teacher Residency, Middle and High School campuses, Summer 2010
- "Integrating MCAS Preparation." Harvard Graduate School of Education Teacher Education Program (ELA), a component of the English methods course during Fall 2007, 2008, and 2009
- "Tracing the Trade: An Interdisciplinary Investigation of the American Slave Trade." Coalition of Essential Schools Fall Forum, Denver, November 9, 2007
- "Tracing the Trade: An Interdisciplinary Investigation into the American Slave Trade." No Teacher Left Behind: A Practitioner's Conference, Brown University, Providence, March 24, 2007
- "Process-Centered Gateway Projects for Student Choice and Freedom of Inquiry." Coalition of Essential Schools Fall Forum, Boston, November 4, 2005
- "A New Generation of CES Teachers." Coalition of Essential Schools Fall Forum, San Francisco, November 12, 2004
- "Building School Leadership: Many Dimensions, Many Phases." The 2<sup>nd</sup> International Summit for Leadership in Education, Boston, November 5, 2004

**REFERENCES AVAILABLE ON REQUEST**

**Attachment 5B: Proposed By-Laws**

**ARTICLE I: NAME**

The name of the Corporation is Unity Preparatory Charter School of Brooklyn Ltd. (the “Corporation”).

**ARTICLE II: MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members under the New York Not-For-Profit Corporation Law shall instead vest in the board of directors of the Corporation (the “Board of Trustees”). Actions which would otherwise require approval under the New York Not-For-Profit Corporation Law or any other statute by a majority of all members or approval by the members shall instead require approval by the Board of Trustees.

**ARTICLE III: BOARD OF TRUSTEES**

**A. Powers.** The Board of Trustees shall conduct and direct the affairs of the Corporation and exercise its powers, subject to applicable provisions of the New York Education Law, New York Not-for-Profit Corporation Law, the Corporation’s Certificate of Incorporation and these By-laws. Subject to any limitations under the New York Not-For-Profit Corporation Law (including, without limitation, Section 514 thereunder) and any other applicable statute, the Board of Trustees 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 of Trustees’ ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board of Trustees, but subject to the same limitations, the Board of Trustees shall have all the powers enumerated in these By-laws, 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 of Trustees’ judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To operate Unity Preparatory Charter School of Brooklyn (the “School”);
6. To cause the Corporation to become exempt from federal income taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended;

7. To carry on the business of operating the Corporation and apply any surplus that results from the business activity to any activity in which the Corporation may engage;

8. 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;

9. 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;

10. 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;

11. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefor, whether interest or non-interest bearing, or secured or unsecured; and

12. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these By-laws.

**B. Number of Trustees.** The number of Trustees of the Corporation shall be no fewer than five and shall not exceed 11. The Board of Trustees may adjust the number of Trustees by resolution of the Board of Trustees or amendment of the By-laws. The Board of Trustees may (but is not required to) include a parent/guardian representative and/or interested members of the community.

1. Residency Requirements. At least two of the Trustees should be residents of the district in which the School is located.

**C. Initial Trustees; Election of Trustees; Observers.**

1. Initial Trustees. The initial Trustees shall be the persons named in the Certificate of Incorporation and shall serve until the first Annual Meeting (as defined below).

2. Election. The Board of Trustees 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 New York State Board of Regents (the "Charter Entity").

3. Eligibility. In order to be eligible for election, a person must be nominated by a then-serving Trustee. The Board of Trustees may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, *provided* that no employee of the Corporation or any other person who has a conflict of interest prohibited under

Sections 801 through 806 of the New York General Municipal Law shall be eligible to serve as a Trustee.

4. Organizational Affiliations. Not more than 40% of the persons serving on the Board of Trustees may be a trustee or employee of a single organization.

5. Term of Office.

a. A Trustee's term of office shall be three years (a "Term"); *provided, however*, that any Trustee elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Trustees) shall hold office until the next election of Trustees.

b. The term of office of a Trustee elected to fill a vacancy in these By-laws 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 of Trustees in the case of a vacancy resulting from the increase of the number of Trustees authorized.

c. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Certificate of Incorporation, the By-laws, or other Board of Trustees action, *provided* that the Board of Trustees may, by a majority of all Trustees then serving on the Board of Trustees, remove any Trustee at any time for cause (which shall include, without limitation, misconduct, incapacity, neglect of duty, violation of any charter provision regarding qualification of trustees, violation of the code of ethics of the Corporation and failure of such trustee to attend three consecutive meetings of the Board of Trustees without an excuse acceptable to the Board of Trustees).

6. Time of Elections. The Board of Trustees 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 of the Board of Trustees, or at a special meeting of the Board of Trustees called for that purpose.

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

**E. Resignation by Trustee.** A Trustee may resign by giving written notice to the Chairperson 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 Chairperson 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 By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of Trustees of the authorized number of Trustees.

**G. Compensation of Trustees.** Trustees shall serve as Trustees without compensation. However, the Board of Trustees may approve reimbursement of a Trustee's reasonable and documented out-of-pocket actual expenses while conducting Corporation business. For the avoidance of doubt, nothing in this Article III(G) shall be deemed to restrict a Trustee from receiving compensation in his or her capacity as an officer or employee of the Corporation.

**H. Observers.** The Head of School, the School's Director of Curriculum, Instruction & Assessment and the School's Director of School Culture and Civic Enrichment shall be non-voting observers ("Observers") to the Board of Trustees, in each case for so long as they are associated with the School. In addition, the Board of Trustees may designate one parent of a child matriculating in the School to be an Observer to the Board of Trustees. Any parent designated as an Observer in accordance with this Article III(H) shall serve for a term of one year. Observers shall be provided notice of all meetings of the Board of Trustees and of any Board Committee to which the Board of Trustees grants them observer privileges at the same time and in the same manner as notice is given to Trustees.

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

The Corporation's principal office shall be at the address of the School; or at such other place as the Board of Trustees may select by resolution or amendment of the By-laws. The Secretary shall note any change in office on the copy of the By-laws maintained by the Secretary.

#### **ARTICLE V: MEETINGS OF THE BOARD; ACTION WITHOUT MEETINGS**

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

**B. Annual Meetings.** An annual meeting of the Board of Trustees (the "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.** Regular meetings of the Board of Trustees shall be held each year on dates determined by the Board of Trustees. Board of Trustee meetings shall be held once every other month on a schedule determined by the Board of Trustees at its first meeting during each academic year of the School.

**D. Special Meetings.** A special meeting of the Board of Trustees shall be held at any time called by the Chairperson, the Vice Chairperson or the Secretary. In addition, at any time upon the demand of any three Trustees (or if there is only one remaining Trustee, such remaining Trustee), the Chairperson, the Vice Chairperson, the Secretary, or in their absence the senior Trustee, shall call a special meeting of the Board of Trustees. For purposes of this Article V(D), seniority shall be according to the order in which the trustees are named in the Certificate of Incorporation or subsequently elected.

**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.** Public notice of meetings shall be given as required by law. Notice of the date, time, and place of all regular and special meetings of the Board of Trustees shall be given to each Trustee by the Secretary or any other Trustees calling such meeting in accordance with Article V(D). Such notice shall be given to each Trustee in person, by mail or by telephone, telegram, facsimile transmission, or electronic mail sent to such Trustee's usual or last known business address, home address or e-mail address not less than five and not more than 10 days in advance of the meeting, *provided* that notice of special meetings to discuss matters requiring prompt action shall be given no less than 48 hours in advance of the meeting. Except as required by law, notice of any meeting of Trustees need not be given to any Trustee who (x) either before or after the meeting, delivers a written waiver of notice, executed by the Trustee (or the Trustee's attorney-in-fact thereunto authorized), which is filed with the records of the meetings; or (y) attends the meeting and who, either prior to the meeting or at its commencement, fails to protest the lack of such notice.

Except as otherwise required by law, the Certificate of Incorporation, or these By-Laws, a notice or waiver of notice need not specify the purpose of any regular or special meeting unless such purpose is: either (x) the amendment or repeal of any provision of the Charter or these By-Laws; or (y) the removal of a Trustee or an officer.

**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 hold the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

**H. Open Meeting Laws.** All meetings of the Board of Trustees shall be conducted in accordance with the New York Open Meeting Law and any other applicable similar law, as amended from time to time, or any successor statute. Except as otherwise permitted by law:

1. No quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter, and

2. No executive session shall be held until: (a) the Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law; (b) a majority of the Trustees at such meeting shall have voted to go into executive session; (c) the vote of each trustee shall have been recorded on a roll call vote and entered into the minutes; and (d) the Chairperson (or other person presiding over the meeting) shall have cited the purpose of the executive session and shall have stated whether or not the Board of Trustees shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

**I. Action by the Board without a Meeting.** Any action required or permitted to be taken by the Board of Trustees or any Board Committee may be taken without a meeting if all

members of the Board of Trustees or the Board Committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board of Trustees or Board Committee shall be filed with the minutes of the proceedings of the Board or Board Committee. Action by the Board of Trustees without a meeting shall occur only to the extent permitted by the New York Open Meeting Law.

