Charter Schools Institute
The State University of New York

Proposal Transmittal Form

1. School Information

Proposed Name of Charter School: Explore Exceed Charter School

Proposed Location (School District or CSD & Region for NYC): CSD 17, 18, 19, 23 Brooklyn, NY

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	K-3	224
Year 2	K-4	280
Year 3	K-5	336
Year 4	K-6	396
Year 5	K-7	456

Desired School Opening Date: August 2012 Desired Initial Charter Term: 5 Years

2. Proposed Affiliations

Educational Service Provider or Management Company (if any): Explore Schools, Inc

Public Contact Info (Name & Phone #): Morty Ballen, 646-319-0002

Partner Organization (if any):

Public Contact Info (Name & Phone #):

3. Lead Applicant Contact Information

Lead Applicant Name: Morty Ballen

Mailing Address: [redacted]

City: Brooklyn State: NY Zip Code: 11201

E-Mail Address: [redacted] Home Phone #: 646-319-0002

Cell Phone #: [redacted] Office Phone #: [redacted] Office Fax #: [redacted]

Lead Applicant Media/Public Contact Phone # (required): 646-319-0002

Lead Applicant Signature:

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this Proposal to establish a charter school pursuant to the New York Charter Schools Act of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Submit Completed Proposal to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
Phone: (518) 433-8277
Fax: (518) 427-6510
Web: www.newyorkcharters.org

FOR OFFICIAL USE ONLY: Received By: Date Received

Charter Schools Institute
The State University of New York

Proposal Summary Form

1. Charter School Name

Explore Exceed Charter School

2. Charter School Location

CSD 17, 18, 19, or 23 Brooklyn, NY

3. Anticipated Opening Date

August 2012

4. Management Organization Name (if applicable)

Explore Schools, Inc

5. Other Partner Organization(s) (if applicable)

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2012-2013	K-3	224
Year 5	2016-2017	K-7	456

7. Applicant(s)

	Name	Bio
X	Morty Ballen	Morty Ballen is the CEO & Founder of Explore Schools. After receiving his Masters in Education from Columbia University in 2002, he founded Explore Charter School and launched Explore Schools.

Add New Applicant

8. Proposed Board of Trustees

	Name	Bio
X	Ian Newton	Ian Newton is currently the Managing Director of Operations at Explore Schools, Inc. He has 10 years of management experience and a track record of excellence and efficiency with nonprofits.
X	James McNamara	James McNamara is the Managing Director of Client Coverage at MSCI, Inc. James has 14 years of experience in finance and business management.

X	Graeme Daykin	Graeme Daykin is currently the Managing Director of Investor Relations at Magnitude Capital. He has over 13 years of finance experience and an MBA from Columbia University.
X	James Randall	James Randal is the Director of Partnerships and Ventures at VivaKI Nerve Center. He has expertise in digital media and wireless technology and a background in engineering.
X	Kevin Pemberton	Kevin Pemberton is the Senior Vice President of Neuberger Berman, LLC. He 12 years of experience identifying complex organizational and technical issues.
X	Vacant	Reserved for Parent Representative
X	Vacant	Reserved for Community Representative

Add New Trustee

9. Overview of the Proposed Program

The mission of Explore Exceed Charter School is for its students to demonstrate the academic skills and critical-thinking abilities they need to be successful in a college-preparatory high school. Explore Exceed Charter Schools will be established in conjunction with Explore Schools, a not-for-profit charter management organization. Explore Schools establishes, supports, and transforms public schools in educationally underserved communities. Explore Schools will provide specific services to Explore Exceed Charter School in the areas of compliance, facilities, finance, human resources, student recruitment, and leadership support and evaluation. The members of the Explore Schools team provide these services in exchange for a fee, as outlined in an agreement between Explore Schools and Explore Exceed Charter School's Board of Trustees. Explore Exceed Charter School's Board of Trustees will evaluate the quality of the services provided by Explore Schools and have the opportunity to extend or cancel the agreement after at the end of each contract period.

Currently Explore Schools manages two charter schools in Brooklyn: Explore and Explore Empower that serve 700 students in grades K-8. Explore's third charter school-Explore Excel-will open in 2011 and will be New York City's first charter school that will turnaround a failing school. It will do so by replacing a traditional public school that is being closed for poor performance by the NYC DOE. Explore Exceed will be the fourth school in the Explore Schools network and will seek to serve students who have been attending a failing school in these districts by re-starting a school that has been closed by the DOE for poor performance as a high-performing charter school.

Exceed will seek to open in community school districts 17, 18, 19, or 23 where Explore Schools has a strong relationship with the community in these districts, and these districts have a need for high performing schools. In addition, standardized test scores in these districts are below averages for New York City and New York State. For example, whereas only 33% of 8th graders in District 17 scored proficient or above on the 2010 New York State Math Exam, 86% of 8th graders at Explore Charter School scored proficient or above on the same exam. On the ELA exam, only 25% of 8th graders in District 17 scored proficient or above, compared to 54% of Explore Charter School 8th graders.

Explore Exceed will open with 224 students in grades K-3 and will expand by one grade level each year until it reaches its anticipated full capacity in 2017-2018 with 516 students in grades K-8. To ensure these students receive the excellent education they deserve, the academic program at Explore Exceed Charter School the basics of Explore Exceed's academic program will include:

• Co-teacher model for students in grades K-5 with two teachers in each classroom of approximately 56 students
• Standardized scope of academic objectives, aligned to New York state standards.
• Anchor curriculum for Math (Investigations in Math, Data, and Space); for ELA, Journeys, to be supplemented with other curricular materials as needed to ensure all state standards/common core are included.
• Standardized implementation of instructional strategies (Math: Explain Your Thinking, Spiral Review; ELA: Vocabulary, Comprehension Strategies, Writing, Grammar).
• Daily instruction balances acquisition of basic skills and critical thinking abilities; 180 minutes of literacy; 90 minutes of math instruction daily.
• Extended school day and year (190 days); time is leveraged to support focused, small-group instruction.
• Student achievement data is regularly tracked, analyzed and used to drive change as required.

Additionally, the network's educational philosophy is that to be successful, students require an educational program that balances explicit skills-instruction with a curriculum that encourages students to be critical thinkers and problem-solvers. Instruction will be based on a curriculum that uses specific end-of-year benchmarks, based on the New York State Standards for learning. We define "skills-instruction" as instruction which provides our students with the basic tools they need to be literate in both English and math. For example, our early literacy program features a phonics component which provides students with the ability to decode the sounds that make up words, to recognize the letters of the alphabet, to identify the sounds those letters make, and to put letters together to make words.

We define "instruction that encourages students to be critical thinkers and problem-solvers" as instruction which provides our students with opportunities to apply concepts to new situations. To support critical-thinking in math, for example, students may conduct projects such as polling their classmates about a an issue of importance, predicting the results of the survey, organizing the data in a chart, comparing their predictions to the actual results and making a decision based on the results.

Given our dedication to supporting students and monitoring their progress with close analysis of achievement data, we realize it is important to have a robust staffing model. The Principal is responsible for implementing and monitoring programmatic, fiscal, and compliance policies developed by Explore Schools, Inc., and approved by the Board of Trustees. The Principal manages the Academic Directors, Directors of Culture, and Director of Operations. Each of these positions manages their respective teams which support the academic, operational, financial and compliance-related activities of the school.

To ensure our teachers are adequately supported, we provide year round professional development opportunities. The goal of our school's professional development approach is to assist teachers in meeting student academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skills and content knowledge. A combination of peer observations, administrative-led observations, learning walks, readings, lesson studies, contracted services, and attendance at professional conferences will support the attainment of professional development goals.

Because Explore Exceed seeks to replace a traditional public school that has been failing, we are anticipating serving a large number of students who are at risk of academic failure. Explore Exceed Charter School's approach to meeting the needs of students at-risk of academic failure, and meet

statutory purpose § 2850(2)(b) is a combination of high academic expectations, standards-based instruction, extended time to teach math and ELA, and ongoing and regular assessments to measure student achievement of the standards. These strategies will support students in need of remediation, students with IEP's and ELL students. Explore Exceed Charter School will use a range of diagnostic instruments, based on the students' age and grade level to identify and assess students who need additional support for any of the reasons stated above and will then provide support that is tailored to the specific needs of the student.

In order to serve students at-risk of academic failure, Explore Exceed will follow Explore Schools' approach to continuous improvement. Teachers, special education certified learning specialists and other members of the school's support services team, which includes a Reading Recovery Specialist and Academic Intervention teachers will work in conjunction to support at-risk students.

Provide a brief description of the applicant(s) -- relevant background and experience, including whether they are a parent, teacher, administrator and/or community resident.

- *Only individuals who are teachers, parents, school administrators or community residents are eligible to serve as applicants to establish a charter school (§ 2851(1)). A proposal for a charter school can be submitted by one or more of these eligible individuals.*
- *Organizations and entities cannot serve as applicants, though, if eligible, not-for-profit entities that have federal tax-exempt status (under Internal Revenue Code § 501(c)(3)), museums, colleges, universities and educational institutions can submit a proposal in conjunction with eligible applicants (see Requests Nos. 5 and 6, below) (§ 2851(1)).*
- *The Institute requests that applicants be limited to one or two persons as opposed to the entire proposed board of trustees of the charter school. When a proposal has more than two applicants, that portion of the New York State Department of Criminal Justice Services fingerprint scan processing fee that is borne by the Institute will be charged for each additional applicant.*
- *The Act requires the Institute to collect and process a set of fingerprints (electronic hand scans) for each applicant for the purpose of obtaining a state and federal criminal records check (§ 2852(4)). The Institute, at the appropriate time, will send a letter to the applicant(s) directing the applicant to go to one of a number of locations for an electronic hand scan. Unsolicited fingerprints or scans sent to the Institute will be returned to the sender. The Institute does not roll fingerprints nor gather them electronically. Each applicant is responsible for securing hand scans. The Institute will pay the associated fees only for up to two applicants. Scanning locations may be available outside of New York State, but the images must be processed by the New York State Department of Criminal Justice Services.*
- *Since direct communication with the applicant(s) is often required during the proposal review process, it is critical that all contact information be accurate and that the applicant is available to the Institute with relative ease.*
- *The name and work phone number (or home number if no other number is given) of the contact person will be made available to school districts and the media. If there is no contact person the same information for the applicant will be used. The contact information should be the same as the contact information provided on the proposal Transmittal Sheet. A Transmittal Sheet will be the first page of the proposal*

The applicant for this charter school is Morty Ballen. Mr. Ballen is the Founder and CEO of Explore Schools, a non-profit school management organization that supports high-quality charter schools that serve low-income, minority students. After teaching in Louisiana, through Teach for America, and in South Africa, Mr. Ballen established Explore Charter School in 2001. Based on the school's strong performance he founded Explore Empower, which opened its doors in the fall of 2009. At the same time, he founded Explore Schools to provide on-going support to the two schools. The network's third school, Explore Excel Charter School will open in August 2011 and will be New York City's first turnaround school.

Mr. Ballen holds a Master's Degree in Educational Administration from Columbia University. Mr. Ballen is a resident of New York, New York and in accordance with Not-For-Profit Corporation Law § 701(a), Mr. Ballen is older than 18 years of age. Mr. Ballen will not be a member of the founding board, but as the CEO of Explore Schools, will be involved on a daily basis to ensure the high-quality of the school. A full resume for Mr. Ballen is included below.

All correspondence regarding this charter school application should be directed to Mr. Ballen at:

[redacted]
Brooklyn, NY 11201
[redacted]

Use the following table to list the active members of the founding group (including the applicants) who developed this proposal. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if it is approved, e.g., school leader, teacher, board member, service provider, etc.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Morty Ballen	**Morty Ballen** is the CEO of Explore Schools**.** The CEO's role at Explore Schools is to drive the growth of the network, while maintaining the overall quality of the CMO and network schools. The CEO focuses on fundraising, CMO board development, political, media and community affairs and oversight of central office and network school quality. Morty's relevant experiences include teaching, school leadership and start-up and sustainability of two charter schools in New York City. His role in the founding group is the lead applicant for Explore Exceed Charter School.	Service Provider through Explore Schools
Catherine Barufaldi	**Catherine Barufaldi** is the Managing Director of Talent's at Explore Schools. The Managing Director of Talent's role at Explore Schools is to ensure that the most qualified CMO and school level staff are identified, hired and retained. The talent team focuses on marketing and advertising, staff selection and retention and maintaining competiveness through innovative human resource policies. Catherine's relevant experiences include teaching,	Service Provider through Explore Schools

		human resource management, and teacher and leader recruitment and selection. Her role in the founding group is in the development of the application and to assist the founding board with identification and selection of a school leader to run the school.	
Lizz Pawlson		**Lizz Pawlson** is the Managing Director of Strategy. The Managing Director of Strategy's role at Explore Schools is to drive the CMO's growth and fundraising in a manner that is strategically aligned to organizational goals. The strategy team focuses on new school start-up, individual donor, corporate and foundation cultivation, grant writing, strategic planning, and external relations with media, funders and other key stakeholders. Lizz's relevant experiences include charter school planning and start-up, fundraising, strategic planning and board governance. Her role in the founding group is in the development of the application and help with securing the start-up funds required to support the school.	Service Provider through Explore Schools
Ian Newton		**Ian Newton** is the Managing Director of Operations at Explore Schools. His responsibility is to drive operational success at the school and CMO level. The operations team focuses on supporting operational, technological and financial	Board Member

	excellence at the school and CMO level and for managing board-level relations. Ian's relevant experiences include school operations and finance, budgeting and board governance. His role in the founding group is in developing the application and serving as a founding board member.	
Kinnari Patel	**Kinnari Patel** is the Managing Director of Programs. The Managing Director of Program's role at Explore Schools is to support academic excellence for new-start and turnaround network schools. The program team focuses on school leader coaching, academic model implementation and evaluation, assessments, data analysis, and turnaround resident development. Kinnari's relevant experiences include teaching, curriculum planning and development, school leadership and data and assessment. Her role in the founding group is in developing the application.	Service Provider through Explore Schools

In addition, please attach a resume or biographical statement for each member of the founding group.

The following pages contain resumes for the following founding group members.

- ***Morty Ballen—Explore Schools' CEO***

  Morty Ballen is an educator and social entrepreneur committed to closing the achievement gap. After teaching in underserved communities in Louisiana, New York, and South Africa, Morty returned to New York where he received his Masters Degree in Educational Administration from Columbia University. In 2002, he founded Explore Charter School and seeing first-hand the demand for better schools and the powerful impact that strong schools have on student achievement, Morty launched Explore Schools.

- ***Catherine Barufaldi—Explore Schools' Managing Director of Talent***

  Catherine Barufaldi has been with Explore Schools for over three years, first at Explore Charter School and now in her current role with Explore Schools, where she is responsible for the quality of Explore Schools' greatest asset: people. Prior to joining Explore, Ms. Barufaldi was the Assistant Division Director at the Children's Aid Society where she oversaw dozens of children's programs across multiple sites. She began her career in education as a middle school reading teacher in Houston and holds a Masters of Public Administration from New York University.

- ***Lizz Pawlson—Explore Schools' Managing Director of Strategy***

  Lizz Pawlson has worked with Explore Schools since 2008. Prior to joining Explore Schools, she served as the Director of New Site Development and Interim Director of Recruitment for the KIPP Foundation. She has worked in public relations and communications for The Democratic National Committee and Harper Collins Publishers. She holds a BA from The George Washington University and an MBA from the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill.

- ***Ian Netwon—Explore Schools' Managing Director of Operations***

  Ian Newton recently joined Explore Schools as Managing Director of Operations. Prior to joining Explore Schools, Ian served as CFO of a community-based not-for-profit in Boston, and Director of Procurement with the Boston Public Health Commission. Ian holds a BA and MA from Clark University, and an MBA in nonprofit management from Boston University.

- ***Kinnari Patel—Explore Schools' Managing Director of Program***

  Kinnari Patel has been with Explore Charter School since 2004, serving as an Academic Director and from 2007 to 2010 as the school's Principal. She graduated from Salisbury State University in Maryland and earned her principalship through New Leaders for New Schools. Prior to joining Explore Schools, she taught for six years and led an after-school mentoring program.