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

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

**B. Action by the Board of Trustees.**

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

2. Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a meeting of the Board of Trustees. To the extent permitted by the New York Open Meeting 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 meeting through conference telephone or similar communication equipment, *provided* that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote.

**C. Board Committees.**

1. Appointment of Board Committees. There shall be an executive committee (the “Executive Committee”), an audit and finance committee (the “Audit and Finance Committee”), and a student learning committee (the “Student Learning Committee”) of the Board of Trustees. Subject to Article VI(c)(5), the Board of Trustees may create such additional committees (such committees, together with the Executive Committee, the Audit and Finance Committee and the Student Learning Committee, the “Board Committees”) for any purpose. The Board of Trustees shall designate the members of Board Committees, *provided* that (i) at least one member of the Audit and Finance Committee shall be a “financial expert” within the meaning of item 407(d)(5)(i) of the U.S. Securities and Exchange Commission’s Regulation S-K and (ii) each member of the Audit and Finance Committee must satisfy the requirements for “independence” under the Sarbanes-Oxley Act. The Board of Trustees shall specify at the time of creation of each Board Committee whether such Board Committee is advisory or whether such Board Committee may take binding actions for the Corporation.

2. Executive Committee. The Executive Committee shall meet in intervals between meetings of the Board of Trustees and, subject to Article VI(c)(4), shall transact such business of the Corporation as the Board of Trustees may authorize from time to time.

3. Audit and Finance Committee. The Audit and Finance Committee shall be advisory and shall provide its recommendations to the full Board of Trustees from time to time for review and acceptance by the Board of Trustees. It shall be the responsibility of the Audit and Finance Committee to (a) provide recommendations regarding the appointment of the external auditor for the Corporation; (b) meet with the external auditor prior to commencement of the audit; (c) review and discuss with the external auditor any risk assessment of the Corporation's fiscal operations developed by the auditor; (d) receive and review the draft annual audit report and accompanying draft management letter and, working directly with the external auditor, assist the Board of Trustees in interpreting such documents; (e) make a recommendation to the Board of Trustees on accepting the annual audit report; (f) review every corrective action plan developed by the Board of Trustees; (g) assist in the implementation of such plan; and (h) assist in the oversight of the internal audit function of the Corporation, including, but not limited to, providing recommendations regarding the appointment of the internal auditor for the Corporation, reviewing significant findings and recommendations of the internal auditor, monitoring the Corporation's implementation of such recommendations, and evaluating the performance of the internal audit function.

4. Student Learning Committee. The Student Learning Committee shall be advisory and shall provide its recommendations to the full Board of Trustees from time to time for review and acceptance by the Board of Trustees. It shall be the responsibility of the Student Learning Committee to (i) oversee the development of the School's academic program by the School's professional staff; (ii) review proposed amendments to the academic program from time to time; (iii) develop reporting requirements for the Head of School and other professional staff to the Student Learning Committee; (iv) develop and calibrate the academic achievement goals for the School; (v) receive and review the reports of the Head of School and other professional staff; and (vi) interact with the Head of School and the School's other professional staff in the event the School fails to meet any of its academic achievement goals, and oversee the adoption and implementation of a remediation plan in the event the School fails to meet its academic achievement goals.

5. Minimum Size of Board Committees. A Board Committee shall consist of not fewer than three Trustees, who shall serve at the pleasure of the Board of Trustees, *provided* that there shall be no fewer than five members of the Executive Committee.

6. Authority of Board Committees. The Board of Trustees may delegate to a Board Committee any of the authority of the Board of Trustees, except with respect to: (a) the election of Trustees; (b) filling vacancies on the Board or any Board Committee; (c) the amendment or repeal of By-laws or the adoption of new By-laws; (d) the creation of any Board Committee; (e) making removals from office; (f) granting degrees; and (g) any other matter specified in Section 712(a) of the New York Not-For-Profit Corporation Law.

7. Procedures of Committees. The Board of Trustees 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 Board Committee are governed by the provisions of these By-laws and the New York 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 of any Board Committee, in good faith and with the care an ordinarily prudent person in a like position would exercise under similar circumstances. In carrying out such duties, the Board of Trustees shall take into account the considerations specified in Section 717(a) of the New York Not-For-Profit Corporation Law.

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) 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 Certificate of Incorporation or By-laws, as to matters within its designated authority, *provided* the Trustee believes the Board Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Article VI(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 of Trustees shall exercise the standard of care described above in Article VI(D)(1), and shall comply with all applicable obligations under, and consider among other relevant considerations those factors specified in, Section 552 of the New York Not-For-Profit Corporation Law. Subject to Section 514 of the New York Not-For-Profit Corporation Law, the Board of Trustees may delegate its investment powers to others, *provided* that those powers are exercised within the ultimate direction of the Board of Trustees.

**E. Rights of Inspection.** Each Trustee may inspect and copy all books, records and documents of every kind and inspect the physical properties of the Corporation, *provided* that such inspection and copying (i) is conducted at a reasonable time after reasonable notice, and (ii) shall be subject to the confidentiality obligations set forth in Article VI(G).

**F. Participation in Discussions and Voting; Conflicts of Interest.**

1. Participation in Meetings and Votes. Except as prohibited by law, including Sections 801 through 806 of the New York General Municipal Law, each Trustee may, subject

to Articles III(C)(3) and VI(F)(2), participate in the discussion and vote on all issues before the Board of Trustees or any Board Committee.

2. **Recusal.** A Trustee shall recuse him or herself from the discussion of, and shall not be entitled to vote on, any matter involving such Trustee relating to: (a) any transaction or other conflict of interest between such Trustee (or any affiliate or immediate family member of such Trustee or any entity or association in which such Trustee, affiliate or immediate family member serves as a director or officer or has a significant financial interest), on the one hand, and the Corporation, on the other hand; (b) indemnification of that Trustee uniquely; (c) any determination by the Board of Trustees to appoint such Trustee as an officer of the Corporation in accordance with Article VII; (d) in the case of a Trustee who is also an officer or employee of the Corporation, the compensation or benefit programs in which such person participates in his or her capacity as an officer or employee of the Corporation; or (e) any other matter with respect to which applicable law or the Corporation's code of ethics or conflicts policy would make it impermissible for such person to participate in discussion or approval of such matter. Nothing set forth this Article VI(F)(2) shall be construed to permit the entry by the School into any contract that would give rise to a conflict of interest prohibited under Sections 801 through 806 of the New York General Municipal Law.

**G. Duty to Maintain Confidences.** Each Trustee shall maintain the confidentiality of all actions of the Board of Trustees which are not required by law to be disseminated to the public, including discussions and votes which take place at any executive sessions of the Board of Trustees conducted in accordance with Article V(H), *provided* that this Article IV(G) shall not restrict a Trustee from making disclosures required in connection with any judicial or administrative proceedings (by oral questions, interrogatories, requests for information or documents, subpoena, Civil Investigation Demand or similar process).

**H. Chairperson; Vice Chairperson; Secretary.** The Board of Trustees may elect from among the Trustees a **Chairperson** (hereinafter "Chairperson"), Vice **Chairperson** (hereinafter "Vice Chairperson") and a Secretary (hereinafter the "Secretary").

1. **Chairperson.** The **Chairperson** shall preside at Board of Trustees meetings and shall have the power to convene meetings of the Board of Trustees from time to time in accordance with Article V(F). The **Chairperson** shall have such other powers and perform such other duties as the Board of Trustees may prescribe from time to time.

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

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 of Trustees may direct, a book of minutes of all meetings of the Board of Trustees 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 Certificate of Incorporation and By-laws, and all amendments thereto; (c) have the power to convene meetings of the Board of Trustees from time to time in accordance with Article V(F); and (d) have such other powers and perform such other duties as the Board of Trustees may prescribe from time to time.

4. No Casting Vote. No Trustee serving as Chairperson, Vice Chairperson or Secretary shall have a casting vote at any meeting of the Board of Trustees or any Board Committee.

## **ARTICLE VII: OFFICERS**

**A. Officers**. The Board of Trustees may appoint such officers of the Corporation as the Board of Trustees deems advisable. For the avoidance of doubt, any Trustee may serve as an officer of the Corporation if so appointed by the Board of Trustees, *provided* that the Chairperson may not act as Treasurer (as defined below) of the Corporation.

**B. Head of School**. In the event the Board of Trustees so determines, the Board of Trustees may designate an officer who shall serve as head of the School (such officer, in such capacity, the "Head of School").

**C. Treasurer**. In the event the Board of Trustees so determines, the Board of Trustees may designate an officer who shall be assigned responsibility for managing the Corporation's finances (such officer, in such capacity, the "Treasurer"). The Treasurer shall: (i) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (ii) make the books of account available at all times for inspection by any Trustee; (iii) deposit or cause the deposit of the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board of Trustees designates; (iv) disburse or cause the disbursement of the Corporation's funds as the Board of Trustees directs; (v) render or cause to be rendered to the Chairperson and the Board of Trustees, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (vi) prepare or cause the preparation of the Corporation's financial statements and any reports on financial issues required by law, any agreement or as directed by the Board of Trustees; and (g) have such other powers and perform such other duties as the Board of Trustees may prescribe.

**D. Term of Office; Removal**. Each officer serves at the pleasure of the Board of Trustees, holding office until resignation, removal or disqualification from service, or until his or her successor is elected. Any officer may be removed by the Board of Trustees at any time, with or without cause.

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

No Trustee shall be personally liable for the Corporation's debts, liabilities or other obligations.

## ARTICLE IX: INDEMNIFICATION; INSURANCE

### A. Indemnification.

1. The Corporation shall indemnify each person made, or threatened to be made, a party to any action or proceeding, other than one by or in the right of the Corporation to procure a judgment in its favor, whether civil or criminal, by reason of the fact that such person or such person's testator or intestate is or was a Trustee or officer of the Corporation, or serves or served at the request of the Corporation on any other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, against all judgments, fines, penalties, amounts paid in settlement and reasonable expenses, including reasonable attorneys' fees, actually and necessarily incurred as a result of such action or proceeding, or any appeal therein, *provided* that such officer or Trustee acted in good faith for a purpose which he or she reasonably believed to be in (or, in the case of service to any other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise, not opposed to) the best interests of the Corporation, and, in criminal actions or proceedings, in addition, had no reasonable cause to believe that his conduct was unlawful; and *provided, further*, that no such indemnification shall be required with respect to any settlement or other non-adjudicated disposition of any threatened or pending action or proceeding unless the Corporation has given its prior consent to such settlement or other disposition.

2. The Corporation shall indemnify any person, as above provided, in connection with an action by or in right of the Corporation to procure a judgment in its favor, except that no such indemnification shall be made in respect of (i) a threatened action or a pending action which is otherwise disposed of, or (ii) any claim, issue or matter as to which such person shall have been adjudged liable to the Corporation, unless, and only to the extent that, the court in which the action was brought or, if no action was brought, any court of competent jurisdiction, determines upon application that, in view of all the circumstances of the case, the person is fairly and reasonably entitled to indemnity for such portion of the settlement amount and expenses as the court deems proper.

3. The Corporation shall advance or promptly reimburse, upon request, any person entitled to indemnification hereunder for all expenses, including attorneys' fees, reasonably incurred in defending any action or proceeding in advance of the final disposition thereof upon receipt of an undertaking by or on behalf of such person to repay such amount if such person is ultimately found not to be entitled to indemnification or, where indemnification is granted, to the extent the expenses so advanced or reimbursed or allowed by the court exceed the amount to which such person is entitled; *provided, however, that* such person shall cooperate in good faith with any request by the Corporation that common counsel be utilized by the parties to an action or proceeding who are similarly situated unless to do so would be inappropriate because of actually or potentially differing interests between or among such parties.

4. Nothing herein shall limit or affect any right of any person otherwise than hereunder to indemnification or expenses, including attorneys' fees, under any statute, rule, regulation, certificate of incorporation, by-law, insurance policy, contract or otherwise.

5. In case any provision in this Article shall be determined at any time to be unenforceable in any respect, the other provisions shall not in any way be affected or impaired thereby, and the affected provision shall be given the fullest possible enforcement in the circumstances, it being the intention of the Corporation to afford indemnifications and advancement of expenses to its directors and officers, acting in such capacities or in the other capacities mentioned herein, to the fullest extent permitted by law.

6. A person who has been successful, on the merits or otherwise, in the defense of a civil or criminal action or proceeding of the character described in the first two clauses of this Article IX shall be entitled to indemnification as authorized in such clauses. Except as provided in the preceding sentence and unless ordered by a court, any indemnification under this Article IX(A) shall be made by the Corporation if, and only if, authorized in the specific case:

(1) By the Board of Trustees acting by a quorum consisting of Trustees who are not parties to such action or proceeding (“disinterested trustees”) upon a finding that the Trustee or officer has met the standard of conduct set forth in the first, and pursuant to the second, clause of this Article IX(A), or,

(2) If a quorum under subparagraph (1) is not obtainable or, even if obtainable, a quorum of disinterested trustees so directs, by the Board of Trustees upon the opinion in writing of independent legal counsel that indemnification is proper in the circumstances because the standard of conduct set forth in this Article IX(A) has been met by such director or officer.

**B. Insurance.**

1. The Corporation shall have the power to purchase and maintain insurance (i) to indemnify the Corporation for any obligation which it incurs as a result of the indemnification of directors and officers under the provisions of Article IX, (ii) to indemnify Trustees and officers in instances in which they may be indemnified by the Corporation under the provisions of Article IX, and (iii) to indemnify Trustees and officers in instances in which they may not otherwise be indemnified by the Corporation under the provisions of Article IX, *provided that*, in this latter case, all legal requirements are met with regard to the contract of insurance.

2. No insurance so purchased and maintained may provide for any payment, other than the cost of defense, to or on behalf of any Trustee or officer (i) if a judgment or other final adjudication adverse to the insured director or officer establishes that his or her acts of active and deliberate dishonesty were material to the cause of action so adjudicated, or that the person personally gained in fact a financial profit or other advantage to which he or she was not legally entitled, or (ii) in relation to any risk the insurance of which is prohibited under New York insurance law.

**C. Conditions for Indemnification and Insurance.** Notwithstanding anything herein to the contrary, in no case shall the Corporation indemnify, reimburse, or insure any person for any taxes imposed on such individual under Chapter 42 of the Internal Revenue Code of 1986, as amended (the “Code”). Further, if at any time the Corporation is deemed to be a

private foundation within the meaning of section 509 of the Code, then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or taxable expenditure, as defined in Section 4941(d) or 4945(d), respectively, of the Code. Moreover, the Corporation shall not indemnify, reimburse, or insure any person in any instance where such indemnification, reimbursement, or insurance is inconsistent with Section 4958 of the Code, any other provision of the Code applicable to corporations described in Section 501(c)(3) of the Code, the New York Not-for-Profit Corporation Law, or any other applicable law.

## **ARTICLE X: Provisions Affecting Directors and Officers**

### **A. Interested Directors and Officers.**

1. Except as otherwise required by law, including Sections 801 through 806 of the New York General Municipal Law, no contract or other transaction between the Corporation and one or more of its Trustees or officers, or between the Corporation and any other corporation, firm, association or other entity in which one or more of its Trustees or officers are directors or officers, or have a substantial financial interest, shall be either void or voidable for this reason alone, irrespective of whether such interested Trustee or Trustees or officer or officers are present at a meeting of the Board of Trustees, or of a committee thereof, which authorizes such contract or transaction and irrespective of whether his or their votes are counted for such purpose. In the absence of fraud, any such contract or transaction may, except as prohibited by law, including Sections 801 through 806 of the New York General Municipal Law, be conclusively authorized or approved as fair and reasonable by the Board of Trustees or a duly empowered committee thereof by vote sufficient for such purpose without counting the vote or votes of such interested Trustee or officer (although he or they may be counted in determining the presence of a quorum at the meeting which authorizes or approves such contract or transaction), if the material facts as to such Trustee's or officer's interest in such contract or transaction and as to any such common directorship, officership or financial interest are disclosed in good faith or known to the Board of Trustees or Board Committee, as the case may be.

2. If there was no such disclosure or knowledge, or if the vote of such interested Trustee or officer was necessary for the authorization of such contract or transaction at a meeting of the Board of Trustees or Board Committee at which it was authorized, the Corporation may void the contract or transaction unless the party or parties thereto establish affirmatively that the contract or transaction was fair and reasonable as to the Corporation at the time it was authorized by the Board of Trustees or Board Committee and the entry into the contract or transaction was legally permissible, including under Sections 801 through 806 of the New York General Municipal Law.

**B. Loans to Directors and Officers.** No loans, other than through the purchase of bonds, debentures or similar obligations of the type customarily sold in public offerings, or through ordinary deposit of funds in a bank, shall be made by the Corporation to its Trustees or officers, or to any other corporation, firm, association or other entity in which one or more of its

Trustees or officers are directors or officers or hold a substantial financial interest. A loan made in violation of this paragraph shall be a violation of the duty to the Corporation or of the Trustees or officers authorizing it or participating in it, but the obligation of the borrower with respect to the loan shall not be affected thereby.