Morton A. Ballen
[redacted]
Brooklyn, NY 11215
[redacted]

EDUCATION:

Teachers College, Columbia University
M.A. Educational Administration, *Fall 1997* G.P.A. 3.9
Franklin and Marshall College
B.A. *May 1991*

EMPLOYMENT EXPERIENCE:

[redacted]

[redacted]

PROFESSIONAL AFFILIATIONS AND PRESENTATIONS:

ST. HOPE Leadership Academy, NY, NY Jan 2008 – Present
Chair, Board of Trustees

National Charter School Conference *April, 2007 & June, 2008* **Presenter**
"Achieving the 3Rs: Retention, Results, Renewal"
"100%: How this Goal Transformed Our School's Culture"

NY State Charter Associaton. Conference *Oct, 2007 & Oct,, 2008*
Presenter
Panelist, "Teacher Recruitment and Retention"
"Data, Data, Data, but no Gotcha, Gotcha, Gotcha"

Leading Educators, New Orleans, LA *July, 2008* **Presenter**
"Building, Sustaining and Maintaining School Culture"

KIPP Teacher Leader Intersession Presentation, Houston, TX *October, 2008*
Presenter
"Building Adult Team Culture"

Education Trust Presentation, Washington DC *November, 2008* **Presenter**
"It's Being Done: Attaining High Academic Achievement in Urban Public Schools"

Bronx Preparatory Charter School Bronx, NY *Aug 1999 – Sept. 2002*
Founding Board Member

National Teacher Policy Institute, New York, NY *Sept. 1998 – June, 2000*
Fellow
Conducted and reported on action research to inform local, state & national policy.

National Conference: ***Building Charter Schools,*** Teachers College *Jan. 1997*
Facilitator
Responsible for researching and presenting data regarding the governance of charter schools.

STATE LICENSES:

Permanently Certified/New York State Education Department
School Administrator/Supervisor
Certificate Number: 201-44-4180
Control Number: 515-062-041
Effective Date: 09/01/2004

Catherine Barufaldi, MPA
[redacted]
Brooklyn, New York 11218
[redacted]

EXPERIENCE

[redacted]



[redacted]

EDUCATION

NEW YORK UNIVERSITY — New York, NY
Robert F. Wagner Graduate School of Public Service
Master of Public Administration, Public Policy

AUSTIN COLLEGE — Sherman, TX
Bachelor of Arts, English and Psychology majors, Philosophy minor

ADDITIONAL

- Computer proficiencies include Microsoft Word, Excel, Access, and PowerPoint; internet navigation and research; SPSS statistical software; Raiser's Edge development package; and Visio diagramming software.
- Certified Secondary English teacher in Texas and New York
- American and Irish dual citizenship—able to work throughout the United States and European Union.

ELIZABETH A. PAWLSON

[redacted]

EDUCATION

THE UNIVERSITY OF NORTH CAROLINA Chapel Hill, NC
KENAN-FLAGLER BUSINESS SCHOOL
Master of Business Administration, Finance Concentration, May 2004.
Practicum: Social Return on Investment study with New American Schools.
National Champion, Venture Capital Investment Competition (VCIC) 2003.
Recipient, Kauffman Fellowship for Social Entrepreneurship, 2003.

THE GEORGE WASHINGTON UNIVERSITY Washington, DC
Bachelor of Arts in Political Communication May 1998.
Phi Beta Kappa. Magna Cum Laude.

EXPERIENCE

[redacted]

[redacted] funding including strategies to enable organizational financial sustainability.

HARPER COLLINS PUBLISHERS New York, NY

1998-2002 **Director of Publicity, Perennial**. Managed staff of 15 and all creative and financial activities related to Harper Collin's largest paperback imprints.

- Increased annual sales of imprint best-sellers by 10% by developing and directing the implementation of comprehensive marketing and publicity campaigns for over 200 titles.
- Drove sales and new title acquisitions through presentations to booksellers, authors and to all Harper Collins staff at company meetings and sales conferences.
- Promoted twice within 18 months.

Publicist. Managed all logistics of author publicity campaigns including tours of up to 15 cities, media appearances, launch parties and other special events.

ADDITIONAL Conversational in Spanish. White House West Wing Press Office Intern, 1998. Democratic National Committee-Communications Assistant, 1995-1996.

Ian J. Newton
[redacted] Boston, MA 02118
[redacted]

SUMMARY OF QUALIFICATIONS

A strategic **Public/Nonprofit Director** with a commitment to the highest standards of collaboration, efficiency, and execution. Ten years management experience in finance, operations, and legal issues with a track record of initiation and facilitation of administrative services projects.

Strategic Leadership	Lead all business operations and collaborate with leadership team to determine future opportunities for organizational growth and greater community impact.
Fiscal Control	Created and manage infrastructure and controls with reporting mechanisms to monitor and ensure agency fiscal and operational health.
Organizational Development	Developed and manage systems to nurture and sustain the organizational infrastructure; including alignment of goals with professional development, fiscal realities and external environment.

PROFESSIONAL EXPERIENCE

[redacted]



ADDITIONAL PROFESSIONAL EXPERIENCE

Massachusetts District Attorneys Association 2000 -2001
Executive Assistant – Tracked policy and legislative initiatives, and provided logistics support.

Town of Sutton 2000
Administrative Assistant – Supported volunteer Planning Board and Conservation Commission

Office of Representative James P. McGovern, Washington, D.C. 1999
Research Intern

The Royal Institute for International Affairs, Energy and Environmental Programme, London 1998
Research Intern

EDUCATION and PROFICIENCIES

MBA, Public & Nonprofit Management, Boston University, Boston, MA 2008
MA, International Development and Social Change, Clark University, Worcester, MA 2002
BA, Government and International Development, Clark University, Worcester, MA 1999

Kinnari Patel

[redacted] | **Brooklyn, NY 11238** | [redacted]

Education

Masters of Science in Education, Educational Leadership Program — May 2006
Pace University, New York, NY

Reading Endorsement
Georgia Southern University, Statesboro, GA — Aug. 2003

Bachelor of Science in Elementary Education

Salisbury State University, Salisbury, MD — May 1998

Educational Certification

New York: School Administrator Supervisor
Childhood Education (Grades 1 – 6)

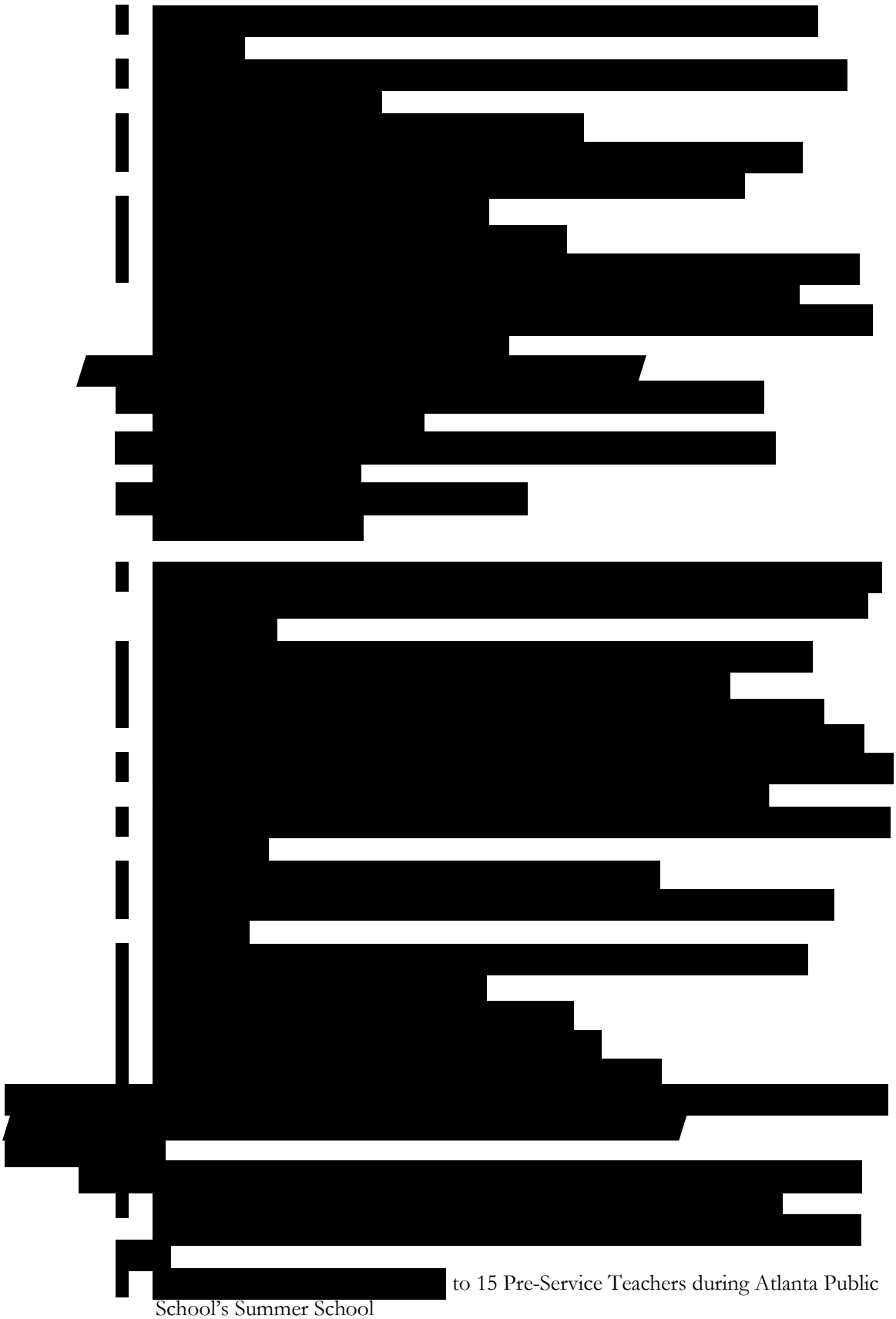
Georgia: Early Childhood, Pre-K – 5
Middle Grades, (4-8)
* Concentration Areas: Language Arts/Social Science
Reading Endorsement

Maryland: Elementary Education, 1-5
Middle Grades Education, 6-8

Professional Experience

[redacted]





to 15 Pre-Service Teachers during Atlanta Public School's Summer School

[redacted]

Conference Presentations Anaheim, CA - 2004

HOSTS (Help One Student to Succeed – No Child Left Behind/Supplemental Education Services

Describe how the founding group came together and the relationship of its members to each other.

The founding group is comprised of members of the Explore Schools leadership team that supports the quality of the two current schools in the Explore Schools network.

Describe the process used to develop this proposal. Your response should address who contributed to designing the school and to the writing of the proposal, which may include individuals outside of the founding group such as advisers or consultants.

The proposal development should clearly explain the genesis of this proposal and the process used to prepare it for submission. If the proposed school is a replication of an existing school, the response should address how the decision was made to replicate the school and any changes proposed to the original school model.

Explore Exceed Charter School will be a replication of Explore Charter School, Empower Charter School, and Excel Charter School.

The decision to replicate these schools is based on their success and potential for reaching more children who are in need of an excellent education. Explore Charter School opened its doors to 168 students in grades K-3 in 2002. Over the next seven years, Mr. Ballen and his team worked to build a strong school model that enabled students to achieve academically, while also creating an environment in which staff and families would choose to remain year after year. Rather than immediately replicate, Explore Charter School's team focused on student and staff growth and thoughtful analysis of the factors that facilitated success at the inaugural site. Once comfortable with Explore Charter School's success, Mr. Ballen established Explore Schools, a non-profit Charter Management Organization (CMO), and founded the network's second charter school, Explore Empower. Empower opened in 2009 and currently serves 225 students K-3. It will grow one grade per year until it serves students K-8. Explore Charter School, now in its ninth year, serves 475 K-8 students.

In the years leading up to the founding of the CMO, Explore Charter School's student performance grew dramatically. Between 2007 and 2009, student achievement on the New York state assessment grew by over 20 percentage points in both math and reading. The year before the highest jump in student achievement growth, the staff at Explore set a school-wide goal that 100 percent of students would achieve the standards on the state test. The setting of this ambitious goal, coupled with changes in the staff selection and evaluation model, curricular choices, and improvements in the organization's data-driven assessment system, demonstrated to Explore's leadership team that student performance could improve dramatically if the adults in a school building worked together to meet students' needs.

This powerful example of academic growth, combined with the reality that new start-charter schools weren't scaling quickly enough to meet demand in New York City, led Explore Schools to consider using school turnaround as a means to both serve more students and to introduce an education reform strategy in New York City that was being successfully implemented in many other major urban districts. A year-long period of research ensued to learn about best practices in the field of school turnaround, and to determine whether growth through turnaround could be successfully undertaken by a charter management organization. The team emerged from this period with a strong belief that Explore Schools was well-positioned to use the strategies developed through their new-start charters to introduce successful school turnaround in New York City. The State University of New York agreed: in 2009, the SUNY Board of Trustees granted New York City's first and only turnaround charter agreement to Explore Schools. Explore Excel, our fist turnaround school will open in August 2011.

To ensure that the start-up and sustainability of Explore Exceed are successful, we are leveraging the talents and expertise of the leadership team at Explore Schools. Explore Schools' central office team

has the managerial, operational and financial experience to support the start-up and successful opening of Explore Exceed. The central office team will partner with the school's Board and the school-based leadership team (which will include a Principal, Director of Operations and Academic Director) to plan for and execute on a successful school opening.

Morty Ballen, Explore Schools' CEO will lead the planning team for Explore Exceed. Morty has founded two charter schools in New York City, Explore and Explore Empower, and is currently working to start-up the network's third charter school, and first turnaround school, Explore Excel. Morty will manage Explore Exceed's planning team, which will include Explore Schools' Managing Director of Program, Managing Director of Strategy, Managing Director of Talent, and Managing Director of Operations. Details about each of these positions and the resumes of members are included in the previous pages.

The team's expertise includes:

- Curriculum development
- Academic Assessment
- Fundraising/Grant Writing
- Budgeting/Financial Planning
- School Operations
- School Start-up
- DOE relationship management
- Community Outreach
- Special Education
- Human Resources
- Leader Recruitment
- Principal Coaching

In order to round out the team's skills, we will leverage the following individuals' expertise:

- Tal Hacohen, Orrick Law Firm, Explore Schools' Pro Bono Counsel for legal assistance
- Lakisha Adams, Parent of Explore Charter School Student, Explore Board Member for community/family engagement
- Ethan Mitnick, Explore Exceed leader in residence, ELL certified teacher for planning to outreach and serve ELL students

Additionally, Mr. Ballen frequently reaches out to community leaders to ensure that the school is well positioned to serve students in Brooklyn. While detailed letters of support can be found in Attachment 23, he has also had the following meetings to get feedback on Explore Exceed:

- Added to the agenda of the December 6th 2010 Community Education Council (CEC) 18 meeting and attended the December 21st 2010 CEC 19 meeting. At each meeting a flyer was distributed containing general information about the intended school and contact information should someone wish to learn more or share their thoughts.
- Mr. Ballen met with CEC 17 member Claudette Agard on November 8th 2010 to discuss plans to open Explore Exceed Charter School and solicit input.
- Mr. Ballen met with District 17 Superintendent Rhonda Hurdle Taylor on November 3rd 2010 to discuss plans to open Explore Exceed Charter School and solicit input.

- Mr. Ballen met with Margaret Kelly, Brooklyn Borough President Education Analyst on December 8th 2010 to discuss plans to open Explore Exceed Charter School and solicit input.

Attach the mission statement for the proposed charter school.

- The mission statement needs to be clear and measurable; it should indicate what the school intends to do, for whom, and to what degree. It must focus at a minimum on achieving educational outcomes.

- In just a few sentences (ideally one or two) the mission statement needs to communicate the essence of the proposed charter school to its stakeholders and the public.

- While specifying outcomes is essential, you may also use your mission statement to (briefly) address how you will accomplish the proposed outcomes, if methodology is a particularly important aspect of the mission.

The mission of Explore Exceed Charter School is for its students to demonstrate the academic skills and critical-thinking abilities they need to be successful in a college-preparatory high school.

This mission will be achieved by providing an educational program based on the following beliefs:

- We expect our students to achieve.
- We believe that our students have the ability, desire, and right to achieve.
- We believe students achieve when a variety of instructional strategies are used to balance skills- instruction with instruction that encourages critical-thinking and problem-solving.
- We believe students achieve when they are assessed often and regularly against the academic goals and when the information from these assessments is used to drive instruction.
- We believe students achieve in a school that is safe and has a distinct culture.
- We believe students achieve when parents are involved in their children's education.
- We believe students achieve when the staff has regular and on-going opportunities for professional growth.

Use the following table to submit student enrollment information for the first five operational years of the proposed charter school. Be sure to include the following:

- **ages of the students to be served in each grade (for kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));**
- **number of students to be served in each grade;**
- **total number of enrolled students for each year of the charter term;**
- **classes per grade; and**
- **average number of students per class.**

In projecting the number of students in years 2-5 of the proposed charter term, the projected enrollment chart should take into consideration the effect student attrition may have on the school's total enrollment each year over the charter term. This consideration is especially important if the school intends replace students (often referred to as "backfilling") or to limit the intake of students to certain grades and not admit students into other grades.

Explore Exceed hopes to open with 224 students in grades K-3. However, if we are unable to obtain a waiver we will open with 168 students in grades K-2. Starting with grades K-3, Explore Exceed will expand by one grade level each year until it reaches its anticipated full capacity in 2017-2018 with 516 students in grades K-8.

While an enrollment target of 224 students has been set for our first year, if the school we replace has a substantially larger K-3 population, the board may seek a material change to the charter so that we are able to serve those students. Additionally, as charter law allows, the school to enroll 20% beyond its enrollment target, Exceed will seek to use a portion of that 20% to enroll students who may move into the district throughout the year (also known as "over the counter" enrollment) and will seek to work with the New York City Department of Education to create a mechanism to accept these students who would be zoned to attend the school slated for closure that we would be replacing.

Grades	Ages	Number of Students					
		Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017	**Without a waiver we would start K-2 2012-2013
K	5*	56	56	56	56	56	56
1	5-7	56	56	56	56	56	56
2	6-8	56	56	56	56	56	56
3	7-9	56	56	56	56	56	
4	8-10		56	56	56	56	
5	9-11			56	56	56	
6	10-12				60	60	
7	11-13					60	
8	12-14						
9							
10							
11							
12							
Ungraded							
Total Students		224	280	336	396	456	168

Grades	Ages	Number of Students					
		Year 1 2012-2013	Year 2 2013-2014	Year 3 2014-2015	Year 4 2015-2016	Year 5 2016-2017	**Without a waiver we would start K-2 2012-2013
Classes Per Grade		**2**	**2**	**2**	**2 (K-5); 3 (6)**	**2 (K-5); 3 (6-7)**	**2**
Average Number of Students Per Class		**28**	**28**	**28**	**28 (K-5); 20 (6)**	**28 (K-5); 20 (6-7)**	**28**

*Students who will be five by December 31st of the current year are eligible for kindergarten

Note: Explore Exceed will add new students and "backfill" to maintain our total projected enrollment. At the networks two operational schools, this practice has proven successful and enabled more students to access our high-quality program.

Provide the rationale for the enrollment plan submitted as your response to Request No. 3(a) above. In your rationale please address the following:

- **the reason for choosing to serve the grades specified and the number of students in each grade;**
- **the extent to which the proposed charter school's grade configuration aligns with the school district of its proposed location; and**
- **the pattern of growth over time, including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.**

The Institute's charter agreement allows the school to vary its total enrollment by 20 percent up or down each year, provided that no fewer than 50 students will be served. Schools are also permitted to vary the number of students in each grade so long it does not result in the near elimination of a grade. A strong enrollment rationale will address how shifting enrollment patterns will be addressed programmatically and in allocating resources.

Rationale for intended population

Explore Exceed Charter School seeks to serve a population that is primarily low-income and African American or Latino and specifically, a population who had attended a school that is being closed for poor performance by the NYC DOE. Explore Schools currently supports two high-quality public charter schools in Brooklyn; Explore Charter School in Flatbush and Explore Empower Charter School in Crown Heights. Explore Exceed Charter School will be modeled after those two schools, as well as after Explore Excel, which will open in the fall of 2011 and will be the network's first turnaround school; Exceed would be its second. There are currently close to 2,500 families on the waiting list to attend a school in the Explore Schools network. Explore Exceed Charter School will be founded to meet the needs of students and families in the same neighborhoods (CSD 17, 18, 19, or 23) where Explore Schools' other network charter schools are located. The education needs of the students in this community are great. The chart below shows the average math performance of fourth and eighth grade students in District 17, where Explore Charter School is located, for 2010, versus the performance of Explore Charter School for that same year. While many the scores of many schools decreased as a result of tougher test standards, our students still outperformed the district:

School District	4th Grade Math % Proficient/ Advanced	4th Grade ELA % Proficient/ Advanced	8th Grade Math % Proficient/ Advanced	8th Grade ELA % Proficient/ Advanced
CSD 17	46%	36%	33%	25%
CSD 18	52%	40%	36%	27%
CSD 19	48%	32%	31%	22%
CSD 23	33%	29%	30%	26%
Explore Charter School	**63%**	**40%**	**86%**	**54%**

Explore Exceed Charter School's strategy for serving an under-served population of students is to start a school in a school building in CSD 17, 18, 19, or 23 where a chronically failing public school has been closed by the New York City Department of Education. Explore Schools is working in partnership with the NYC DOE on a plan that will allow the Explore Exceed Charter School to open in a facility where the current failing school is being closed by the NYC DOE. Explore Exceed Charter School will conduct extensive community outreach to the students who were attending this failing school in an effort to ensure that they will enroll in Explore Exceed Charter School. Explore Exceed Charter School's goal is to seek, enroll and serve the most educationally under-served students in these communities and to provide them with access to the top-quality education that they deserve.

School size/class size/grade configuration

Explore Exceed Charter School seeks to maintain a small class size and small school size, as a means to positively impact our students' academic experience. At the elementary school level (K-5) we will enroll 56 students each year that will separate into two classes of 28 students, each with two teachers in their classroom. The idea is to provide a co-teaching model that will support the needs of the students. Based on interviews with turnaround school operators around the country, Excel has adopted the co-teacher model at the lower grades, in order to effectively serve the needs of those students.

At the middle school level (6-8), Explore Exceed Charter School will enroll 60 students per grade and split them into three classes of 20 students each. The purpose of our enrollment plan is two-fold: to create a small K-8 school by the time the school is fully grown, and to create a tightly-knit community in the upper school to support students as they move through transitions associated with adolescence. The relationships built among students, parents, teachers, and administration will support Explore Excel Charter School's academic goals.

In order to meet our enrollment goals, Explore Exceed Charter School will add students at each grade level each year up until November 1st to fill the enrollment gaps created by student attrition. Students have enrolled at the other schools within the Explore Schools network at all grade levels, and we believe the strong culture established in our other schools will allow us to absorb new students into every grade level, while maintaining our academic and behavioral standards. We seek to replicate this at Explore Exceed. Further, given the current waiting list of over to 2,500 families at the other schools within the Explore Schools network, the founders of Explore Exceed Charter School believe strongly that we will be able to add students in every grade level to meet our enrollment goals. The fact that there are over 40,000 students on the waiting lists for charter schools in New York City also bolsters this argument.

The budget submitted with this application, and all assumptions around staffing, are based on the assumptions provided in the growth plan above.

Provide the grade span and enrollment size the school ultimately intends to serve (even if it would occur after the initial charter period) and the year it will reach that point.

- *A charter school is required by law to serve at least one of the grades 1 through 12 (§ 2854(2)(c)). It cannot commence instruction with only a kindergarten.*
- *In addition to serving at least one of the grades 1 through 12, a school may (but is not required to) offer a kindergarten (§ 2854(2)(c)).*
- *If a charter school offers a kindergarten, it generally must be open to all children otherwise eligible to attend who attain the age of five on or before December 1st of the year in which they first attend kindergarten (§ 3202(1)). A charter school may elect to admit students who turn five by December 31st of the year in which they first attend. In deciding whether to set a cut-off date later than December 1st, charter schools are not required to abide by the practice of the school's or student's district of location.*
- *Charter schools may not offer pre-kindergarten as that term in used in the Education Law under any circumstances.*
- *Charter schools may offer half-day kindergarten so long as it is specifically requested in the proposal. The availability of such a program does not have to match that of the school district of location.*
- *Several charter schools have been permitted to offer a developmental kindergarten, distinct from pre-kindergarten, to students who turn age four by August 1 prior to the commencement of their first school year.* ***However, the State Education Department has made clear that no State aid will be made available for such students and that it will not intercept any payments for such students, i.e., the charter school must have an independent source of funding for such developmental kindergarten students****.*
- *Unless the school serves a geographically remote region, or presents some other compelling reason, the school must enroll a minimum of 50 students at a single site by the second year of its operation (§ 2851(2)(i)). If you plan on serving fewer than 50 students at a single site in any but your first year of operation and you believe that your school would qualify for an exemption, please contact the Institute to discuss this issue. A proposal that seeks to serve fewer than fifty students at a single site in any but the first year, and does not provide a compelling reason or a showing of geographical remoteness, cannot be considered for approval.*
- *The ages of the children to be served by the charter school must be given (§ 2851(2)(l)) and can be presented as ranges by grade. Please consider the possibility that students may be retained in a grade, accelerated or performing below grade level when accepted.*
- *It is important to remember that if your school is approved your response to this request, as your other responses, will set the terms under which the school is to operate unless the term is amended.*
- *Be aware that the proposal as a whole should reflect a charter school with the capacity to support the grades and growth pattern submitted in this request. Your proposed staffing, budget and facility, among other things, should align with these enrollment figures.*
- *In thinking about expansion for the future, you should be aware that the 2010 revisions to the Act allow for an education corporation to operate more than one school or to house the same grade at more than one site. Each site or school, however, would have to be individually authorized or chartered and details regarding this process are not yet available.*

Explore Exceed hopes to open with 224 students in grades K-3. However, if we are unable to obtain a waiver we will open with 168 students in grades K-2. Explore Exceed will expand by one grade level each year until it reaches its anticipated full capacity in 2017-2018 with 516 students in grades K-8.

GRADES	YEAR 2012	YEAR 2013	YEAR 2014	YEAR 2015	YEAR 2016	YEAR 2017	**Without a waiver we would start K-2 2012-2013
K	56	56	56	56	56	56	56
1	56	56	56	56	56	56	56
2	56	56	56	56	56	56	56
3	56	56	56	56	56	56	
4		56	56	56	56	56	
5			56	56	56	56	
6				60	60	60	
7					60	60	
8						60	
TOTAL	224	280	336	396	456	516	168

If the charter school would enroll more than 250 students at any point during the first two years of operation, indicate whether you are requesting a waiver from the requirement that all employees must be members of existing collective bargaining organizations in the school district where the charter school would be located.

- *Education Law subdivision 2854(3)(b-1) provides that if a school's enrollment at any point in its first two years exceeds 250 students, all employees of the school are deemed members of a separate bargaining unit of the same employee organization that represents similar employees of the school district in which the charter school is located. The SUNY Trustees can waive this mandate in up to ten schools that it authorizes. At the time of publication, four waivers remain available.*
- *The granting of such waivers is extremely rare and should not be relied upon by the applicant. If you are requesting the waiver, please note that the waiver may not be given to the school until the school's enrollment actually exceeds the 250 cap in the first or second year of operation. However, if you do request the waiver and your proposal is approved with that request, you will have the assurance in your charter agreement that the waiver will be granted if needed. Even if you request a waiver an alternative budget reflecting union-scale wages should be included in the event the waiver is not granted.*

Explore Exceed Charter School is requesting a waiver from the requirement that all employees must be members of existing collective bargaining organizations in the school district where the charter school would be located if we enroll more than 250 students during our first two years of operation.

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the establishment of the proposed charter school will have a "significant educational benefit" to the students who attend that school.

The proposed charter school will not be located in a district where charter schools represent more than five percent of the total public school enrollment, therefore, this question is not applicable and district approval is not required.

Describe the community from which the proposed school will recruit and draw its students. Your response should include:

- **community and school demographics;**
- **rationale for selecting that community;**
- **local public schools and grade configurations; and**
- **existing educational options.**
- *The geographic area of the community, while undefined in statute, should be considered those areas from which the charter school intends to recruit the majority of its students. Depending on the anticipated location of the charter school, you may define the community either more narrowly than the district of location, or more broadly, in cases where the charter school will border two or more districts (or in New York City, CSDs).*
- *Community description should include at a minimum race/ethnicity and poverty; the school description should address the number and types of schools in that community as well as the demographics of their student populations, e.g., race/ethnicity, poverty, special education and English language learners.*
- *Your rationale should explain how you came to select this particular community for the proposed school. You may wish to discuss here any ties the founding group has to this community.*
- *In describing local school grade configurations, identify the natural breaks at which students typically move from one school to another, e.g., from elementary to middle school, or when they might typically exercise choice in selecting a school, e.g., high school selection.*

Explore Exceed Charter School seeks to serve a population that is primarily low-income and African American or Latino. Explore Schools currently supports two high-quality public charter schools in in CSD 17; Explore Charter School and Explore Empower Charter School and will open Explore Excel Charter School in 2011in CSD 18. Explore Exceed Charter School will be founded to meet the needs of students and families in educationally undeserved communities in Brooklyn, including CSD 17, 18, 19 and 23. The demographics of students in these communities are as follows, according SUNY Charter School Institute and District Report Cards:

2008-2009				
district	**23**	**17**	**18**	**19**
Free and Reduced Lunch	82%	87%	76%	87%
ELL	4	9	7	13
Disability	15	12	13	13
African American	81	86	90	53
Hispanic	17	11	7	39

The education needs of the students in these communities are great. The chart below shows the average 2010 performance of students in Districts 17, 18, 19 and 23 versus the performance of Explore Charter School for that same year.

School District	4th Grade Math % Proficient/ Advanced	4th Grade ELA % Proficient/ Advanced	8th Grade Math % Proficient/ Advanced	8th Grade ELA % Proficient/ Advanced
CSD 17	46%	36%	33%	25%
CSD 18	52%	40%	36%	27%
CSD 19	48%	32%	31%	22%
CSD 23	33%	29%	30%	26%
Explore Charter School	**63%**	**40%**	**86%**	**54%**

From this data, it is clear that there are limited options for high quality elementary through middle schools in these communities.

Below is a complete breakdown of the public and charter school options in districts 17, 18, 19, and 23. This breakdown includes the grade levels and the progress report grades given by the New York City Department of Education. In sum, there are 137 public and charter schools in districts 17, 18, 19, and 23 serving some or all of the same grades that will be served by Explore Excel Charter School. 44% are elementary schools (PK-5), 28% are middle schools (6-8), and 20% serve grades K-8. Additionally, 47% of these schools received a C or lower on their progress reports, indicating a need for stronger schools.

Districts	School	Grades Served	Progress Report 2009-2010
17	Academy for College Preparation and Career Exploration: A College Board School	Middle	D
17	P.S. 022	Elementary	C
17	P.S. 091 The Albany Avenue School	Elementary	C
17	P.S. 092 Adrian Hegeman	Elementary	C
17	P.S. 167 The Parkway	Elementary	C
17	P.S. 191 Paul Robeson	Elementary	C
17	P.S. 221 Toussaint L'Ouverture	Elementary	C
17	P.S. 241 Emma L. Johnston	Elementary	C
17	KIPP AMP Charter School	Grades 5-10	C
17	Achievement First Crown Heights Charter School	K-10	C
17	M.S. K394	K-8	C
17	P.S. 161 The Crown	K-8	C
17	P.S. 181 Brooklyn	K-8	C
17	M.S. 061 Dr. Gladstone H. Atwell	Middle	C
17	Middle School for the Arts	Middle	C
17	Ronald Edmonds Learning Center II	Middle	C
17	School for Democracy and Leadership	Middle	C
17	Science, Technology and Research Early College High School at Erasmus	Middle	C
17	P.S. 006	Elementary	B
17	P.S. 012	Elementary	B
17	P.S. 289 George V. Brower	Elementary	B
17	P.S. 375 Jackie-Robinson School	Elementary	B
17	P.S. 397 Foster-Laurie	Elementary	B
17	P.S. 398 Walter Weaver	Elementary	B
17	P.S. 189 Lincoln Terrace	K-8	B
17	Ebbets Field Middle School	Middle	B
17	I.S. 340	Middle	B
17	M.S. 002	Middle	B
17	M.S. 246 Walt Whitman	Middle	B

17	Medgar Evers College Preparatory School	Middle	B
17	Middle School for Academic and Social Excellence	Middle	B
17	School for Human Rights, The	Middle	B
17	PS 141	PK-12	B
17	P.S. 316 Elijah Stroud	Elementary	A
17	P.S. 399 Stanley Eugene Clark	Elementary	A
17	P.S. 249 The Caton	K-3	A
17	P.S. 138 Brooklyn	K-8	A
17	Elijah Stroud Middle School	Middle	A
17	The School of Integrated Learning	Middle	A
17	Brooklyn East Collegiate Charter School	5	NA
17	Fahari Academy Charter School	Grades 5-6	NA
17	PS 770	K-1	NA
17	Lefferts Garden Charter School	K-1	NA
18	P.S. 114 Ryder Elementary	Elementary	D
18	P.S. 219 Kennedy-King	Elementary	C
18	P.S. 233 Langston Hughes	Elementary	C
18	P.S. 268 Emma Lazarus	Elementary	C
18	P.S. 272 Curtis Estabrook	Elementary	C
18	P.S. 276 Louis Marshall	Elementary	C
18	P.S. 279 Herman Schreiber	Elementary	C
18	I.S. 068 Isaac Bildersee	Middle	C
18	I.S. 285 Meyer Levin	Middle	C
18	East Flatbush Community Research School	Middle	C
18	Middle School for Art and Philosophy	Middle	C
18	Middle School of Marketing and Legal Studies	Middle	C
18	P.S. 115 Daniel Mucatel School	Elementary	B
18	P.S. 135 Sheldon A. Brookner	Elementary	B
18	P.S. 208 Elsa Ebeling	Elementary	B
18	P.S. 244 Richard R. Green	Elementary	B
18	Brooklyn Ascend Charter School	K-4	B
18	P.S. 235 Lenox School	K-8	B
18	I.S. 211 John Wilson	Middle	B
18	Kings Collegiate Charter School	5th-6th	A
18	P.S. 66	K-8	A
18	Brownsville Ascend Charter School	K-2	NA
18	New Hope Academy Charter School	K-2	NA
18	Cultural Arts Academy at Spring Creeks Charter School	K-2	NA
18	THE SCIENCE AND MEDICINE MIDDLE SCHOOL	Middle	NA
23	P.S. 332 Charles H. Houston	K-8	F
23	General D. Chappie James Elementary School of Science	Elementary	D