**C. Conditions for Loans or Other Transactions.** This Article shall, in no event, be construed to authorize any act of self-dealing within the meaning of § 4941 of the Code, or any other act expressly prohibited by the Code, the New York Not-for-Profit Corporation Law, the New York General Municipal Law, or any other applicable law.

**D. Limitation of Trustee's Liability.**

1. A Trustee shall have no liability to the Corporation for breach of duty if such breach did not: (A) involve a knowing and culpable violation of law by the Trustee; (B) enable the Trustee to receive an improper personal economic gain; (C) show a lack of good faith and conscious disregard for the duty of the Trustee to the Corporation under circumstances in which the Trustee was aware that his or her conduct or omission created an unjustifiable risk of serious injury to the Corporation; or (D) constitute a sustained and unexcused pattern of inattention that amounted to an abdication of the Trustee's duty to the Corporation.

2. Any repeal or modification of this Section shall not adversely affect any right or protection of a Trustee of the Corporation existing at the time of such repeal or modification.

**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 By-laws, the Board of Trustees 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 the Board of Trustees' resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairperson of the Board of Trustees, the Head of School, or Treasurer. In addition, the Board of Trustees may appoint additional employees of the Corporation as its designees to sign checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness, within the limits of specific financial policies and procedures to be approved by the Board of Trustees.

**D. Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the New York Not-for-

Profit Corporation Law and the New York Education Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these By-laws 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 By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

**E. Conflicts of Interest.** Any Trustee, officer, or Board Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board of Trustees or Board 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 Board of Trustees or the Board Committee, as the case may be, to which such disclosure is made shall thereupon determine, by vote of a majority of its members (other than any member disclosing such matter), whether the disclosure indicates that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, Article VI(F)(2) shall apply. No such person shall use his or her personal influence on any Trustee voting on any such matter. 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 of Trustees 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 Certificate of Incorporation and Law.** Whenever any provision of the By-laws is in conflict with the provisions of the Certificate of Incorporation, the provisions of the Certificate of Incorporation shall control. Whenever any provision of the By-laws is in conflict with provisions of applicable law, the provisions of applicable law shall govern and control, including the New York Open Meeting Law.

## **ARTICLE XII: AMENDMENT**

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

**CERTIFICATE OF THE SECRETARY**

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

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

**Attachment 5C: Code of Ethics**

1. The Board of Trustees (the “Board”) shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the New York Education Law, the New York Not-for-Profit Corporation Law, the New York General Municipal Law, the Corporation’s Certificate of Incorporation and the Corporation’s By-laws.
2. *Gifts:* Other than solicitation of donations to the Corporation or another not-for-profit entity for the benefit of the School, a Trustee, officer or employee shall not directly or indirectly solicit any gifts from any person associated with the School in any capacity including, without limitation, any student or prospective student, any employee or prospective employee or any supplier, contractor or other contractual counterparty or prospective supplier, contractor or other contractual counterparty. A Trustee, officer or employee shall not accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a 12-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.
3. *Confidential information:* A Trustee, officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties. A Trustee, officer or employee shall not use any confidential information acquired by him or her in the course of his or her official duties to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not. Notwithstanding the foregoing, the provisions of this paragraph shall not restrict any Trustee, officer or employee from making any disclosure required by law including, without limitation, in connection with any judicial or administrative proceedings (by oral questions, interrogatories, requests for information or documents, subpoena, Civil Investigation Demand or similar process).
4. *Representation before the Board:* A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
5. *Representation before the Board for a contingent fee:* A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the Corporation with respect to such matter, *provided that* this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
6. *Disclosure of interest in matters before the Board:* A Trustee, officer or employee of the Corporation, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. 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. The term "interest" means a pecuniary or material benefit accruing to an officer or employee. In addition, any Trustee, officer, or employee representing any not-for-profit entity proposing to do business with the Corporation (whether or not for compensation) shall disclose the nature and extent of such person's relationship with such not-for-profit entity.

7. *Investments in conflict with official duties:* A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
8. *Private employment:* A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
9. *Future employment:* A Trustee, officer or employee shall not, after the termination of service or employment with the Corporation, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the Corporation on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.
10. *Trustees' Recusal:* Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as provided under Article VI(F) of the Corporation's By-laws with respect to matters relating to: (a) any transaction or other conflict of interest between such Trustee (or any affiliate or immediate family member of such Trustee or any entity or association in which such Trustee, affiliate or immediate family member serves as a director or officer or has a significant financial interest), on the one hand, and the Corporation, on the other hand; (b) indemnification of that Trustee uniquely; (c) any determination by the Board of Trustees to appoint such Trustee as an officer of the Corporation; (d) in the case of a Trustee who is also an officer or employee of the Corporation, the compensation or benefit programs in which such person participates in his or her capacity as an officer or employee of the Corporation; or (e) any other matter with respect to which applicable law or the Corporation's code of ethics or conflict policy would make it impermissible for such person to participate in discussion or approval of such matter.
11. *Self-Dealing Transactions:* A Trustee, officer or employee shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transactions" means a transaction to which the Corporation is a party and in which one or more of the Trustees, officers or employees, as the case may be, has a material financial interest. Notwithstanding this definition, the following transaction shall be deemed not to be self-dealing transaction: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees, officers or employees, or their families, because they are in a class of persons intended to be benefited by the program.
12. *Disclosure of conflicts of interest:* Any actual or potential conflict of interest occurs when a Trustee, officer, or employee is in a position to influence a decision that may result in a personal gain for said Trustee, officer, or employee or in a gain for a relative of person with

whom said Trustee, officer, or employee has a close personal relationship as a result of a business dealing with the Corporation. In the case of an employee, any such conflict of interest must be immediately reported to the Head of School. If the party with the potential conflict of interest is the Head of School, he or she shall report it to the Chairman of the Board. In the case of an officer or Trustee, the potential conflict of interest must be reported immediately to the Chairman of the Board. If the party with the potential conflict of interest is the Chairman, he or she shall report it to the Vice Chairman.

13. *Political campaigns.* Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
14. *Behavioral conduct.* Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
  - Theft or inappropriate removal or possession of property belonging to the Corporation or otherwise used by the School
  - Falsification of documents
  - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
  - Use of tobacco or tobacco products on School grounds
  - Insubordination or other disrespectful conduct
  - Violation of safety or health rules
  - Sexual or other unlawful or unwelcome harassment
  - Excessive absenteeism or any absence without notice

All Trustees, officers, and employees of the Corporation will be given a copy of the code of ethics upon commencement of their association with the Corporation.

## Attachment 8A: Hiring and Personnel Policies and Procedures

With Unity Prep’s proposed founding Board of Trustees and Advisory Board in place and with three of the school’s key leadership positions—the Head of School, Director of Curriculum, Instruction & Assessment, and Director of Culture & Enrichment—proposed to be assumed by members of the founding team, the school will be well positioned to fill its remaining leadership and administrative roles, as well as recruit and identify top teachers who fully understand and are committed to Unity Prep’s mission, vision, goals, educational philosophy, and programs.

### Recruitment of Administrators

Unity Prep’s Hiring Committee, led by the Head of School and initially comprised of the Director of Curriculum, Instruction & Assessment, the Director of Culture & Enrichment, and select members of the Advisory Board with expertise in student support services and school operations, will recruit, interview, and hire a Director of Support Services and Director of Operations.<sup>1</sup> In recruiting individuals for these key positions, the Hiring Committee will rely primarily on connections with organizations such as Education Pioneers and the Harvard Graduate School of Education (HGSE)’s School Leadership Program to connect with potential candidates. In addition, the New York City Charter School Center, the Center for Educational Innovation, and the New York Charter School Association will also be critical in connecting the Hiring Committee with qualified candidates for these roles. With the exception of the school’s custodians, administrative assistant, and technology coordinator, Unity Prep teachers with expertise in relevant areas will fill the school’s other administrative positions, such as the Mentoring Coordinator or Learning Support Coordinator.

### Recruitment and Retention of Teachers

Unity Prep will offer a new and attractive career path for teachers to advance their craft and assume new titles and responsibilities while remaining in the classroom as practitioners. Teachers will receive generous recognition for their positive contributions to the school and its students (See *Evaluation* for further details on Unity Prep’s innovative Teacher Career Advancement System).