23	P.S./I.S. 137 Rachel Jean Mitchell	K-8	D
23	Brooklyn Collegiate: A College Board School	Middle	D
23	General D. Chappie James Middle School of Science	Middle	D
23	P.S. 156 Waverly	Elementary	C
23	P.S. 041 Francis White	K-8	C
23	P.S. 073 Thomas S. Boyland	K-8	C
23	P.S. 150 Christopher	K-8	C
23	P.S. 165 Ida Posner	K-8	C
23	P.S. 184 Newport	K-8	C
23	P.S. 284 Lew Wallace	K-8	C
23	P.S. 298 Dr. Betty Shabazz	K-8	C
23	P.S. 327 Dr. Rose B. English	K-8	C
23	Kappa V	Middle	C
23	Mott Hall IV	Middle	C
23	Teachers Preparatory High School	Middle	C
23	P.S./ I.S. 155 Nicholas Herkimer	K-8	B
23	P.S. 178 Saint Clair Mckelway	K-8	B
23	P.S./I.S. 323	K-8	B
23	I.S. 392	Middle	B
23	Eagle Academy for Young Men II	Middle	A
23	Ocean Hill Collegiate Charter	5	NA
23	Mott Hall Bridge Middle School	6	NA
23	Leadership Prep Brownsville Charter	Grades 5-7	NA
23	Leadership Prep Ocean Hill Charter	K-1	NA
23	Achievement First Brownsville Charter School	K-3	NA

Explore Exceed Charter School's strategy for serving an under-served population of students is to start a school in a school building in CSD 17, 18, 19, or 23 where a chronically failing public school has been closed by the New York City Department of Education. The placement of the school will depend on where a failing school is closed. Explore Schools is working in partnership with the NYC DOE on a plan that will allow the Explore Exceed Charter School to open in a facility where the current failing school is being closed by the NYC DOE. Explore Exceed Charter School will conduct extensive community outreach to the students who were attending this failing school in an effort to ensure that they will enroll in Explore Exceed Charter School. Explore Exceed Charter School's goal is to seek, enroll and serve the most educationally under-served students in these communities, those who had previously attended a failing school, and to provide them with access to the top-quality education that they deserve.

Describe the specific population of students that the proposed charter school intends to serve.
The proposal should describe the characteristics of the students that the school intends to serve, including demographic information as well their educational needs.

Explore Exceed will serve students from the same demographic of students currently attending schools in the Explore Network. Approximately 98% of our students are African-American or Latino, 15% have special needs, and 78% qualify for free or reduced lunch.

Additionally, since Explore Exceed will replace a failing school, we anticipate serving a student population that mirrors the district where Exceed will be located. As shown in a previous response, below is a breakdown of the student population in each district where we may be located from the most recently available from the SUNY Charter School Institute and District Report Cards:

2008-2009				
district	**23**	**17**	**18**	**19**
Free and Reduced Lunch	82%	87%	76%	87%
ELL	4	9	7	13
Disability	15	12	13	13
African American	81	86	90	53
Hispanic	17	11	7	39

Students with the demographics tend to have academic needs that include extended time for core subjects such as Math and literacy, academic intervention including an RTI approach, a strong school culture that fosters love of learning, and ample resources for students with special needs. As detailed in the academic approach section of this application (Attachment 10), Explore Exceed's school model captures all of these features in order to ensure that we can successfully serve our intended population.

Explain the need for this charter school in this community, including the performance of the local schools.

- *Note that the 2010 revisions to the Act give preference to schools that:*
- *increase high school graduation rates and focus on serving specific high school student populations including, but not limited to, students at risk of not obtaining a high school diploma, re-enrolled high school drop-outs, and students with academic skills below grade level; or*
- *focus on the academic achievement of middle school students and prepare them for a successful transition to high school*
- *If there are existing charter schools in the area, your response should explain how the proposed school's program is different and how it will provide greater educational benefit to students who would attend the proposed school.*
- *In considering need, you should consider the strengths and weaknesses of the public and nonpublic school options in the same geographic area as the proposed charter school and discuss why, in light of those strengths and weaknesses, a charter school is needed.*

As demonstrated above many public schools in the districts in which we are seeking to work in have persistently low performing schools that are not providing students the excellent education they deserve. Our goal is to reopen a failing public school that has been slated for closure by the Department of Education, which means that students who had been attending that school are clearly and desperately in need of a high-performing public school option in their community.

NYS performance data for the 2009-2010 school year:

School District	4th Grade Math % Proficient/ Advanced	4th Grade ELA % Proficient/ Advanced	8th Grade Math % Proficient/ Advanced	8th Grade ELA % Proficient/ Advanced
CSD 17	46%	36%	33%	25%
CSD 18	52%	40%	36%	27%
CSD 19	48%	32%	31%	22%
CSD 23	33%	29%	30%	26%
Explore Charter School	**63%**	**40%**	**86%**	**54%**

Explore Exceed's program will specifically aim to meet the needs of students who had been attending a failing school. In accordance with the 2010 revisions to the Act, Explore Exceed should be granted preference as it seeks to serve students with academic skills below grade level, as demonstrated by the achievement data of the currently schools in the Districts where Exceed hopes to be located. Additionally, we should be granted preference for our focus on the academic achievement of middle school students and preparing them for a successful transition to high school, as Exceed will serve students K-8 and our mission is to prepare students to succeed in a college preparatory high school. Though there are other charter schools in the CSD's where Exceed seeks to be located, none is focused solely on serving students who had been attending a failing traditional public school.

Describe the *programmatic* impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

- *In discussing the programmatic impact, identify the typical grade configuration of surrounding district schools, whether the district has open enrollment options for students, and current and projected enrollment at nearby public schools, both district and charter schools.*
- *You must also discuss the programmatic impact of the proposed school on nearby nonpublic schools, including the number and type of nearby nonpublic schools.*
- *Schools that are designed to serve high school students at risk of not graduating or middle school students will receive additional points on the preference scoring rubric.*

Explore Exceed Charter School seeks to operate in Community School Districts 17, 18, 19, or 23. There are 137 schools currently operating in these districts serving some or all of the same grades that will be served by Explore Excel Charter School. 18 of these schools are charter schools that use a lottery to admit students should the number of applicants exceed the number of available spots while the remaining 119 are traditional public schools with open enrollment. 44% of the schools in those districts are elementary schools (PK-5), 28% are middle schools (6-8), and 20% serve grades K-8. The most up to date District Report Cards from the New York State Education Department provide the following enrollment numbers for 2008-2009 for each district in grades K-8:

District	**2008-2009 Enrollment K-8**
17	17,482
18	13,826
19	18, 554
23	9,775

Given the small grade level size of 56-60 students, Explore Exceed Charter School does not anticipate materially impacting the budget of any of the schools in the neighborhoods from which it will draw students. Further, Explore Exceed Charter School seeks to locate in a densely populated area of Central Brooklyn with students drawn from a failing school that has been closed by the NYC DOE. As a result, there will be a negligible negative programmatic impact on existing public and nonpublic schools in the district, many of which are already severely overcrowded.

In New York City students are assigned to one of 32 Community School District zones, depending on where they live, however, a student may attend a school outside his/her zone or a charter school, provided there is space. Under the federal No Child Left Behind law, students attending a Title I school designated as "in need of improvement" have the right to attend a higher-performing school in the district.

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the establishment of the proposed charter school will have a "significant educational benefit" to the students who attend that school.

- *While it is not clear that the provisions of section 2852(2) addressing districts in which more than 5 percent of student are enrolled in charter schools apply to charters issued pursuant to the RFP process, at this time the Institute is still requesting a response to this request. For the 2009-10 school year, the list of school districts where student enrollment in charter schools represented more than 5 percent (in a base year) included the following districts: Albany, Buffalo, Lackawanna, Roosevelt, and Troy. (Prior to submitting a proposal, applicants should check the Institute's website for an updated list at: www.newyorkcharters.org/openAppRes.htm) If the proposed charter school intends to be located in one of these school districts, "evidence" that the school district approves of its creation can be provided by a letter or other official document (e.g. resolution of the board of education) and should be provided.*
- *The term "significant educational benefit" is used in the 2007 modification of the Act (§ 2852(2)(d)), but was not defined by the State Legislature. Therefore, the applicant has the latitude to define the term as s/he deems appropriate, and to provide a narrative describing the significant educational benefit to be derived by students attending the school.*

The proposed charter school will not be located in a district where charter schools represent more than five percent of the total public school enrollment, therefore, this question is not applicable and district approval is not required.

Describe any partner organizations that will have a significant relationship with the proposed school. For each partner organization provide the following:

- **name of the organization;**
- **description of the nature and purpose of the proposed school's relationship with the organization;**
- **description of the process and criteria used to select the partner organization, including other organizations considered;**
- **proof of the legal status of the organization (e.g. New York not-for-profit corporation, university, college, museum or educational institution) and whether or not the organization has authority to do business in New York;**
- **proof of tax-exempt status under Internal Revenue Code section 501(c)(3);**
- **letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement; and**
- **name of a contact person for the partner organization, along with the address, phone number, facsimile number (if applicable), and e-mail of such contact person for the partner organization.**
- *The Institute uses the terms "partner," or "partner organization," to describe those entities with which you are permitted to file a charter school proposal. A partner is typically an organization with which the school will have a substantial relationship, such as a youth services agency or community-based organization. A partner differs from a management organization in that the latter contemplates entering into a contractual, fee-based relationship with the charter school pursuant to which the management organization takes day-to-day responsibility for and management of the charter school's educational program and/or other aspects of the school. Information regarding management organizations should be provided in Request No. 6.*
- *If you are not filing in conjunction with any partner entity, please so indicate in your response to Requests No. 5 and proceed to Request No. 6.*
- *An applicant is best served by submitting a proposal in conjunction with only those partner entities that are committed to providing a substantial and tangible benefit to the proposed charter school. Indeed, in the eyes of the proposal reviewers, an applicant's credibility may suffer when he or she provides a list of partners that add little or nothing to the proposed school. In other words, quality, not quantity is most important.*
- *Not every relationship that the school might have with community organizations requires that those organizations be identified formally as partners. For instance, if you plan on frequent field trips to local museums, those museums need not file a proposal in conjunction with you.*
- *The letter of intent or commitment that you are required to provide from each partner organization must specify any services (for a fee or otherwise) or financial or other assistance that the partner has agreed to provide and that you have represented will be provided. If the partner organization will be receiving funds from the charter school, the organization must have authority to do business in New York as a New York legal entity or have received an Application for Authority from the New York Secretary of State. If you represent that the school will be receiving a service for free or at a reduced rate from the partner organization, the letter from the partner must so indicate. For example: if you elsewhere claim in the proposal that tutors will be provided by a university partner on a volunteer basis, and those tutors are a component of your remedial education program, the university partner must provide a firm commitment to provide such tutors on such a basis. If this commitment is not provided, the Institute's financial analysts will recalculate the school's budgeted expenses to account for the service at the prevailing market rate or the Institute will review the proposed remedial program with the assumption that the university partner's tutors will not be provided.*
- *Depending on the extent of the proposed partner organization's involvement with the proposed charter school, the Institute may require that the partner organization complete the Institute's Due Diligence Questionnaire (Appendix B) or an appropriately amended version just as a proposed management organization is required to do. For additional information regarding the Due Diligence process, please refer to the guidance related to Request No. 6 below.* ***Note that should the Institute request that a partner organization complete the Due Diligence Questionnaire, it would be due in the Institute's Albany office by 12:00 p.m. on the stated deadline. In addition, at its discretion the Institute may require that representatives from the partner organization participate in a due diligence interview.***
- *Note that no more than 40 percent of the trustees of a charter school authorized by the SUNY Trustees may be affiliated with any other single entity, other than another charter school. If the proposal envisions more than a 40 percent affiliation with a partner organization, the proposal must so indicate and specifically request a waiver of that restriction as part of Request No. 20*

Explore Exceed Charter School is not submitting an application in conjunction with a partner or partner organization, therefore this question is not applicable.

Partner Letter of Intent

Explore Exceed Charter School is not submitting an application in conjunction with a partner or partner organization, therefore providing partner letter of intent is not applicable.

Partner Proof of Legal Status

Explore Exceed Charter School is not submitting an application in conjunction with a partner or partner organization, therefore providing partner proof of legal status is not applicable.

Partner Proof of Tax Exempt Status

Explore Exceed Charter School is not submitting an application in conjunction with a partner or partner organization, therefore providing partner proof of tax exempt status is not applicable.

Describe any organization that will have significant responsibility for managing the proposed school's educational program, staffing, operations and/or other aspects of the school. Provide the following:

- **name of the organization;**
- **detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school;**
- **description of the process and criteria used to select the management organization, including other organizations that were considered, and the rationale for selecting this organization;**
- **description of the role of the management company in selecting proposed members of the school's board of trustees;**
- **draft management contract or, at minimum, term sheet indicating the fees proposed to be paid by the proposed school to the management organization, the length of the proposed contract, the terms of the contract's renewal, and provisions for termination; and**
- **copies of the last two contracts that the management organization has executed with operating charter schools (in New York or other states) and, if applicable, the status of those charter schools' applications for tax-exempt status under section 501(c)(3) of the Internal Revenue Code.**
- *Note that although management organizations typically are contractually bound to provide management services to the charter school, it is still the charter school's board of trustees that is ultimately responsible to ensure that the school operates in an academically, legally and fiscally sound manner.*
- *A strong proposal will demonstrate that the founding group has done its due diligence in selecting a management organization. The rationale for selecting the organization should speak to the capacity of the management organization to operate the school in a sound manner that will achieve the school's mission and Accountability Plan goals.*
- *If you are not filing in conjunction with any management organization, please so indicate in your response to Requests No. 6 and proceed to Request No. 7.*
- *Pursuant to recent amendments to the Act, for-profit entities are not eligible to submit a proposal to establish a charter school, or to operate or manage a charter school (§2851(1)). However, please be aware that the SUNY Trustees, at the time of publication of this document, had a limited number of charters remaining for which an applicant could apply in conjunction with a for-profit management company or educational service provider. Please contact the Institute regarding the status of such charters and DO NOT submit such a proposal in response to this RFP.*
- *If a school intends to contract for management services with a charter management organization,* ***the organization must complete the Due Diligence Questionnaire.*** *The Questionnaire can be found at Appendix B of this RFP and is also available for download on the Institute's website at: http://www.newyorkcharters.org/openAppKit.htm.* ***Completed Questionnaires are due to the Institute's Albany office by 12:00 p.m. on the stated deadline.***
- *Representatives from a management organization or partner organization may also be asked to participate in the Institute's interview of the founding group. Such a meeting supplements the information provided by the entity's completion of the Institute's Due Diligence Questionnaire.*
- *The purpose of the questionnaire and any subsequent meeting is to determine the organization's capacity to provide programs/services to the proposed school. Applicants should review the Due Diligence questionnaire and share it with their anticipated management organization as soon as possible to provide them with time to develop their responses. The Institute will contact the applicant directly should it seek to have a proposed partner organization complete the Questionnaire.*
- *No more than two school trustees may be affiliated with not-for-profit charter management organizations and one such trustee's affiliation is limited to serving as director of such entity. In order for two trustees to be affiliated with a not-for-profit charter management organization, the minimum size of the school board must be seven, and in order for one trustee to be so affiliated the minimum size of the school board must be six. (The minimum size of a charter school board is five.)*
- *If a person affiliated with such a not-for-profit entity serves on the school board, the following restrictions shall apply and be contained in the School Corporation's by-laws (see Request No. 34):*
- *Termination of the contract with the not-for-profit management organization shall constitute cause for removal of such person(s) from the school board, and upon such termination such person(s) may be removed from the school board by vote of the school board provided there is a quorum of at least a majority of the entire school board present at the meeting; and*
- *Such person(s) shall not hold the offices of chair or treasurer of the school board; and*
- *When the school board has proper grounds to go into executive session pursuant to the New York Open Meetings Law, and the school board is to discuss or vote upon an issue related to the not-for-profit charter management organization or the personnel of such organization, the school board may, after such person(s) has had an opportunity to fully address the school board, continue such executive session outside of the presence of such person(s); and*
- *Such person(s) shall disclose the affiliation with the management entity each time an issue before the board involves the management entity, and such persons shall not vote on any matter involving the management entity. As the immediately foregoing provision is part of the General Municipal Law restrictions on charter schools, it need not be included in the by-laws.*
- *At a minimum, the applicant is expected to assess the financial viability, organizational capacity and educational results obtained from other schools (with similar student populations) associated with the management organization, and to directly respond to these issues in the response to this request.*
- *The Institute is particularly interested in the specific steps taken by the applicant in arriving at a decision to engage a not-for-profit management organization. Include in the response a description of the due diligence conducted regarding the management organization selected. Boilerplate, unsupported statements to the effect that the management partner was selected as the best candidate will not allow the proposal reviewers to effectively evaluate your decision.*

Explore Exceed Charter School will be established in conjunction with Explore Schools, a not-for-profit charter management organization. Explore Schools establishes, supports and transforms public schools in educationally under-served communities. Its mission is to provide students with the skills and knowledge they need to graduate from high school, succeed in college and achieve their dreams. Currently, Explore Schools manages two charter schools in Flatbush, Brooklyn that serve 700 students in grades K-8.

Because of our desire to provide an excellent education to students in Brooklyn, Explore Schools was chosen because of its track record of success with the two schools in its network. Explore Charter School (Explore), founded in 2002, serves 475 students grades K-8. Last year, 86% of 8th graders at Explore scored proficient or advanced on the Math portion of the New York State Exam and 54% scored proficient or advanced on the English

portion of the exam, outperforming their peers in the district, city, and state. 100% of these same 8th graders went on to college preparatory high schools, defined as schools where at minimum, more than 75% of students must graduate from high school within four years and more than 85% of those students must gain acceptance to four year colleges.

In 2009, Explore Schools added Explore Empower Charter School (Empower) to its network. Empower serves 225 students in grades K-3 and will grow to serve K-8 over time. Both schools serve a population that is majority low-income and African American and close to 2,500 families are currently on the waiting list to attend one of these schools.

Additionally, Explore Schools offers the schools in its network an extraordinary level of support to ensure that the schools run effectively and efficiently. As requested, in Attachment 6 – Prior Management Contracts, are two contracts between Explore Schools and the two schools in its network: Explore Charter School and Empower Charter School. The contracts demonstrate Explore Schools' commitment to ongoing execution of deliverables related to talent management, strategic planning, academic support, and more while allowing schools the freedom and flexibility to make decisions in the best interest of their students and faculty.

Contract Terms for Explore Exceed

The terms of the contract between Explore Schools and Explore Exceed Charter School would be as follows:

- **Contract Term/Renewal:** The contract term would last one year or two, depending on the specific contract terms and would be renewable at the end of each period. The Parties, by mutual agreement would renew the agreement for subsequent periods by mutual written agreement not later than 30 days prior to the expiration of the agreement.
- **Contract termination:** Explore Exceed Charter School may terminate this agreement in accordance with the following provisions:
  - The School may terminate this Agreement for cause at any time during the Term. The term "for cause" shall mean:
    - Explore Schools becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;
    - Explore Schools has been found by an arbitrator to have been grossly negligent in the use of its funds;
    - a Regulatory Authority has revoked any license which may be required for Explore Schools to carry on its business and perform its obligations and functions under this Agreement;
    - after a period of at least three years from the Effective Date of this Agreement, the School fails to make reasonable progress toward achievement of the goals and objectives outlined in the "Goals and Objectives" section of the Charter Contract;
    - Explore Schools violates any material provision of law with respect to the School from which the School was not specifically exempted and that results in material adverse consequences to the School;
    - Explore Schools materially breaches any of the material terms and conditions of this Agreement;
    - the Authorizer or the State revokes the Charter Contract (in which case such termination shall be effective as of the date of such actual revocation); or
    - the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the Charter Contract materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions,

statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.

- All school assets will be fully owned and governed by the Board of Trustees of the school.

- **Fees:** Explore Exceed Charter School will pay 11.5% of its per pupil revenues to Explore Schools. The estimated per pupil amount will equal approximately $1,300 per student. Meanwhile, Explore Schools would provide an average of three times that amount per pupil to support our schools, of majority of which is raised through grants, gifts and contributions. This rate of 11.5% of the school's per pupil funding from the New York City Department of Education is clearly a financial benefit to the schools within Explore Schools' network, as it would cost much more for the school to hire the additional employees necessary to successfully perform the many functions that will be carried out on behalf of the school by Explore Schools.
- **Services:** In exchange for the fees provided by Explore Exceed Charter School, Explore Schools will provide support in the areas laid out in the charter below:

TALENT MANAGEMENT	TIMELINE
Revision and refinement of staff evaluation templates	Ongoing/As Needed
Design and implementation of a staff recruitment planincluding the placement of ads, attendance at career fairs, letter-writing campaigns, open houses	Designed by end of Term 2; implemented in Terms 3-5
Revision of the staff application and application review criteria	Staff application and rubric revised by Day 1, Term 3
Refinement of the staff selection process, including recruitment and selection goals	Staff selection process outlined by end of Term 2; goals completed by Term 1
Conduct initial phone interviews to recommend candidates to the school leaders	Ongoing/as needed
Develop a leadership succession plan, in conjunction with the Board of Trustees	As needed, per leadership vacancies
Create and execute a leadership recruitment and selection strategy that includes grooming of internal candidates, tapping into established leadership networks and the placement of ads. Strategy will be network-wide, as well as school-specific, depending upon need	Ongoing
Revise and refine the leadership selection process with the outcome of recommending primary school leader candidates to the Board of Trustees.	Ongoing

Facilitate components of the secondary leader selection process,in collaboration with the School Principal, to queue up qualified candidates for the Principal's final selection.	Ongoing
Revision and refinement of leadership evaluation templates	Ongoing
Leadership coaching for primary school leaders on a regular basis; organization and facilitation of two leadership retreats throughout the school year	Leadership meetings every other month; leadership retreats in August and February
Support and supervision of school principal	Weekly 1:1 meetings and twice yearly evaluation (Mid-Year in February; Operating Values in August)

STRATEGIC PLANNING AROUND ESI'S CORE VALUES	TIMELINE
Facilitate the creation of a yearly priority plan based on input from the Board of Trustees and the Principal, and provide for approval by Board of Trustees	1st Draft reviewed at August leadership retreat; final draft completed by end of Term 1
Network-wide staff engagement and development through two primary events: pre-service day and mid-year network day.	August and February
Refinement and revision of observation tools to assess academic rigor, student investment, student safety	Focus on Walk-Through Document, Completed by end of Term 1
Distribution, collection and analysis of mid-year staff satisfaction survey	Administered in February, with a turnaround time within one month
School quality review: hire independent education expert and facilitate school quality review; facilitate cross-school review of project's findings	End of term 3
Support the school to administer the Terra Nova standardized test	Completed by the end of Term 5
Facilitate network-wide discussion to refine and revise the academic frameworks	Developed in conjunction with school principals

Coordinate cross-network opportunities to analyze student achievement and provide professional development	All sessions completed by the end of Term 2
Coordinate, deliver and evaluate 3 "New To Explore" sessions for instructional employees new to the network	Ongoing
Provide the school leader with tools and technical assistance to maintain a school environment and school culture characterized by high academic expectations and a safe, orderly and nurturing environment (e.g.,formats to review attendance and suspension data)	Ongoing

GOVERNANCE SUPPORT	TIMELINE
Facilitate the preparation and distribution of Board meeting materials	Prior to each Board meeting
Assist, provide guidance and facilitate board	As needed, per the Board of Trustees' goals
development and committee development	As needed, per the Board of Trustees' goals
Support Board recruitment through the facilitation of school visits for Board candidates	Yearly, based on Board goals
Facilitation of Board retreats to build capacity	Ongoing
Point of contact for parents and other stake holders to investigate complaints, including student discipline	

FINANCE SUPPORT	TIMELINE
Prepare an annual budget, in conjunction with the School Principal, for Board approval	Per board meeting calendar
Provide technical assistance with the preparation and distribution of quarterly budget to actual reports	To be shared within the month following quarter end
Facilitate finance committee meetings to review the quarterly financial reports	Per board meeting calendar

Provide tools and technical assistance to school-based personnel to provide budget-to-actual figures to key members of the school-based leadership team Serve as point person for the school to work with the auditors to prepare for the annual financial audit Conduct periodic internal audits to confirm school-based staff is following the procedures outlined in the Finance Manual	Process to be launched in Term 1 Summer/Fall 2010 = support for the 09-10 Audit

HUMAN RESOURCES SUPPORT	TIMELINE
Revise the employee handbook template and review with employees	Completed prior to pre-service
Provide technical assistance for staff discipline issues, including termination	As needed
Provide support to create staff handbook addenda, specific to the school	As needed, per school leadership
Provide technical assistance to site-based leadership and staff with payroll	Ongoing, per each pay period
Recommend an employee benefit plan, for approval by the Board of Trustees and school leaders	June - per procurement policy
Recommend a salary scale, for approval by the Board of Trustees and school leaders	Completed prior to final passage of the budget as needed, per counsel
Ongoing revision of the hire letter	As needed by school leadership, based on employee needs
Provide technical assistance in the area of benefits administration to school-based leadership	As needed by school leadership
Provide technical assistance and expertise in the collection, filing, maintenance, and upkeep of personnel information	As needed
Point person with counsel to ensure personnel issues are handled in compliance with the law	As needed

Provide technical assistance to support the tracking of time and leave time	As needed
Provide technical assistance with compliance requirements of teacher certification and fingerprinting of all staff members	As needed

STUDENT ENROLLMENT AND INFORMATION	TIMELINE
Prepare a student-parent handbook template	
Provide support and technical assistance to comply with the law and procedures regarding student suspension & expulsion(e.g. tools to communicate with Trustees), student enrollment (tools to track initial and ongoing enrollment) and student immunization	As needed
Provide the school with technical assistance to maintain, collect, store and transfer student records in compliance with city and state data collection mandates	As needed
Draft and recommend a yearly calendar, aligned to Explore Schools' extended year model, for approval by the school leader	Complete by end of Term 5
Ongoing refinement of the network's marketing materials; school-specific marketing materials are revised by school-based staff	As needed

REPORTING REQUIREMENTS	**TIMELINE**
Facilitate the completion of annual report, annual site visit preparation, charter material changes	For school leader approval, prior to federal and state deadlines
Assist the school in meeting the goals set forth in school's charter contract and any additional guidelines set forth by the school and the Board of Trustees	As needed

OTHER OPERATIONS SUPPORT	TIMELINE
Recommend liability, etc, insurance coverage and policies to the schools. Liase with insurance broker. Technical assistance to school-based staff on insurance policy issues	Coverage recommendations in June. Technical assistance ongoing.
Manage the completion of the Charter renewal application in conjuction with school-based staff	Per deadlines provided by NYC DOE and NYS Regents

ADVOCACY, POLICY, AND EXTERNAL RELATIONS SUPPORT	TIMELINE
Maintain communication with the NYCDOE regarding long-term space	Per deadlines provided by NYC DOE and NYS Regents
Plan and execute an external fundraising event	Facilitate future site planning meeting with Office of Portfolio Development by completion of Term 2
Send an annual newsletter and update to market the school's achievements	Term 4 or Term 5
Maintain network website, including updates as relevant to school's individual pages	Completed no later than end of Term 3
Advocate for Explore at the city, state, and national level with funders, policymakers, elected officials, and NYCDOE decision-makers	ongoing

Role of Explore Schools in Exceed Charter School Board Selection:

Initial board members have been recruited by the lead applicant through resources such as the Robin Hood Foundation's board initiative and Board Source, as well as through networking and advertising the positions through professional connections. All founding board members went through a screening process that included:

- Resume and background screen
- Interview with lead applicant
- Visit to Explore Schools network school
- Final meeting to confirm mission alignment, time commitment, etc

In the future, the current board members will play a strong role in recruiting and screening potential board members for Explore Exceed.

Explore Exceed Charter School's Board of Trustees will also benefit from the support/expertise of Explore Schools. The organization will provide support to the board through training at the outset and over time, and at scheduled board meetings. The most important criteria for a board member is mission alignment and commitment to the school, followed by possession of the specific skills and experiences that the school requires.

The services outlined above will be provided by Explore Schools' team of experienced staff. The team includes:

- ***Morty Ballen—Explore Schools' CEO***

  Morty Ballen is an educator and social entrepreneur committed to closing the achievement gap. After teaching in underserved communities in Louisiana, New York, and South Africa, Morty returned to New York where he received his Masters Degree in Educational Administration from Columbia University. In 2002, he founded Explore Charter School and seeing first-hand the demand for better schools and the powerful impact that strong schools have on student achievement, Morty launched Explore Schools.

  The CEO's role at Explore Schools is to drive the growth of the network, while maintaining the overall quality of the CMO and network schools. The CEO focuses on fundraising, CMO board development, political, media and community affairs and oversight of central office and network school quality.

- ***Catherine Barufaldi—Explore Schools' Managing Director of Talent***

  Catherine Barufaldi has been with Explore Schools for over three years, first at Explore Charter School and now in her current role with Explore Schools, where she is responsible for the quality of Explore Schools' greatest asset: people. Prior to joining Explore, Ms. Barufaldi was the Assistant Division Director at the Children's Aid Society where she oversaw dozens of children's programs across multiple sites. She began her career in education as a middle school reading teacher in Houston and holds a Masters of Public Administration from New York University.

  The Managing Director of Talent's role at Explore Schools is to ensure that the most qualified CMO and school level staff are identified, hired and retained. The talent team focuses on marketing and advertising, staff selection and retention and maintaining competiveness through innovative human resource policies.

- ***Lizz Pawlson—Explore Schools' Managing Director of Strategy***

  Lizz Pawlson has worked with Explore Schools since 2008. Prior to joining Explore Schools, she served as the Director of New Site Development and Interim Director of Recruitment for the KIPP Foundation. She has worked in public relations and communications for The Democratic National Committee and Harper Collins Publishers. She holds a BA from The George Washington University and an MBA from the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill.

  The Managing Director of Strategy's role at Explore Schools is to drive the CMO's growth and fundraising in a manner that is strategically aligned to organizational goals. The strategy team focuses on new school start-up, individual donor, corporate and foundation cultivation, grant writing, strategic planning, and external relations with media, funders and other key stakeholders.

- ***Ian Netwon—Explore Schools' Managing Director of Operations***

  Ian Newton recently joined Explore Schools as Managing Director of Operations. Prior to joining Explore Schools, Ian served as CFO of a community-based not-for-profit in Boston, and Director of Procurement with the Boston Public Health Commission. Ian holds a BA and MA from Clark University, and an MBA in nonprofit management from Boston University.

The Managing Director of Operation's role at Explore Schools is to drive operational success at the school and CMO level. The operations team focuses on supporting operational, technological and financial excellence at the school and CMO level and for managing board-level relations.

- ***Kinnari Patel—Explore Schools' Managing Director of Program***

  Kinnari Patel has been with Explore Charter School since 2004, serving as an Academic Director and from 2007 to 2010 as the school's Principal. She graduated from Salisbury State University in Maryland and earned her principalship through New Leaders for New Schools. Prior to joining Explore Schools, she taught for six years and led an after-school mentoring program.

  The Managing Director of Program's role at Explore Schools is to support academic excellence for new-start and turnaround network schools. The program team focuses on school leader coaching, academic model implementation and evaluation, assessments, data analysis, and turnaround resident development.

More information can be found in the due diligence questionnaire at the end of this document.

Name / Address of MO:
Explore Schools
155 Water Street 6th Floor
Brooklyn, New York 11201

Contact Information of Person Completing Form:

Name: ___Lizz Pawlson_____

Title: ___Managing Director of Strategy, Explore Schools_____

Phone/Fax: [redacted](phone)/[redacted](fax)_____

E-mail: _[redacted]_____

I. Understanding the Organization and its Structure

A. Please provide:

1. evidence the corporate entity is authorized to do business in New York State (NY corporate formation documents from the Secretary of State or copy of approved application for authority to do business in NY from the Secretary).

Explore Schools is authorized to do business in the state of New York. Please see Attachment A for a copy of our New York State granted Articles of Incorporation.