The school’s multifaceted teacher development program will promote individual, team, and school-wide professional development and offer ample opportunities and supports to teachers in realizing their potential as educators (See *Professional Development* for further details on Unity Prep’s teacher development program). These innovations, coupled with a manageable workload of having only one core-content course to prepare for each day and teaching that course multiple times daily, ample resources including year-long curriculum plans, essential technology (which will expand as the school grows), and adequate time to collaborate and co-plan with colleagues, will make Unity Prep a unique and sought-after professional setting in which teachers will conduct their best work to promote student learning.

The Hiring Committee will actively pursue teacher candidates who possess the qualifications listed below under *Description, Responsibilities, and Qualifications for Key Staff Positions*.<sup>2</sup>

<sup>1</sup> This committee will expand to include representatives from Unity Prep’s teaching faculty, two parent representatives and two student representatives as of the school’s first year of operation.

<sup>2</sup> Subject to the limitations under NYS Education Law, the school may employ non-certified teachers who meet the

In spreading the word about the school's unique career advancement and professional development systems and in recruiting talented teacher candidates who meet or exceed these criteria, Unity Prep's Hiring Committee will look to existing relationships with a number of teacher education and residency programs including the MATCH Teacher Residency Program, New York City Teaching Fellows Program, Teach for America, Teachers College – Columbia University, the Relay Graduate School of Education, and the Harvard Graduate School of Education's Teacher Education Program. In addition, the Hiring Committee will post job descriptions in local and national media including Education Week and the Education Life section of *The New York Times*, and websites such as *New York Teachers.net*, *SchoolSpring.com*, and *Teachers Support Network*. Moreover, school leaders will attend recruiting events, teacher job fairs, tutoring centers, and professional development conferences to connect with promising candidates in the late fall and winter of each year. In doing so, school leaders will be well positioned as of the early spring to begin the formal hiring process for the upcoming school year.

### Hiring of Administrators and Teachers

Teachers meeting or exceeding the criteria outlined above will be selected through a four-stage process. The process for hiring the Director of Support Services and Director of Operations will be similar; however, the screening and interviewing of candidates for these positions will focus on the qualifications specified in the job descriptions listed in the following section.

The four stages of Unity Prep's hiring process will be as follows:

1. **Screening:** All candidates will submit a letter of interest and a resume/Curriculum Vitae to Unity Prep via an online employment application. Candidates will also be required to submit a list of five references and will provide Unity Prep with consent to contact those references. Following a successful in-person interview, the Hiring Committee will discuss the candidate with each reference. The Hiring Committee will also contact all former employers who are listed on the candidate's resume but not listed as a reference. In addition, the hiring committee may require background checks for all candidates, including a fingerprint screening process.
2. **Review of Sample Lesson/Lesson Plan/Unit Plan:** Select candidates will be asked to provide a recently videotaped lesson that takes place during one full class period. When possible, members of the Hiring Committee will visit the candidate's school to observe the candidate teaching. The lesson will be assessed using the rubric Unity Prep uses in evaluating its own teachers. Candidates will provide both the lesson plan and unit plan corresponding to the lesson observed.
3. **Interviews:** A subset of candidates who submit sample lessons will be invited for in-person interviews. In the school's start-up year, the candidate will meet with members of the Hiring Committee<sup>3</sup> and teach a live, sample lesson to a mock class<sup>4</sup> followed by a debrief involving reflective discussion of the lesson between the candidate and the Hiring Committee in which

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school's hiring criteria. In accordance with the Individuals with Disabilities Education Act (IDEA), all teachers providing instruction to students with disabilities (as identified by the CSE) will be NYS-certified in special education.

<sup>3</sup> Candidates may also meet with fellow teachers and students during this stage.

<sup>4</sup> Candidates will teach their sample lesson to actual Unity Prep students once the school is in operation.

candidates will have an opportunity to hear and respond to feedback from the sample lesson. In some instances, a second-round, in-person interview with candidates may be requested. The interview process is designed to help the Hiring Committee determine whether a candidate will be able to flourish in and contribute to Unity Prep's unique culture and environment.

4. **Offering Employment:** Unity Prep will offer employment by telephone followed by a formal letter. The letter will include the following: a) job title or position/designation offered; b) salary and benefits offered; c) instructions to accept or decline the job offer; and d) where appropriate, a restatement that the employment will be at-will. For each candidate to whom an offer of an employment is being made, the school will determine, based on the candidate's experience, demonstrated effectiveness, and expertise as a classroom teacher and a contributing member of a school community, the level in the school's T-CAS (and the corresponding salary) that will apply to such candidate. (See *Evaluation* for the range of base salaries for each designation, a sample summary of the competencies demonstrated by each respective designation, and the information regarding the evaluation of teachers in demonstrating these competencies).

## Description, Responsibilities, and Qualifications for Key Staff Positions

### Head of School

#### Description:

The Head of School is responsible for ensuring that the school's mission and yearly goals are achieved and that the terms of the school's charter are met. The Head of School oversees the day-to-day management and implementation of all school functions including, but not limited to, teaching & learning, financial management, operations, school climate, human resource management including hiring and performance evaluations, family & community relations, school safety, facilities and compliance with all state and authorizer requirements. The Head of School reports directly to the Unity Prep's Board of Trustees.

#### Responsibilities:

- Lead the development and articulation of the school's mission and vision and to all key stakeholders
- Act as an educational leader, supervisor and evaluator of staff, the developer and evaluator of programs for all students and the coordinator of curriculum and services
- Oversee faculty and staff recruitment, selection, development, evaluation, supervision, retention, and, when necessary, dismissal
- Ensure compliance with the school's approved charter, board policies, authorizer regulations, and with all local, state, and federal policies and regulations
- Build and maintain open channels of communication with parents, students, Unity Prep's staff, the community and Unity Prep's authorizer regarding progress towards the achievement of Unity Prep's goals and objectives and other school accomplishments as well as school practices and policies
- Develop and maintain relationships with the NYS Education Department, State Charter School Office, and National Charter School Network

#### Qualifications:

- An understanding of and commitment to Unity Prep's mission, vision, goals, educational

- philosophy and programs, as described in the school's charter
- Master's degree is required
  - Prior school administrative experience or other relevant leadership experience.
  - At least five years working in classroom and three years coaching educators
  - Demonstrated success in improving student outcomes
  - Knowledge and expertise in managing and analyzing data to inform instruction
  - Strong written and oral communication skills
  - Experience working with academic and operational staff and with diverse populations of students, parents, and families
  - An understanding of relevant laws and regulations and experience in legal/regulatory compliance
  - An understanding of the purpose and structure of charter schools in New York State

### **Biography of Prospective School Leader**

Josh Beauregard has been identified as Unity Prep's founding Head of School. Mr. Beauregard has proven effective as a high school teacher in the New York City public education system. He has extensive experience in developing teachers as both a coach and advisor. He has been formally trained as a secondary school leader through the Harvard Graduate School of Education's School Leadership Program and has assumed a host of prominent roles in several of the nation's most renowned charter schools and Charter Management Organizations, including the Media and Technology Charter High School (MATCH), the Community Charter School of Cambridge (CCSC), the Harlem Children Zone's Promise Academies, and the Knowledge is Power Program (KIPP). Through his work in schools, his work as an educational consultant with SchoolWorks LLC, as well as in his research as a doctoral student at Harvard University's Graduate School of Education, Mr. Beauregard has developed, piloted, implemented, and evaluated myriad school-based programs. As one of the school's founders, Mr. Beauregard's vision for an exemplary school is intimately connected with the tenets of Unity Prep's model. All of this makes Mr. Beauregard the ideal person to lead the school at inception and to ensure that Unity Prep fully realizes its mission.

### **Teacher**

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#### **Description:**

Unity Prep teachers are entrusted with providing high-quality instruction for students, promoting their social and emotional development, and empowering them to succeed as both citizens and scholars.