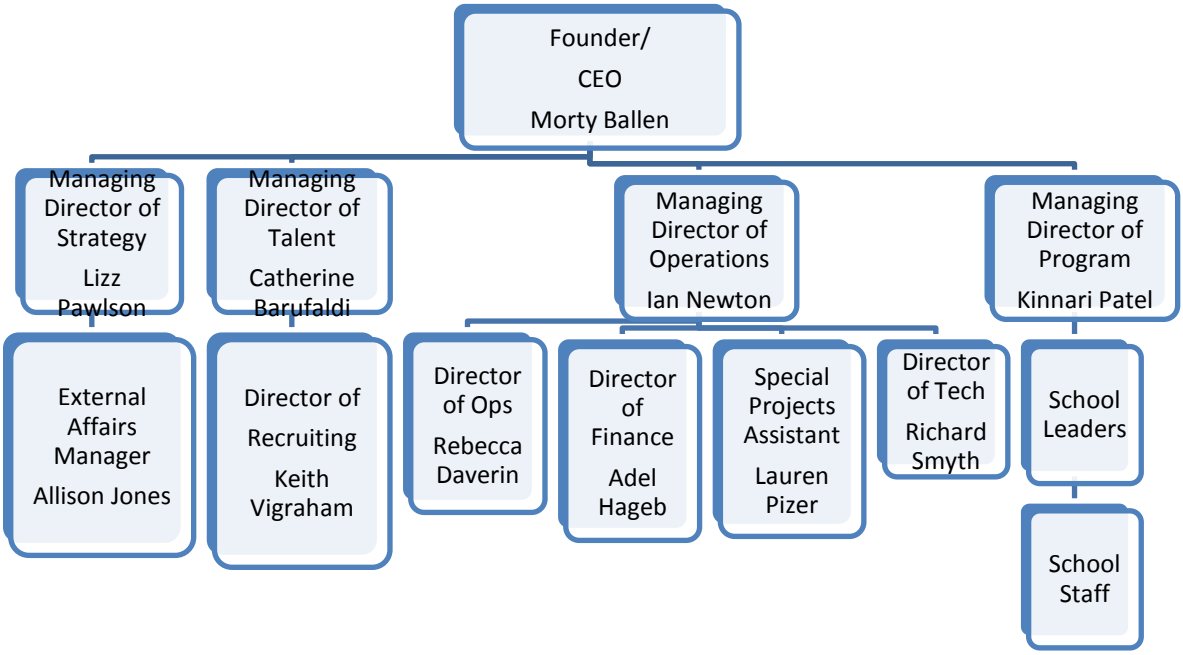
2. evidence of the entity's tax-exempt status under section 501(c)(3) of the Internal Revenue Code, if applicable.

Explore Schools received its 501c3 status in May 2010. Please see Attachment B for a copy of our approval letter.

3. a mission statement.

Explore Schools is a Brooklyn-based non-profit whose mission is to create and support a network of schools that provides under-served students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school.

4. an organization chart and staff roster including job titles and descriptions.



CEO and Founder: The CEO's role at Explore Schools is to drive the growth of the network, while maintaining the overall quality of the CMO and network schools. The CEO focuses on fundraising, CMO board development, political, media and community affairs and oversight of central office and network school quality.

Managing Director, Talent: The Managing Director of Talent's role at Explore Schools is to ensure that the most qualified CMO and school level staff are identified, hired and retained. The talent team focuses on marketing and advertising, staff selection and retention and maintaining competiveness through innovative human resource policies.

Managing Director of Strategy: The Managing Director of Strategy's role at Explore Schools is to drive the CMO's growth and fundraising in a manner that is strategically aligned to organizational goals. The strategy team focuses on new school start-up, individual donor, corporate and foundation cultivation, grant writing, strategic planning, and external relations with media, funders and other key stakeholders.

Managing Director of Operations: The Managing Director of Operation's role at Explore Schools is to drive operational success at the school and CMO level. The operations team focuses on supporting operational, technological and financial excellence at the school and CMO level and for managing board-level relations.

Managing Director of Program: The Managing Director of Program's role at Explore Schools is to support academic excellence for new-start and turnaround network schools. The program team focuses on school leader coaching, academic model implementation and evaluation, assessments, data analysis, and turnaround resident development.

Director of Finance: The Director of Finance's role at Explore Schools is to work with the school-based finance teams to create the annual budget and produce quarterly financials for review by the schools' Boards of Trustees. The Director of Finance meets with the school-based finance teams weekly to monitor their activities and provide support as needed. This role also manages the annual audit process for all schools.

Director of Operations: The Director of Operations' role at Explore Schools is to support the operational excellence of network schools. The role focuses on operational systems development and implementation, student information systems and compliance.

Director of Recruitment: The Director of Recruitment's role at Explore Schools is to lead staff recruitment efforts for Explore Schools and its network schools. The Director of Recruitment focuses his time on school-based talent management, which includes marketing, advertising, reviewing resumes and conducting initial screens for network schools.

Director of Technology: The Director of Technology's role at Explore Schools is to coordinate and manage all aspects of Information Technology for the Explore Schools network.

External Affairs Manager: The External Affairs Manager's role at Explore Schools is to develop and implement Explore Schools' communication strategy. This includes grant writing, working with the media, community outreach and parent advocacy.

Special Projects Assistant: The Special Project Assistant's role at Explore Schools is to provide administrative support for Explore Schools, manage logistics for all network-wide events and manage scheduling and communication for Explore Schools and school-level Board of Trustees meetings.

5. a list of the members of the board of trustees or directors, board officers, by-laws and meeting schedule.

Explore Schools' Board of Trustees is comprised of five members, and the organization is in the process of adding two-three additional members within the next two months.

Ted Gillman (Board Chair) serves as Director of Client Development at The Rohatyn Group and has over 17 years of experience in the asset management field. In his current role, Mr. Gillman is responsible for working closely with the investment teams in both the public markets and private investment groups. He is a Chartered Financial Analyst and holds a BA from Tufts University and an MBA from the University of Virginia.

Julie Anne Quay (Vice Chair) is founder and president of COLAC PICTURES, a new production company that has two original features in development as well as a documentary in pre-production. Prior to COLAC PICTURES, Julie Anne was executive editor of international fashion, arts and lifestyle publication *V* Magazine for four years. As executive editor, Quay helped guide the acclaimed magazine's editorial perspective, identifying the trends and trendsetters in fashion, culture, arts and entertainment. Quay is also a founding board member of The Australians in New York Fashion Foundation, a group committed to education for young Australians in the fashion business, and a co-founder of the Jamakepe Foundation, an organization committed to supporting education.

Ruben Arias (Treasurer) currently serves as a Product COO within Credit Suisse's Equity Division. For their Alternative Execution Products group, Ruben has global responsibility for their electronic trading franchises, which includes their number one ranked algorithmic and program trading businesses. He has over 20 years industry experience, with the last 13 spent at Credit Suisse. Ruben received his BS from New York University and has several industry-specific licenses. His volunteer affiliations and activities include: Big Brothers / Big Sisters (1-on-1 and corporate programs, Alumni Speakers Series), Habitat for Humanity, New York Cares, Prep for Prep, Everybody Wins, iMentor, Streetwise Partners, Good Shepherd Services and others.

Morty Ballen (Secretary) is Explore Schools' CEO. After teaching in Louisiana , through Teach for America, and South Africa, he established Explore Charter School in 2001. Based on the school's strong performance he founded Explore Empower, which opened its doors this fall. He holds a Masters Degree in Educational Administration from Columbia University.

Brian Coad has over 19 years of financial industry experience, most of which has been in financial analysis and accounting. Mr. Coad is the Firm's Chief Financial Officer ("CFO") and Financial and Operations Principal

("FINOP"). Mr. Coad is licensed and qualified as a General Securities Representative – Series 7 and a General Securities Principal – Series 24 and a Finance and Operations Principal – Series 27. He also holds the Uniform Securities Agent State Law Examination – Series 63. Mr. Coad earned a Bachelor of Business Administration in Finance from Southern Methodist University and completed 33 hours of post-graduate work in accounting at The University of Texas at Dallas. Mr. Coad is a Chartered Financial Analyst and a certified public accountant candidate. He anticipates completing the remaining part of the examination in 2011.

Explore Schools Board of Trustees meetings are held 4 times per year and our schedule for 2010-2011 is as follows:

- October 12th
- January 26th
- April 27th
- June 22nd

Bylaws for Explore Schools are included as Attachment C.

6. the most recent annual report.

Explore Schools is in the process of developing our first annual report through a grant from the Taproot Foundation. The report should be completed as of June 2011.

7. a list of schools that contract with the MO, including their location, length of relationship and contracted services.

Explore Charter School
15 Snyder Avenue
Brooklyn New York
Since 2009

Explore Empower Charter School
188 Rochester Ave
Brooklyn, New York
Since 2009

Explore Excel Charter School (opens August 2011)
Location TBD

The contracted services each school receives are the same and services are listed under response B-1 below.

B. Questions:

1. What are the services this MO generally provides?

Explore Schools provides support and services to the schools within our network in the following areas:

TALENT MANAGEMENT	TIMELINE
Revision and refinement of staff evaluation templates	Ongoing/As Needed

Design and implementation of a staff recruitment planincluding the placement of ads, attendance at career fairs, letter-writing campaigns, open houses	Designed by end of Term 2; implemented in Terms 3-5
Revision of the staff application and application review criteria	Staff application and rubric revised by Day 1, Term 3
Refinement of the staff selection process, including recruitment and selection goals	Staff selection process outlined by end of Term 2; goals completed by Term 1
Conduct initial phone interviews to recommend candidates to the school leaders	Ongoing/as needed
Develop a leadership succession plan, in conjunction with the Board of Trustees	As needed, per leadership vacancies
Create and execute a leadership recruitment and selection strategy that includes grooming of internal candidates, tapping into established leadership networks and the placement of ads. Strategy will be network-wide, as well as school-specific, depending upon need	Ongoing
Revise and refine the leadership selection process with the outcome of recommending primary school leader candidates to the Board of Trustees.	Ongoing
Facilitate components of the secondary leader selection process,in collaboration with the School Principal, to queue up qualified candidates for the Principal's final selection.	Ongoing
Revision and refinement of leadership evaluation templates	Ongoing
Leadership coaching for primary school leaders on a regular basis; organization and facilitation of two leadership retreats throughout the school year	Leadership meetings every other month; leadership retreats in August and February
Support and supervision of school principal	Weekly 1:1 meetings and twice yearly evaluation (Mid-Year in February; Operating Values in August)

STRATEGIC PLANNING AROUND ESI'S CORE VALUES	TIMELINE
Facilitate the creation of a yearly priority plan based on input from the Board of Trustees and the Principal, and provide for approval by Board of Trustees	1st Draft reviewed at August leadership retreat; final draft completed by end of Term 1
Network-wide staff engagement and development through two primary events: pre-service day and mid-year network day.	August and February
Refinement and revision of observation tools to assess academic rigor, student investment, student safety	Focus on Walk-Through Document, Completed by end of Term 1
Distribution, collection and analysis of mid-year staff satisfaction survey	Administered in February, with a turnaround time within one month
School quality review: hire independent education expert and facilitate school quality review; facilitate cross-school review of project's findings	End of term 3
Support the school to administer the Terra Nova standardized test	Completed by the end of Term 5
Facilitate network-wide discussion to refine and revise the academic frameworks	Developed in conjunction with school principals
Coordinate cross-network opportunities to analyze student achievement and provide professional development	All sessions completed by the end of Term 2
Coordinate, deliver and evaluate 3 "New To Explore" sessions for instructional employees new to the network	Ongoing
Provide the school leader with tools and technical assistance to maintain a school environment and school culture characterized by high academic expectations and a safe, orderly and nurturing environment (e.g.,formats to review attendance and suspension data)	Ongoing

GOVERNANCE SUPPORT	TIMELINE
Facilitate the preparation and distribution of Board meeting materials	Prior to each Board meeting
Assist, provide guidance and facilitate board development and committee development	As needed, per the Board of Trustees' goals
Support Board recruitment through the facilitation of school visits for Board candidates	As needed, per the Board of Trustees' goals
Facilitation of Board retreats to build capacity	Yearly, based on Board goals
Point of contact for parents and other stake holders to investigate complaints, including student discipline	Ongoing

FINANCE SUPPORT	TIMELINE
Prepare an annual budget, in conjunction with the School Principal, for Board approval	Per board meeting calendar
Provide technical assistance with the preparation and distribution of quarterly budget to actual reports	To be shared within the month following quarter end
Facilitate finance committee meetings to review the quarterly financial reports	Per board meeting calendar
Provide tools and technical assistance to school-based personnel to provide budget-to-actual figures to key members of the school-based leadership team	Process to be launched in Term 1
Serve as point person for the school to work with the auditors to prepare for the annual financial audit	Summer/Fall 2010 = support for the 09-10 Audit
Conduct periodic internal audits to confirm school-based staff is following the procedures outlined in the Finance Manual	

HUMAN RESOURCES SUPPORT	TIMELINE
Revise the employee handbook template and review with employees	Completed prior to pre-service

Provide technical assistance for staff discipline issues, including termination	As needed
Provide support to create staff handbook addenda, specific to the school	As needed, per school leadership
Provide technical assistance to site-based leadership and staff with payroll	Ongoing, per each pay period
Recommend an employee benefit plan, for approval by the Board of Trustees and school leaders	June - per procurement policy
Recommend a salary scale, for approval by the Board of Trustees and school leaders	Completed prior to final passage of the budget as needed, per counsel
Ongoing revision of the hire letter	As needed by school leadership, based on employee needs
Provide technical assistance in the area of benefits administration to school-based leadership	As needed by school leadership
Provide technical assistance and expertise in the collection, filing, maintenance, and upkeep of personnel information	As needed
Point person with counsel to ensure personnel issues are handled in compliance with the law	As needed
Provide technical assistance to support the tracking of time and leave time	As needed
Provide technical assistance with compliance requirements of teacher certification and fingerprinting of all staff members	As needed

STUDENT ENROLLMENT AND INFORMATION	TIMELINE
Prepare a student-parent handbook template	
Provide support and technical assistance to comply with the law and procedures regarding student suspension & expulsion(e.g. tools to communicate with Trustees), student enrollment	As needed

(tools to track initial and ongoing enrollment) and student immunization	
Provide the school with technical assistance to maintain, collect, store and transfer student records in compliance with city and state data collection mandates	As needed
Draft and recommend a yearly calendar, aligned to Explore Schools' extended year model, for approval by the school leader	Complete by end of Term 5
Ongoing refinement of the network's marketing materials; school-specific marketing materials are revised by school-based staff	As needed

REPORTING REQUIREMENTS	**TIMELINE**
Facilitate the completion of annual report, annual site visit preparation, charter material changes	For school leader approval, prior to federal and state deadlines
Assist the school in meeting the goals set forth in school's charter contract and any additional guidelines set forth by the school and the Board of Trustees	As needed

OTHER OPERATIONS SUPPORT	**TIMELINE**
Recommend liability, etc, insurance coverage and policies to the schools. Liase with insurance broker. Technical assistance to school-based staff on insurance policy issues	Coverage recommendations in June. Technical assistance ongoing.
Manage the completion of the Charter renewal application in conjuction with school-based staff	Per deadlines provided by NYC DOE and NYS Regents

ADVOCACY, POLICY, AND EXTERNAL RELATIONS SUPPORT	TIMELINE
Maintain communication with the NYCDOE regarding long-term space	Per deadlines provided by NYC DOE and NYS Regents
Plan and execute an external fundraising event	Facilitate future site planning meeting with Office of Portfolio Development by completion of Term 2

Send an annual newsletter and update to market the school's achievements	Term 4 or Term 5
Maintain network website, including updates as relevant to school's individual pages	Completed no later than end of Term 3
Advocate for Explore at the city, state, and national level with funders, policymakers, elected officials, and NYCDOE decision-makers	ongoing

2. Who leads each of these service areas, and do they primarily provide services to schools or to the management organization itself? What are their qualifications?

Each service area is led by the following staff member:

TALENT MANAGEMENT
Staff Recruitment & Staff Evaluation **Teachers—***Catherine Barufaldi—MD Talent/Keith Vigraham—Director of Recruitment* **Leadership—***Morty Ballen—CEO/Kinnari Patel—MD Program*
STRATEGIC PLANNING AROUND ESI'S CORE VALUES
School Environment, Culture, and Instructional Support—*Kinnari Patel —MD Program*
GOVERNANCE SUPPORT
Board Development—*Morty Ballen—CEO* **Meeting Preparation—***Lauren Pizer—Special Projects Assistant*
OPERATIONS SUPPORT
Financial Services—*Adel Hageb—Director of Finance* **Human Resources—***Catherine Barufaldi—MD Talent* **Student Enrollment and Information—***Rebecca Daverin—Director of Operations* **Reporting Requirements—***Rebecca Daverin—Director of Operations* **Compliance—***Rebecca Daverin—Director of Operations*
START-UP SUPPORT
Lizz Pawlson—MD Strategy
ADVOCACY, POLICY, & EXTERNAL RELATIONS
Allison Jones—External Affairs Mgr/Lizz Pawlson—MD Strategy/Morty Ballen—CEO

The qualifications for this team are as follows:

CEO Morty Ballen is the founder of Explore Schools, a New York City based non-profit whose mission is to establish, support and transform public schools so that students in educationally under-served communities will have the skills and knowledge they need to realize their dreams. Mr. Ballen began teaching in 1992 as an English teacher in Louisiana. Following, he taught in the township of Galashewe, South Africa in a school designed to provide students with an education to succeed in that country's newly integrated, post-apartheid high schools. Mr. Ballen earned his Masters Degree in Educational Administration from Teachers College, Columbia University, and holds a permanent license as a principal in New York. he established Explore Charter School in September of 2001 in order

to meet the critical need in New York City for more outstanding public schools. Based on the school's waiting list of over 2000 families, Mr. Ballen started Explore Empower Charter School, which was chartered in 2008.

Managing Director of Operations Ian Newton recently joined Explore Schools as Managing Director of Operations. Prior to joining Explore Schools, Ian served as CFO of a community-based not-for-profit in Boston, and Director of Procurement with the Boston Public Health Commission. Ian holds a BA and MA from Clark University, and an MBA in nonprofit management from Boston University.

Managing Director of Program Kinnari Patel has been with Explore Charter School since 2004, serving as an Academic Director and from 2007 to 2010 as the school's Principal. She graduated from Salisbury State University in Maryland and earned her principalship through New Leaders for New Schools. Prior to joining Explore Schools, she taught for six years and led an after-school mentoring program.

Managing Director, Talent Catherine Barufaldi has been with Explore Schools for over three years, first at Explore Charter School and now in her current role with Explore Schools, where she is responsible for the quality of Explore Schools' greatest asset: people. Prior to joining Explore, Ms. Barufaldi was the Assistant Division Director at the Children's Aid Society where she oversaw dozens of children's programs across multiple sites. She began her career in education as a middle school reading teacher in Houston and holds a Masters of Public Administration from New York University.

Managing Director of Strategy Lizz Pawlson has worked with Explore Schools since 2008. Prior to joining Explore Schools, she served as the Director of New Site Development and Interim Director of Recruitment for the KIPP Foundation. She has worked in public relations and communications for The Democratic National Committee and Harper Collins Publishers. She holds a BA from The George Washington University and an MBA from the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill**.**

Director of Recruitment Keith Vigraham worked at the Success Charter Network in Harlem in Recruitment, focusing on teacher and school leadership selection before joining Explore Schools in 2009. Mr. Vigraham also worked as a Program Director at Teach for America where he professionally developed 1st and 2nd year Special Education teachers. He is an alumna of Arizona State University (2003) and the New York Teach for America Corps (2006).

Director of Operations, Rebecca Daverin is responsible for the management of school-based operational systems as they relate to compliance. Prior to joining Explore Schools, Rebecca Daverin was a Literacy Counselor for 3 years and worked in support roles at various charter schools in Brooklyn for 6 years. She holds a BA from the CUNY Baccalaureate Program at Hunter College.

Director of Finance Adel Hageb coordinates, manages and leads a team providing all aspects of finance administration including, accounting, budgeting and internal control. Mr. Hageb is a member of Institute of Management Accountants and holds a Masters in Business Administration degree from Eastern University.

Director of Technology Richard Smyth has been working in the IT field for over 10 years and has a Masters in Information Systems from University College of London. Mr. Smyth's background is primarily based within Children Services in the U.K. During this time he was responsible for the planning and implementation of an IT infrastructure and data management framework, to enhance service delivery and decision making processes.

External Affairs Manager Allison Jones graduated from Haverford College in 2007 with a degree in Sociology and Education. Upon graduation, Allison was awarded a year-long public service fellowship by her alma mater to

coordinate a leadership training program for underserved teens in North Philadelphia. Following that year, she took her passion for education back to her home city of New York where she managed the fundraising and marketing efforts for an inner city Catholic School in lower Manhattan. In one year she oversaw a five percent growth in funding and enrollment as well as the development of stronger academic programs.

Special Projects Assistant Lauren Pizer graduated in 2009 from the University of Michigan where she studied public policy. Prior to joining Explore Schools, she held internships in the offices of Senator Charles Schumer and with The Clinton Global Initiative.

3. How does the MO support schools' selection of curriculum materials, and curriculum development and/or modification?

Each new principal in the Explore Schools network participates in a year-long residency that is managed by Explore Schools. During this residency, Explore Schools' Managing Director of Program supports the principal to internalize the academic approach that is aligned across all network schools so that they have a clear understanding of Explore Schools' approach to instruction, which balances the acquisition of both academic skills and critical-thinking skills. By observing best instructional practices in classrooms, as well as in high-achieving schools, and by interviewing the academic leadership at network schools, the principal resident has the time s/he needs to reflect on the available curricular options and pick what's best for his/her school community.

4. How does the MO support the development of instructional leadership? Who is responsible for professional development?

All principals in the Explore Schools network receive comprehensive development of their instructional leadership. Opportunities for development include coaching by our Managing Director of Program, visits to high-performing charter and traditional public schools throughout New York, and participation in high quality professional development, such as the Taxonomy of Effective Teaching program lead by Doug Lemov of UnCommon Schools. Once a principal is in place, Explore Schools employs a variety of structures to develop instructional leadership. These structures include weekly one-on-one check-ins between Explore Schools' Managing Director of Program and the principal to either do teacher observations or to discuss teacher progress. Explore Schools also facilitates a weekly phone call among network principals to troubleshoot and discuss any instructional leadership issues and to foster a professional community between our leaders. Explore Schools hosts a monthly principal dinner and a bi-monthly leadership consultancy. At these events, leaders discuss academic performance of students, based on data from interim assessments, state tests and norm-referenced measures, such as the Terra Nova. They also discuss staff satisfaction data so that they may better define professional development priorities. Once a year, a 3rd party program auditor conducts an evaluation of all network schools, examining evidence of student learning and achievement. The auditor makes recommendations that are used to inform the principal's professional development plan. The principal and Explore Schools collaboratively define his/her professional development goals and in order to reach those goals, the principal is responsible for accessing additional professional development outside of the structures described above.

5. Who is responsible for supporting schools' professional development for teachers? How are needs determined and who sets the agenda?

The principals of each respective school are responsible for providing professional development for teachers at their schools. Our network schools share a standard approach to providing professional development as follows: during the year, professional development occurs on a weekly basis during one of the weekly faculty meetings, and during in-depth sessions at in-service days and planning days throughout the year. Students are released early each

Wednesday to ensure that teachers have uninterrupted time each week to focus on their professional development. Teachers and administrators are asked each term to identify areas in which they would like to have more professional development. The Principal then creates a professional development schedule based on these requests and areas that the Principal has personally identified as opportunities for growth through classroom observations and evaluation of student performance data. The Principal also seeks input from the school's other instructional leaders including the Upper and Lower School Academic Directors. The Directors are in classrooms daily to assess instruction, and work with the Principal to ensure that professional development is driven by the observed needs of teachers and students in attaining the goals set by the organization. Explore Schools also provides professional development materials that are shared among schools, as well as all-network professional development opportunities throughout the year. For example, Explore Schools recently hosted a "Network Day" for all members of the schools' community: teachers, operations staff, leadership and held workshops on instruction, finance, culture, and other topics determined to be relevant by Explore Schools' Managing Director of Program and the school leaders within the network.

6. How are school board meetings conducted – under umbrella of MO or independently?

Explore Schools provides support to its network schools by scheduling school Board of Trustee meetings and working with the school-based teams to create and pull together the materials required for the Board packets that are sent to Trustees prior to each meeting. Explore Schools' Managing Director of Operations also works with each school's Board Chair to develop the Board meeting agenda, and to ensure that all members of the Explore Schools team and school leadership team are on-hand to provide updates to the Board of Trustees as required by the meeting agenda. Network school board meetings are held on the same night, but each meeting is conducted as a separate meeting. The Boards do have the opportunity to meet jointly before their respective meetings in order to discuss relevant network-wide issues.

7. Is the MO represented on the school's board of trustees? If so, for what issues will the MO representatives need to recuse themselves?

Yes, Explore Schools holds up to two board seats on each network school's board. Board members who are part of the Explore Schools network recues themselves for discussions of any issue related to the contract with Explore Schools and any other issues that pose a conflict of interest, in accordance with the school's Conflict of Interest policy.

8. Does the MO select the school leader? If so, does the school's board have a role in approving the leader? Does the school leader report to the MO?

The recruitment and selection of a recommended Principal candidate is made by Explore Schools, but the final approval is made by the school's Board of Trustees. The Principal reports to the Board of Trustees, but the Board, through its contract with Explore Schools, tasks Explore Schools with the responsibility for ensuring that the leader is meeting his/her responsibilities in accordance with the charter contract. Explore Schools' Managing Director of Program reports to the board on the school leader's performance during Board of Trustee meetings and also sits in on the Principal evaluation committee.

9. What arrangements are made for a school's separation from its MO? Are any of the curricula or assessments proprietary? Would they be withdrawn from the school?

The curriculum and assessments used by Explore Schools' network school are not proprietary information, and therefore, schools would be able to use them if a separation from Explore Schools occurred. However, Explore Schools is not a traditional school management organization. We are an integral part of our schools, and they are an

integral part of our organization. From the creation of the charter application, school principal recruitment, school start-up and a host of on-going support, Explore Schools is involved in many aspects of our schools operations, and our organization exists to serve the schools we have worked to found.

Though a separation is unlikely, if either Explore Schools or one of our network schools sought to break ties, the contracts brokered between Explore Schools and our network schools contain provisions for how the relationship may be severed. The provisions are as follows:

The school may terminate the School Services Agreement for cause at any time during the Term. The term "for cause" shall mean: -

- Explore Schools becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;
- Explore Schools has been found by an arbitrator to have been grossly negligent in the use of its funds;
- a Regulatory Authority has revoked any license which may be required for Explore Schools to carry on its business and perform its obligations and functions under this Agreement;
- after a period of at least three years from the Effective Date of this Agreement, the School fails to make reasonable progress toward achievement of the goals and objectives outlined in the "Goals and Objectives" section of the Charter Contract;
- Explore Schools violates any material provision of law with respect to the School from which the School was not specifically exempted and that results in material adverse consequences to the School;
- Explore Schools materially breaches any of the material terms and conditions of this Agreement;
- the Authorizer or the State revokes the Charter Contract (in which case such termination shall be effective as of the date of such actual revocation); or
- the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the Charter Contract materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.
- All school assets will be fully owned and governed by the Board of Trustees of the school.

10. What type of fundraising does the MO provide for the school(s), if any?

Schools within the Explore Schools network run on the per-pupil allotment provided by the city and state, and therefore neither the schools nor Explore Schools conducts fundraising to cover basic expenses. However, if a school wants to fundraise for a specific "extra" such as an end of the year trip, the school is responsible for organizing to raise those funds. Explore Schools raises funds for some of the direct services it provides to schools including some central office staff salaries for positions that provide direct support to schools.

11. If the MO plays a role in the school's budget development process, what is it and who facilitates it?

Explore Schools' Managing Director of Operations and Director of Finance work with the schools' Principal to prepare each school's annual budget, for Board of Trustee approval. All Explore Schools network schools subscribe to the principle of operating sustainably on the per-pupil revenue provided by the city and state, therefore, the budget targets are set to align with the revenue received. Explore Schools provides a budget template that schools use as a first step in developing individual budgets to meet their needs. Once the annual budget is approved, Explore Schools provides technical assistance to the school-based finance team with the preparation of quarterly budget to actual

reports and facilitates the school's Board of Trustees finance committee meetings to review the quarterly reports. Explore Schools' Director of Finance also provides technical assistance to the school-based finance team in order to prepare for the annual financial audit.

12. Does one company do all the payrolls for each school?

Although the same company, ADP, provides payroll service for all schools within our network, each school is free to select a payroll provider and the management of the contracts with the payroll provider occurs at the school level.

13. How is the MO evaluated both by its board and its schools?

Explore Schools' Managing Director of Operations checks in with each school's Board Chair weekly to provide service updates and also provides updates at the schools' Board meetings. Further, the Board receives updates from the schools on the services that Explore Schools is providing in the various service areas.

At the school level, all members of the instructional and operations leadership team are given the opportunity to rate the level of service they are receiving on a quarterly basis. These surveys are then used by Explore Schools to make changes in order to ensure that schools feel supported and results are shared with the Boards. Further, at the pre-school year leader retreat in July, Explore Schools shares with the instructional and operational leadership of each school its service delivery goals, which are based on the contract signed by the Board of Trustees of the schools and Explore Schools.

II. Understanding the Organization's Funding

A. Please provide a copy of the following:

1. the organization's most recent financial statements (preferably audited) together with most recent audit report.

Please see Attachment D for Explore Schools' most recent financial statements

2. the MO's most recently filed IRS Form 990, Form 1120S or other federal tax return.

Please see Attachment E for Explore Schools' most recently filed IRS 990 forms

3. the organization's current business plan and associated projected financials. (A plan covering less than five years should be supplemented with additional information. Also, if not already clear in the plan, please provide a supplemental narrative explaining the growth assumptions of the organization.)

Please see attachment F and F-a for Explore Schools' business plan and associated financial projections

B. Questions:

1. How is the MO paid by schools? Does it charge fees for specific services or does it, in essence, "sweep" all school revenues?

Explore Schools collects roughly twelve percent of each network school's per pupil revenue. We do not charge fees per specific service and additional services that are "out of scope" but provided by Explore Schools are not charged additionally.

2. What philanthropic support does the MO receive? What is the MO's relationship with each philanthropic organization? To what extent is the MO dependent upon philanthropic support?

To fund the growth of its central office and to cover school leader training and school start-up costs, Explore Schools must raise a total of $3,500,000 over the next six years.

Explore Schools has demonstrated its capacity to successfully fundraise in support of its central office. The following organizations have provided funding of $50,000 or more to support the CMO:

- NewSchools Venture Funds $100,000
- Robin Hood Foundation $525,000
- Buck Foundation $50,000
- Charter School Growth Fund $50,000
- NYC Charter Center $85,000

Start-up of network schools has also been well-funded. The following organizations have provided funding of $50,000 or more to support start-up of the network's schools:

- Bodman Foundation $250,000
- Walton Family Foundation $250,000
- NYC Charter Center $170,000
- Clark Foundation $150,000
- Cummings Foundation $50,000
- NYC Charter School Investment Fund $200,000
- Tiger Foundation $200,000

Explore Schools is in process with NewSchools Venture Fund to receive an award of $500,000 and with Charter School Growth Fund to receive an award of up to $1 million. We are also currently pursuing renewals from The Tiger Foundation. The Bodman Foundation and The Buck Foundation. We are seeking new funding from the Brooklyn Community Foundation and the Credit Suisse Foundation.

As Explore Schools grows, the organization is developing a strategy to raise required funds from a combination of individual, foundation and public sources.

3. Is this philanthropic support extended to schools? How does the MO decide which school gets what funds, and how much?

The philanthropic support Explore Schools receives is extended to our schools in the form of initiatives and services for our schools that are not covered by the payments they provide to us; for example, the annual external evaluation our schools receive and the training and ongoing coaching of network leaders. We do not pass funds raised directly on to our schools.

4. Who is responsible for developing the MO's budget? For fundraising for the MO?

The Managing Director of Operations is responsible for drafting Explore Schools' annual budget and work closely with our Director of Finance. That team then works closely with our Board of Trustees to review it before our Board approves it. Our CEO and Managing Director of Strategy are chiefly responsible for fundraising and leverage the support of our External Affairs Manager for grant writing and donor correspondence. Grants management is led by our Director of Finance and our growth plan includes the hire of a Grants Manager over the next few years who will take on the bulk of grants management.

5. Does the MO own the buildings of its schools? If so, what is the lease arrangement?

The school buildings that our network schools occupy are leased from the New York City Department of Education for $1 per year. We anticipate occupying low or no cost space from the DOE for Explore Excel (2011) and Explore Exceed (2012) Charter Schools, and the additional schools we plan to operate in New York City in the next two years.

6. Will the MO be lending funds to the charter school, and if so, under what terms?

Explore Schools does not anticipate lending funds to our schools, though we would help schools arrange for a line of credit during start-up if need be. We also work with our schools to develop an operating reserve to cover any budgetary shortfalls.

7. Are any of the schools under the MO's management on fiscal or other probation or in bankruptcy?

None of the schools under Explore Schools' management is on fiscal or other probation or in bankruptcy

III. Understanding the Organization's Plans for the Future (at least five years)

A. Please provide a copy of the organization's 5-year strategic plan, including plans for more schools beyond those currently under consideration by SUNY.