#### **Responsibilities:**

- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks, and state learning standards
- Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts
- Utilize rigorous and developmentally appropriate curricula, instructional materials, and strategies to present students with new skills, concepts, and knowledge
- Administer, collect, and analyze qualitative and quantitative data gathered from a variety of assessments on each student

- Analyze data from student assessments individually and with colleagues, administration, or students' families in order to inform his or her work, modify practices, re-teach content and skills as necessary, and increase student achievement
- Collaborate with administrators, specialists and other colleagues in designing, reviewing, aligning standards, and executing lessons, including participating in collaborative planning and, as appropriate, peer review of standards-aligned learning experiences
- Collaborate with special education teachers to implement Individualized Educational Programs for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the Unity Prep community
- Collaborate with ELL Coordinator to support English Language Learners/Limited English Proficient student programming to ensure that they achieve academically at high levels and are fully included in the Unity Prep community
- Build relationships with families of Unity Prep students through frequent communication about students' progress and ways that families can support their children's learning
- Create and sustain a positive, effective, and rigorous classroom/community environment, including celebrating student work and accomplishments on a daily basis, following up and through with student discipline issues, and maintaining Unity Prep's high scholarship and citizenship expectations for students
- Maintain an open classroom environment to allow for observational feedback and ongoing professional development
- Strive to improve her/his own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction, and to generally increase his/her effectiveness in the classroom and in Unity Prep community
- Model professionalism behavior at all times by attending all relevant meetings, meeting assigned deadlines, maintaining timely, constructive, and professional communication with fellow community members, and adhering to staff policies

**Qualifications:**

- Understanding of and commitment to Unity Prep's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- A proven track record promoting student learning as an upper elementary, middle, or high school teacher over multiple years
- An acumen for actively engaging students in their own learning, academically and non-academically
- Demonstrably strong organizational and classroom/course management skills
- Experience working with diverse populations of students, parents and families, and in differentiating instruction to fully support the needs of diverse learners
- Fulfills all NCLB "highly qualified" requirements and appropriate NYS certifications and possesses strong content knowledge as demonstrated by a undergraduate/advanced degrees and/or professional experience in their content area
- Strong communication skills and experience working collaboratively in team settings
- A demonstrated openness and responsiveness to constructive feedback and a commitment to continuous improvement through professional development at the individual, group, and whole-school levels

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**Special Education Teacher**

**Description:**

Unity Prep special education teachers are entrusted with providing high-quality instruction for students with disabilities, promoting their social and emotional development, and empowering them to succeed as both citizens and scholars. The primary focus of the special education teacher(s) is to provide special education students with full access to academic content through effective differentiation and support and to ensure compliance with all appropriate policies regarding special education services.

**Responsibilities:**

- Conduct ongoing training for regular and other special education teachers and instructional staff in coordination with the Director of Support Services, regarding inclusive education practices, curriculum modifications, and behavior interventions for special needs students in general education classrooms
- Assist teachers in adapting and modifying curriculum for special needs students, and providing modified curriculum and resources as needed by classroom teachers
- Assist teachers with developing reports, behavioral schedules and social skills curriculum for special needs students in general education classrooms
- Model teaching strategies and techniques for teachers regarding special needs students in general education classrooms
- Provide resource room instruction to students whose IEPs require instructional time outside of an inclusion setting
- Provide consultation and support for parents of special needs students in general education classroom and help to facilitate positive collaboration between parents and teachers
- Confer frequently with the district of residence special education support staff and administrators to provide needed services regarding inclusive education practices
- Participate in IEP meetings with school staff and the parents of students with special needs as required

**Qualifications:**

- An understanding of and commitment to Unity Prep’s mission, vision, goals, educational philosophy and programs, as described in the school’s charter
- Minimum Bachelors Degree in Special Education and appropriate state certification as a special education teacher, along with any other credentialing required
- Knowledge of special education laws and requirements
- At least two years of experience in classroom teaching experience with students with special needs preferred
- Knowledge of the principles, practices, and trends impacting inclusion programs; organization, planning, and program evaluation strategies; techniques and procedures regarding curriculum and instruction design and delivery systems for both special education and core curriculum; human relationships, conflict resolution strategies and procedures; and team building methods and techniques

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**English Language Learner (ELL) Coordinator**

**Description:**

Unity Prep’s ELL Coordinator will ensure high-quality instruction for ELL/LEP students through small-group interventions and push-in services in students’ general education classroom.

The ELL Coordinator will also provide professional development to classroom teachers and service providers to help them develop and implement instructional strategies for ELL/LEP students.

**Responsibilities:**

- Coordinate program for ELL/LEP students, including providing direct and indirect instruction to ELL/LEP students on a push-in and pull-out basis
- Engage in long- and short-term planning addressing individual needs of ELL/LEP students
- Provide an inviting, engaging, and innovative learning environment for ELL/LEP students and establish and maintain effective and appropriate classroom management procedures.
- Evaluate ELL/LEP students' progress on an ongoing basis including ensuring that Home Language Survey, LAB-R, and NYSESLAT are administered properly and establishing protocols for ensuring effective use of Sheltered Instruction Observation Protocol (SIOP) methodology in classrooms
- Prepare written reports accurately and communicate and consult effectively with parents, students, teachers and administrators
- Serve as advisors to ELL/LEP students and their families
- Collaborate with classroom teachers to utilize, develop, and infuse developmentally appropriate SIOP techniques, engaging curricula, and instructional materials in order to ensure equal access for ELL/LEP students
- Use student data on an ongoing basis to assess, to plan/modify instruction, and to monitor student learning
- Work with content-area teachers to modify curriculum and materials where necessary to meet the needs of the ELL/LEP students
- Cooperate with the Director of Support Services and Director of Curriculum, Instruction & Assessment and comply with school rules regarding privacy of student records and information
- Perform such additional tasks and assuming such additional responsibilities as are assigned by the Director of Support Services or Head of School and are consistent with the goals and objectives of the position

**Qualifications:**

- An understanding of and commitment to Unity Prep's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- A Bachelor's degree or higher in addition to all appropriate state certifications
- Two years experience as an ESL teacher, preferably in a middle school setting
- An understanding and knowledge of ESL techniques and strategies for different levels of language acquisition for English language learners, especially the SIOP model
- Demonstrated ability to employ various teaching methodologies to accommodate different learning styles and modalities and to differentiate instruction to meet the needs of individual students and small groups
- Demonstrated ability to communicate and work effectively with parents, community members, and colleagues
- Demonstrated ability to evaluate assessments and other measures of student achievement, develop appropriate and timely goals, and willingness to be held accountable for student results

- Dedicated to continuous improvement and learning through on-going professional development
- Bilingual (English/Spanish) preferred
- Experience with oral language assessments, LAB-R, and NYSESLAT

## **Director of Support Services**

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### **Description:**

As an expert in serving students with special needs, Unity Prep's Director of Support Services oversees the school's special services including, but not limited to, implementing students' Individualized Education Programs (IEPs) and coordinating all related services and modifications of curricula with the school's Director of Curriculum, Instruction & Assessment. In addition to working closely with the Director of Curriculum, Instruction & Assessment, the Director of Support Services also works closely with Unity Prep's Director of Culture & Enrichment in ensuring the appropriate support of students' individual needs inside and outside of school. The Director of Support Services reports directly to Unity Prep's Head of School.

### **Responsibilities:**

- Oversee special education and related services, programs, and grants
- Ensure Unity Prep's compliance with state and federal laws and regulations
- Supervise and evaluate special education teachers and learning specialists
- Provide support, coaching, mentoring, and guidance for general education and special education teachers and learning specialists
- Provide general education teachers, special education teachers, and learning specialists with information and professional development that reflects up-to-date special education policies, laws, and regulations
- Assist with recruiting, screening, hiring, assigning, and training special needs staff
- Assist with the development of the support services budget and management of resources
- Ensure compliance with and implementation of all IEP and 504 plans, including all reviews and modifications of academic and behavior goals
- Request new goals from teachers and related service providers
- Ensure that IEPs and 504s are current and that all service providers have current copies
- Update IEP and 504 information in Powerschool as needed and/or on a monthly basis.
- Prepare reports accurately and submit them in a timely fashion
- Maintain a secure and confidential system for student records in compliance with all applicable laws
- Act as primary liaison with Committee on Special Education for students' districts of residence and attend all relevant meetings
- Coordinate all special services with DOE/CSE
- Manage the identification of students with special needs, coordinating testing and referrals for evaluation
- Serve as coordinator for Student Support Team
- Coordinate long and short-term planning and goal-setting for students with disabilities through ongoing collaboration with all special and general education staff
- Evaluate progress of students with disabilities towards established goals
- Serve as an advocate for students as well as a liaison between school and home when appropriate

- Serve as point person for all vendors and providers of special services

**Qualifications:**

- An understanding of and commitment to Unity Prep’s mission, vision, goals, educational philosophy and programs, as described in the school’s charter
- Master’s degree is required
- Extensive knowledge of the provisions of IDEA, Section 504, and other applicable special education legislation
- Appropriate state certification as a special education teacher and any other required credentials
- Prior school administrative experience or other relevant leadership experience
- At least five years working in classroom and three years coaching educators, preferably in urban schools and/or communities
- Three years of prior experience in special education, preferably in an urban setting.
- Demonstrated success in improving student outcomes
- Ability to communicate and work effectively with parents
- Ability to evaluate tests and measures of achievement
- Willingness to participate in professional development of special education practices

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**Director of Operations**

**Description:**

Unity Prep’s Director of Operations is responsible for the successful and efficient operation of the school’s non-instructional aspects. This includes managing the school’s student record and enrollment systems, food and transportation services, facility, and general scheduling and programming as well as overseeing the school’s financial management. While the Director of Operations will report directly to the Head of School, s/he will have regular contact with the school’s contracted financial consultant (or Finance Manager as of year 3), and the Board, particularly the Audit and Finance Committee.

**Responsibilities:**

- Maintain and update student information and records in the areas of academics, personal contact info, health and emergency info, and parental permission, using state-required database and school database
- Manage all aspects of the student enrollment in accordance to State law, including application, lottery, waitlist, transfer, and withdraw processes
- Oversee the school’s food services program, including managing food services vendor and related documentation, invoicing and reporting, and ensuring compliance with Department of Health standards, as it pertains to food services
- Manage student transportation via bus and other modes of transportation for arrival, dismissal and field trips
- Oversee maintenance of the school facility including repairs and maintaining adequate supplies
- Direct the school’s emergency exit procedures and schedules and logs fire alarms, in accordance with laws
- Schedule and coordinates coverage/substitutes, tracks sick leave, vacation and personal days
- Recruit, hire, and train administrative and operations personnel, including technology, maintenance, and administrative assistant personnel—in coordination with the Head of

- School. Conduct annual performance evaluations of administrative & operations personnel
- Plan, organize, and direct all day-to-day fiscal operations of Unity Prep
- Work with the contracted financial consultant/Finance Manager and the Board's Audit and Finance Committee, outside auditors, and charter authorizer to address operational improvements and recommend actions identified as part of the annual audit
- Submit periodic financial reports prepared by the Finance Manager to Audit and Finance Committee and Board of Trustees and submit all financial reports required by the authorizer
- Monitor legislative and policy developments related to fiscal operations, including analysis thereof for legal and administrative compliance.
- Assure that the charter school meets specifically assigned ongoing and annual operational and financial objectives
- Review and advise on all reports that have financial implications and assist with developing and monitoring the charter school's annual budget
- Assist in the completion of Unity Prep's annual reports and in the charter renewal process
- Oversee technology needs and operation and establish strong systems for data management (e.g. enrollment and admissions procedures and records; attendance procedures and records)
- Develop recommendations regarding human resources policies and report such recommendations to the Head of School and the Board
- Develop and maintaining Unity Prep's operational plan and supervising and supporting all compliance-related reporting
- Oversee operations in a manner consistent with all applicable local, State, and Federal statutes and in compliance with the organization's by-laws, policies and procedures
- Develop, implement, and modify, as necessary, Unity Prep's student recruitment and outreach plan in collaboration with the Head of School
- Attend board meetings and work with board members and committees, as required or requested, to implement policies
- Perform other operations-related tasks consistent with the goals and objectives of this position

**Qualifications:**

- An understanding of and commitment to Unity Prep's mission, vision, goals, educational philosophy and programs, as described in the school's charter
- Bachelor's degree in accounting, finance, business management, organizational management and/or a closely related field; Master's degree in finance preferred
- At least two years experience in financial management, preferably in an educational environment and/or at least two years experience in an operational capacity in an educational environment
- Knowledge of relevant Education Codes and related laws and regulations, particularly those sections covering school finance requirements, accounting procedures, the audit process, and school operations. Familiarity with appropriate government programs and grants preferred
- Prior successful experience with principles, practices, and methods of financial management, budget preparation, and control
- Working knowledge of computer applications including accounting software, spreadsheets, databases, and word processing
- Excellent writing and verbal communication skills, and demonstrated ability to communicate effectively to diverse audiences including Trustees, administrators, teachers, parents,

- students, vendors, and community-based resources
- Knowledge of and experience with school facilities

## **Director of Curriculum, Instruction & Assessment**

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### **Description:**

The Director of Curriculum, Instruction & Assessment is the co-instructional leader of the school and is responsible for supporting the Head of School in ensuring that Unity Prep provides students with the skills, knowledge, and experiences necessary for academic success. The Director of Curriculum, Instruction & Assessment manages the school's curriculum including its development and implementation. S/he also manages the school's assessment system including the design, implementation, and utilization of assessment data including diagnostic, interim, formative, and summative assessments. The Director of Curriculum, Instruction & Assessment shall work directly with the Head of School in managing the school's professional development system as well as in the hiring, evaluation, and support of teachers. S/he shall also coordinate with the school's Director of Operations in implementing state and school-mandated assessment programs and maintaining a database of that data. Finally, s/he will work closely with the Director of Support Services and Director of Culture & Enrichment to ensure that individual student needs and interests academically and non-academically are fully addressed. The Director of Curriculum, Instruction & Assessment reports directly to Unity Prep's Head of School.

### **Responsibilities:**

- Oversee the hiring process for all instructional staff members
- Co-conduct observations and performance evaluations of all teachers with Head of School
- Make recommendations regarding teacher retention, salary, and promotion in T-CAS system
- Supervise the organization, implementation, and documentation of whole-staff professional development, including coordination with consultants, data analysts, and professional development providers for curriculum and assessment needs
- Develop and manage timetable for interim and state-mandated assessments in core content areas and supervise their administration
- Develop and systemize templates, formats, and expectations for teacher lessons plans, curricular documents, and all other related teacher materials
- Analyze assessment data and prepare reports for parents, staff, administration, and Board of Trustees on the overall efficacy of the instructional program in meeting student achievement and accountability plan goals
- Use technology and technological support for data gathering and analysis
- Develop and implement clear communication strategies with Trustees, teachers, parents and administrators, including participating in school-related meetings and making reports at Board meetings
- Coordinate with special education teachers to ensure appropriate instruction and service implementation for students with special needs
- Coordinate with outside professional developers, partner organizations, and others in the development and implementation of the curriculum

### **Qualifications:**

- An understanding of and commitment to Unity Prep's mission, vision, goals, educational philosophy and programs, as described in the school's charter

- Masters Degree required
- Minimum five years teaching experience, with most in a middle and/or charter school setting
- Experience with curriculum development, design, and instructional planning
- Facility with data analysis and capacity to mentor teachers in reflective practice
- Experience working successfully with diverse populations of students, parents, and families, including ELL students and students with disabilities
- Commitment to continuous improvement and learning through professional development

## **Director of Culture & Enrichment**

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### **Description:**

The Director of Culture & Enrichment is responsible for promoting and maintaining a positive and supportive school culture and climate in which student learning is optimized, students' socio-emotional needs are met, and student experiences outside of the core-content courses develop them into productive citizens. This entails managing the school's co-curricular and elective club programs, including the Youth Empowerment Seminar and the mentoring, internship, and community service programs. The Director of Culture & Enrichment will be supported by the School's Dean of Students, whose primary responsibility is to support students in becoming model citizens. Together, the Director of Culture & Enrichment and Dean of Students oversee the school's climate and code of conduct, including behavioral issues, the merit system, and Positive Behavior Interventions and Supports. They work closely with the Director of Support Services in addressing individual student needs and interests. The Director of Culture & Enrichment also works closely with the Head of School in evaluating the school's co-curricular and enrichment programs. In addition to the Dean of Students, staff involved in the school's co-curricular and enrichment programs report to and are evaluated by Director of Culture & Enrichment and Head of School.

### **Responsibilities:**

- Build a school culture that promotes high expectations for courtesy, respect, compassion, and an intellectually-engaged environment for both students and adults
- Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students
- Model effective classroom management practices and demonstrate optimal strategies for interactions with students for Unity Prep teachers
- Oversee appropriate implementation of PBIS framework and conduct professional development for all staff in compliance with school climate/discipline policies in conjunction with Director of Support Services and Dean of Students; Evaluate the Dean of Students
- Manage behavioral data, Youth Empowerment Seminar data, and Learning Environment Surveys in Unity Prep's internal database and prepare reports regarding student behavior, disciplinary infractions, results of YES! program, and results of interventions
- Oversee Mentoring Corps and supervise and evaluate Mentoring Coordinator
- Coordinate Youth Empowerment Seminar, including logistics, staff training, curriculum, peer mentorship; delegate responsibility to and evaluate YES! Coordinator
- Cultivate strong partnerships with community organizations in order to strengthen Unity Prep's clubs and extracurricular activities, including morning athletic activities; Supervise Internship Coordinator in recruiting companies to participate in Unity Prep's Corporate Internship Program

- Design all Community Service based curricula and organize school wide community service events
- Organize special events, including Wednesday afternoon events
- Oversee events organized by Mentorship Coordinator and Family & Community Coordinator
- Work with the Head of School and Director of Curriculum, Instruction & Assessment to create and implement a school-wide advisory program in order to create a positive culture of behavior
- Establish a professional rapport with students, staff, and families
- Meet with parents regularly regarding student discipline and behavior issues

**Qualifications:**

- An understanding of and commitment to Unity Prep’s mission, vision, goals, educational philosophy and programs, as described in the school’s charter and a passion for the role of school culture and climate, extracurricular activities, community service, and community partnerships in the success of Unity Prep
- Masters Degree required
- Leadership experience in developing positive school culture, including a deep knowledge of socio-emotional needs of students as evidenced by certifications held and/or research conducted
- Minimum five years teaching experience, with most in a middle school, high school, and/or charter school setting; minimum two years experience in a staff developer role in a middle and/or charter school setting preferred
- Expertise in community outreach, organizing community service events and other special performance/celebration events for students and families
- Expertise in classroom management techniques
- Experience leading teams
- Facility with data analysis and capacity to mentor teachers in reflective practice
- Demonstrated experience working successfully with diverse populations of students, parents and families—including ELL and SWD students, parents, and families
- Commitment to continuous improvement and learning through professional development

# Joshua M. Beauregard

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## EDUCATION WORK EXPERIENCE

### SCHOOLWORKS, LCC

Beverly, MA (Summer 2011 – present)

#### *Consultant*

- Lead teams of 5-6 members conducting school quality reviews of KIPP charter schools across the country with the purpose of assessing the school's strengths and areas in need of improvement and helping schools to prioritize their next steps
- Coordinate with school leadership to create a schedule for the visit, including class visitations, meeting with school stakeholders, and the review of internal academic and non-academic documentation
- Facilitate team meetings, ensure that interviews and focus groups go smoothly, communicate team's findings to school leadership, and assist in developing a strategic plan that addresses the areas identified as in need improvement
- Write and/or oversee the writing of the site visit report, ensuring that the report contains sufficient evidence and accurately reflects the formal school quality review, including key findings and the strategic plans for improvement

### HARVARD GRADUATE SCHOOL OF EDUCATION (HGSE)

Cambridge, (MA Fall 2007 – Spring 2012)

#### *Research Assistant for Professors Heather Hill, Thomas Kane, and Richard Murnane*

- Construct and manage nationally representative, longitudinal datasets, and files for statistical analyses
- Conduct statistical analyses, analyze and summarize results, and report key findings
- Design and edit drafts of focus group and interview protocols, surveys, working papers, and book manuscripts
- Conduct structured interviews with urban principals to gather information on how they perceive and use student achievement data in making decisions about staff development needs

#### *Head Teaching Fellow for Professor Richard Murnane's Economics of Education course*

Cambridge, MA (Fall 2009 – winter 2010)

- Led team of seven teaching fellows in setting course section schedule, facilitating weekly staff meetings, and delegating tasks and responsibilities to fellow staff
- Managed multiple moving parts of the 90-student class including making all materials available on the course website, assigning students to group presentation teams, setting problem set and memo deadlines, organizing course grading system, overseeing video technology, and supporting individual students with their unique needs
- Revised Prof. Murnane's course notes including updating text and figures, and rewriting problem sets and memos
- Collaborated with Prof. Murnane in monitoring student progress, making decisions on assignments and updates to the course

### INDEPENDENT EDUCATION RESEARCHER

Cambridge, MA/ New York, NY (2009-present)

#### *Principal Investigator/Independent Contractor*

- Served as a Principal Investigator for an internal evaluation of New York City-based Teacher U's teacher development program to examine multiple approaches to training teachers using online resources; my findings, which I presented to Teacher U's administrative team, are being used to inform the organization's future programming
- Design and conduct exploratory research for the Massachusetts Department of Elementary and Secondary Education to investigate the early experiences of the state's first district-based, virtual, public school; this qualitative study explores the key factors at play in opening and implementing the school, the central motivations for enrolling in the school, and the early experiences of teachers in a virtual setting

### HGSE TEACHER EDUCATION PROGRAM

Cambridge, MA (Fall 2007 – Spring 2011)

#### *Teacher Advisor at the Harvard University Graduate School of Education*

- Support intern teachers and their mentors throughout the intern teacher's first year in the classroom
- Lead weekly advisory meetings with group of intern teachers to develop skills in reflection and the ability to improve one's own teaching practices
- Facilitate intern teachers' portfolio development and provide feedback to/on their portfolio entries throughout the year
- Work with team of advisors in updating the program's full-year curriculum

### MATCH CHARTER SCHOOL TEACHER TRAINING PROGRAM

Boston, MA (Fall 2008 – Spring 2010)

#### *Teacher Coach and Evaluator*

- Facilitate individual and small group training activities for student teachers involving teacher role play and simulations
- Conduct regular observations of student teaching sessions, prepare reports detailing strengths and weaknesses, and hold debriefing sessions with trainees to discuss ongoing progress
- Collaborate with fellow coaches in designing instructional materials and resources to be used during training sessions

### NEW YORK CITY DEPARTMENT OF EDUCATION

New York, NY (Summer 2002 – Spring 2007)

#### *Mathematics and Economics Teacher at Louis D. Brandeis High School*

- Completed the NYC Teaching Fellows Program while teaching full-time in one of the city's most hard-to-staff schools

- Provided a challenging yet encouraging classroom environment that incorporated real-life experiences and actively engaged each student in his/her own learning and personal growth
- Collaborated with colleagues to discuss student progress, shared effective teaching strategies that met individual student needs, and developed ways to promote connections across the subject areas
- Developed curricula for newly offered courses in AP Economics and AP Statistics at Louis D. Brandeis High School

**NEW YORK UNIVERSITY, MCGHEE LIBERAL ARTS DIVISION**

**New York, NY (Spring 2007 – Summer 2007)**

*Adjunct Instructor of Economics*

- Taught courses in intermediate microeconomics and labor economics
- Designed and taught newly offered online course on globalization and the international economy
- Collaborated with colleagues on a number of class presentations relating to topics in game theory and competitive strategy

**CITY COLLEGE OF NEW YORK**

**New York, NY (Summer 2006)**

*New Teacher Instructor of Mathematics Education*

- Worked with twenty New York City Teaching Fellows preparing them for their first semester as teachers
- Assisted students in planning and developing instructional materials for diverse classrooms, promoting positive relationships with students and families, and developing sound classroom management practices

**EDUCATION**

**HARVARD GRADUATE SCHOOL OF EDUCATION**

**Cambridge, MA (Fall 2007 – present)**

- *Ed. D., Education, Entering Class of 2007*
- *Education Policy, Leadership, and Practice Concentration/Principal Licensure Program*
- *School Leadership Program – Community Charter School of Cambridge*
- *Dean's Summer Research Fellowship, Summer 2009*

**CITY COLLEGE OF NEW YORK**

**New York, NY (Summer 2002 – Spring 2005)**

- *Master of Sciences in Education, June 2005*

**VASSAR COLLEGE**

**Poughkeepsie, NY (Fall 1996 – Spring 2000)**

- *Bachelor of Arts in Economics, May 2000*

**COMMUNITY SERVICE**

**LEADERSHIP ENTERPRISE FOR A DIVERSE AMERICA (LEDA)**

**New York, NY (Fall 2011 – present)**

*Young Professional Council*

**FORT GREENE ASSOCIATION**

**Brooklyn, NY (Fall 2010 – present)**

*Alternate Board Member*

**LEARNING LEADERS/THE DOOR**

**New York, NY (Fall 2001 – Spring 2007)**

*College Planning Volunteer*

- Assisted college-bound students in crafting college essays, completing their applications, applying for grants and scholarships
- Prepared tenth graders for SAT I exam including reviewing practice exams and discussing test-taking strategies

**THE DALTON SCHOOL**

**New York, NY (Winter 2002 – Spring 2007)**

*Dalton School Junior Varsity and Varsity Assistant Boy's Basketball Coach*

**ACHIEVEMENTS AND INTERESTS**

**HARLEM CHILDREN'S ZONE (HCZ), EVALUATION FELLOW**

**New York, NY (Fall 2011 – present)**

- Conduct research on (i) the use of classroom observation protocols for teacher developmental and evaluative purposes; (ii) the services provided by HCZ in supporting their alumni enrolled in the college; (iii) and a collaborative initiative of HCZ and neighboring district schools

**EDUCATION PIONEERS FELLOWSHIP**

**Boston, MA/South Bend, IA (Summer 2008)**

- Researched and presented findings on five dimensions of the University of Notre Dame's Magnificent Initiative, including university-school partnerships, comprehensive education reform models, high school preparatory curricula, teacher retention, and private school finance and governance

**FULBRIGHT TEACHER EXCHANGE PROGRAM**

**Chennai, India (Fall 2006)**

- Taught high school mathematics and economics for one semester at the K.V. Island Grounds School in Southeastern India

**NEW YORK SAN DA KICKBOXING, TEAM CAPTAIN (9 – 0)**

**New York, NY (2000 – 2008)**

- IKF Amateur San Shou United States Middleweight Champion