Please see attachment F and F-a for Explore Schools' business plan and associated financial projections

B. Questions:

1. How do you find sufficient numbers of qualified instructional and other staff for additional schools and for MO?

Explore Schools recruits year-round in order to find qualified instructional and other staff for our schools and for our home office. We leverage partnerships with organizations such as Teach for America and New Leaders for New Schools, and conduct an online marketing and job posting campaign on sites including Idealist, Craigslist, Facebook, and Monster. In addition to our external efforts, Explore Schools' focuses on developing talent from within. Our schools have a distributed approach to leadership, with each school having a principal and an operations leader, as well as academic directors for the upper and lower grades. We believe that growing talent from within is the best means to ensure that our staff feels like they can remain in our network, while growing professionally, and that Explore Schools can staff our schools and home office with talented individuals who are deeply committed to our culture and approach.

2. How has the MO built base office support systems for both the MO and for the schools, i.e. SISs, technology, special education, human resources, etc.

Explore Schools has successfully built an office support system for our organization and for the schools we support. We have done this by focusing on hiring experienced staff at the home office and by empowering them to develop the processes and systems that align with the needs of our schools and of our organization. Our Director of Finance has built the templates and created an approach that our schools can use to develop their annual budget and quarterly reports. Our Director of Operations has created a comprehensive school operations manual and compliance calendar that enables our schools to manage operations efficiently. Our Managing Director of Talent has built a comprehensive approach to human resources that enables our schools a seamless way to ensure that all staff members are provided with the benefits they're entitled, and that all compliance around human resource records is maintained. In addition to building systems and processes at the home office level, Explore Schools believes in building capacity at the school level. Explore Schools recruits, recommends for hire and provides training for operations staff at the school level who manage operational functions including student information systems, invoice processing and procurement.

3. Where do teaching/leadership candidates come from? Who decides which school gets which candidates and what is the process?

Explore Schools' external teacher/leader candidates come from New York City traditional public and charter schools and from organizations such as Teach for America and New Leaders for New Schools. Many of our current leaders at the school level were teachers at Explore Charter School who have been internally promoted into leadership roles. Explore Schools is responsible for designing and executing a staff recruitment plan for the teachers and leaders that are required for our network schools. Explore Schools conducts all candidate recruitment and resume review. If a candidate is deemed qualified, a member of the Explore Schools recruitment team conducts an initial phone screen and – based on the candidate's responses and interests – determines to which school the candidate will be sent in order to conduct a sample teaching lesson and interview with the principal . The final decision for hiring remains at the school level for all teaching staff, while the decisions around leadership staff are made as a recommendation by Explore Schools to the board of the specific school with input from the school principal where appropriate.

IV. Reviewing the Academic Performance of Schools Supported by the MO

A. For schools supported by the management organization, please provide:

1. a description or summary report(s) of the academic performance in English language arts and mathematics over the last three years (both aggregated and disaggregated by grade) on state assessments and including the percent of students in each school who are eligible to receive free-lunch (excluding reduced-price lunch). If three years of state data are not available for a school, please also include standardized norm-referenced test results.

Empower Charter School served grades K-2 during its first year of operation, which was last year. As such, so has no state test score results are available at this time. See Attachment G for Empower's NRT data, as measured by the Terra Nova, for the 2009-2010 school year. For Explore Charter School, results for the past three years are as follows:

ELA Results: Explore Charter School

	Explore: % Meeting	**Explore: % Meeting**	**Explore: % Meeting**

	Standard 07-08	Standard 08-09	Standard 09-10
3rd Grade	68%	85%	33%
4th Grade	78%	81%	40%
5th Grade	78%	88%	49%
6th Grade	71%	83%	51%
7th Grade	89%	91%	36%
8th Grade	64%	75%	54%
Total	75%	84%	43%

Math Results: Explore Charter School

	Explore: % Meeting Standard 07-08	Explore: % Meeting Standard 08-09	Explore: % Meeting Standard 09-10
3rd Grade	96%	100%	53%
4th Grade	93%	98%	63%
5th Grade	95%	97%	63%
6th Grade	100%	93%	74%
7th Grade	86%	100%	69%
8th Grade	75%	97%	86%
Total	92%	98%	67%

2. comparable state assessment results for the district in which the school is located.

ELA District Comparison

	District: % Meeting Standard 07-08	District: % Meeting Standard 08-09	District: % Meeting Standard 09-10
3rd Grade	58%	65%	42%

4th Grade	55%	66%	36%
5th Grade	64%	68%	39%
6th Grade	47%	68%	31%
7th Grade	51%	63%	31%
8th Grade	34%	47%	25%
Total	51%	62%	34%

Math District Comparison

	District: % Meeting Standard 07-08	**District: % Meeting Standard 08-09**	**District: % Meeting Standard 09-10**
3rd Grade	83%	87%	49%
4th Grade	71%	82%	46%
5th Grade	73%	80%	48%
6th Grade	61%	69%	40%
7th Grade	54%	75%	42%
8th Grade	48%	60%	33%
Total	64%	75%	42%

The percentage of students receiving free lunch at Explore Charter School for this period is as follows:

- 2007-08 257/422 Students (60%)
- 2008-09 250/422 Students (59%)
- 2009-10 355/627 Students (56%)

B. Questions:

1. Does the MO have performance goals for schools it supports? If so, what are they?

Explore Schools has goals for itself related to the schools it supports, and also works with the schools to determine their annual performance goals, in conjunction with the performance goals set in the charter. Please see Attachment G for Explore Schools' 2010-2011 school-related goals.

2. What is the role of the MO in cases where a school does not meet the academic performance goals?

If the school does not meet the academic performance goals, Explore Schools would design a plan of intervention, make a series of personnel and programmatic recommendations to the Board of Trustees for approval, and collect data to ensure the plan is being implemented and is resulting in goal attainment. If required, Explore Schools will also work to find replacement leadership, to be approved by the Board of Trustees.

3. Have any schools under the MO's management been closed or not renewed?

None of the schools under Explore Schools' management has been closed or not renewed.

Attachment A: Explore Schools Articles of Incorporation

NCR-26

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CERTIFICATE OF INCORPORATION
OF
EXPLORE SCHOOLS, INC.

UNDER SECTION 402 OF THE NOT-FOR-PROFIT CORPORATION LAW

The undersigned, a natural person of the age of eighteen or over, desiring to form a corporation pursuant to the provisions of the Not-for-Profit Corporation Law of New York, hereby certifies:

FIRST: The name of the corporation is Explore Schools, Inc. (the "Corporation").

SECOND: The Corporation is a corporation as defined in subparagraph (a)(5) of Section 102 of the Not-for-Profit Corporation Law, and shall be a Type B corporation pursuant to Section 201 of the Not-for-Profit Corporation Law.

THIRD: The Corporation is formed exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). In furtherance thereof, the nature of the activities to be conducted and the purposes to be promoted or carried out by the Corporation are: (1) to raise the quality of public education in under-resourced communities within and without New York State; (2) to work with educators, schools and school districts to improve student performance and close the achievement gap between urban and suburban students; (3) to provide educational career development, leadership development and training for educators; (4) to provide data tools for educators to measure achievement and assist with analysis and assessment; (5) to support the educational purposes and educational activities of the Explore group of charter schools, which is comprised of one existing school and four additional schools currently in the planning stages; and (6) to advance the educational programs, plans and goals of such schools.

The Corporation is authorized to engage in any and all lawful activities in furtherance of the foregoing purposes. The foregoing shall not be held to limit or restrict in any way the general powers of this Corporation under the laws of the State of New York.

Nothing herein contained shall authorize the Corporation to operate or maintain a charter school, a nursery school, an elementary school, a secondary school, a college or university, or to advertise or offer credit bearing courses or degrees in New York State, or to engage in the practice of law or of any of the professions designated in Title VIII of the Education Law.

FOURTH: In furtherance of the foregoing purposes, the Corporation shall have all of the general powers enumerated in Section 202 of the Not-for-Profit Corporation Law and any other powers now or hereafter permitted by law for a corporation organized for

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the foregoing purposes, including the power to solicit and receive grants, bequests and contributions and the power to maintain a fund or funds of real or personal property in furtherance of the Corporation's purposes.

FIFTH: Notwithstanding any other provision of this certificate of incorporation of the Corporation, the Corporation is organized and shall be operated exclusively for charitable and educational purposes specified in Section 501(c)(3) of the Code and shall not carry on any activities not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (ii) a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

SIXTH: The Corporation is not formed for pecuniary profit or for financial gain and no part of its assets, income, or profit shall inure to the benefit of, or be distributed to, its members, directors, officers, trustees, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its purposes as set forth in this certificate of incorporation of the Corporation.

SEVENTH: No substantial part of the activities of the Corporation shall be the carrying on propaganda, or otherwise attempting to influence legislation (except to the extent permitted by Section 501(h) of the Code), and the Corporation shall not participate or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

EIGHTH: Upon the dissolution of the Corporation, all of the remaining assets and property of the Corporation shall, after payment of necessary expenses and satisfaction of all liabilities thereof, be distributed upon approval of a Justice of the Supreme Court of the State of New York to another organization exempt under Section 501(c)(3) of the Code or to the federal government, or to a state or local government, for a public purpose.

NINTH: Nothing herein shall authorize the Corporation to engage in any of the activities listed in Section 404(a) through (c), inclusive, and (e) through (v), inclusive, of the Not-for-Profit Corporation Law.

TENTH: In any taxable year in which the Corporation is deemed a private foundation as described in Section 509(a) of the Code, the Corporation (i) shall distribute its income for said period at such time and in such manner as not to subject it to tax under Section 4942 of the Code; (ii) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code; (iii) shall not retain any excess business holdings as defined in Section 4943(c) of the Code; (iv) shall not make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Code; and (v) shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

ELEVENTH: The office of the Corporation is to be located in the County of New York, State of New York.

TWELFTH: The names and addresses of the initial directors of the Corporation, all of whom are of full age, are:

1. Morty Ballen
[redacted]
Brooklyn, NY 11215

2. Theodore J. Gillman
[redacted]
Westport, CT 06880

3. Kevin Huffman
[redacted]
Washington, DC 20008

THIRTEENTH: The Secretary of State for the State of New York is designated as the agent of the Corporation upon whom process against the Corporation may be served. The address to which the Secretary of State shall mail a copy of any process against the Corporation served upon the secretary of state is as follows:

Morty Ballen
[redacted]
Brooklyn, NY 11215

FOURTEENTH: The name and address of the incorporator of the Corporation, who is of full age, is as follows:

Morty Ballen
[redacted]
Brooklyn, NY 11215

IN WITNESS WHEREOF, the undersigned has signed this instrument and affirmed as true the statements made herein under the penalty of perjury this 29th day of July, 2008.

/s/ Morty Ballen
Morty Ballen, Incorporator
1921 8th Avenue
Brooklyn, NY 11215

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STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Albany, New York

CONSENT TO FILING WITH THE DEPARTMENT OF STATE
(General Use)

Consent is hereby given to the filing of the annexed certificate of incorporation

of EXPLORE SCHOOLS, INC.,
[name of entity]

pursuant to the applicable provisions of the Education Law, the Not-for-Profit Corporation Law, the Business Corporation Law, the Limited Liability Company Law or any other applicable statute.

This consent is issued solely for purposes of filing the annexed document by the Department of State and shall not be construed as approval by the Board of Regents, the Commissioner of Education or the State Education Department of the purposes or objects of such entity, nor shall it be construed as giving the officers or agents of such entity the right to use the name of the Board of Regents, the Commissioner of Education, the University of the State of New York or the State Education Department in its publications or advertising matter.

IN WITNESS WHEREOF this instrument is executed and the seal of the State Education Department is affixed.

RICHARD P. MILLS
Commissioner of Education

By: Seth D. Gilboord
Seth D. Gilboord

Commissioner's authorized designee

JUN 2 6 2008
Date

THIS DOCUMENT IS NOT VALID WITHOUT THE SIGNATURE OF THE COMMISSIONER'S AUTHORIZED DESIGNEE AND THE OFFICIAL SEAL OF THE STATE EDUCATION DEPARTMENT.

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CERTIFICATE OF INCORPORATION

OF

EXPLORE SCHOOLS, INC.

UNDER SECTION 402 OF THE NOT-FOR-PROFIT CORPORATION LAW

STATE OF NEW YORK
DEPARTMENT OF STATE
FILED JUL 30 2008
TAX $
BY:

Filed by:

Morty Ballen
[redacted]
Brooklyn, NY 11215

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Drawdown

2008 JUL 30 AM 11:21
FILED

2008 JUL 30 AM 10:03
RECEIVED

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910098-34

Attachment B: Explore Schools 501c3

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAY 10 2010

EXPLORE SCHOOLS INC
1921 8TH AVE
BROOKLYN, NY 11215

Employer Identification Number:
26-3282250
DLN:
17053064024019
Contact Person:
SANDRA MAK ID# 95023
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
July 30, 2008
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

EXPLORE SCHOOLS INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

Attachment C: Explore Schools By-Laws

BY-LAWS

OF

EXPLORE SCHOOLS, INC.

NAME

The name of the corporation is Explore Schools, Inc. (the "**Corporation**").

OFFICES

Principal Office. The principal office of the Corporation shall be located in the City of New York, County of New York, State of New York. The Corporation may also establish and maintain offices at such other places within or without the State of New York as the Board of Directors may from time to time determine.

MEMBERS

The Corporation shall have no members.

BOARD OF DIRECTORS

Number; Qualification. The number of Directors constituting the entire Board of Directors after the first annual meeting thereof shall be not less than three. Subject to such minimum, the number of Directors may be increased or decreased from time to time by resolution of the Board of Directors, but such action by the Board of Directors shall require a vote of a majority of the entire Board of Directors and no decrease shall shorten the term of any incumbent Director. Each Director shall be at least 18 years of age. For purposes of these By-laws, the term "**Board of Directors**" means the total number of directors entitled to vote which the Corporation would have at the time in question if there were no vacancies.

Election and Term of Office. The initial Directors shall be the persons named in the Certificate of Incorporation and shall serve until the first organizational meeting of the Board of Directors. Each Director shall thereafter hold office for a two-year term; *provided*, however, that any Director elected to fill an unexpired term (whether resulting from the death, resignation or removal or created by an increase in the number of Directors) shall hold office until the next election of Directors. Directors may be elected to any number of consecutive terms. To become a Director, a person shall be nominated by a Director and elected by a plurality of the Board of

Directors. The Directors shall appoint a Chairperson from among them to conduct meetings and otherwise act in accordance with these Bylaws and applicable law.

Powers and Duties.

The entire direction and management of the affairs of the Corporation shall be vested in the Board of Directors. The Board of Directors shall have full power to control and manage the affairs and property of the Corporation, subject to applicable law and the purposes and limitations set forth in the Certificate of Incorporation and herein. Without limiting the generality of the foregoing, the Board of Directors may:

Appoint and discharge advisors and consultants who have skills necessary or helpful to the Corporation and pay compensation to such advisors and consultants for services rendered.

Employ and discharge persons for the furtherance of the purposes of the Corporation.

Acquire money and property of every kind, nature and description and borrow money on such terms and conditions as may be approved by the Board of Directors and, in connection therewith, issue notes, bonds, certificates or other obligations or evidences of indebtedness of the Corporation.

Invest and reinvest in such securities and property as the Board of Directors in its sole and uncontrolled discretion may deem to be in the best interests of the Corporation, without any limitation or restriction whatsoever.

Exercise all other powers necessary to manage the affairs and further the purposes of the Corporation in conformity with the Certificate of Incorporation, these By-laws and the laws of the State of New York.

The Board of Directors shall:

(i) Direct the President and Treasurer of the Corporation to present at the annual meeting of the Board of Directors a financial report, verified by the President and Treasurer or certified by an independent public accountant or certified public accountant or a firm of such accountants selected by the Board of Directors. This report shall be filed with the records of the Corporation and a copy or abstract thereof entered in the minutes of the proceedings of the annual meeting of the Board of Directors.

(ii) Select all officers for the Corporation and the members of the Executive Committee, if any.

Removal. Any Director may be removed at any time for cause by a vote of Directors then in office at a regular meeting or special meeting of the Board of Directors called for that purpose; *provided* that there is a quorum of not less than a majority present at such meeting; *and provided further* that at least one week's notice of the proposed action shall have been given to the entire Board of Directors then in office.

Resignation. Any Director may resign from office at any time. Such resignation shall be made in writing and shall take effect at the time specified therein, and if no time be specified, at the time of its receipt by the Corporation. The acceptance of a resignation by the Board of Directors shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Director.

Vacancies and Newly Created Directorships. Any newly created Directorships and any vacancies on the Board of Directors arising at any time and from any cause may be filled at any meeting of the Board of Directors by a majority of the Directors then in office, regardless of their number, and the Directors so elected shall serve until the next annual meeting. A vacancy in the Board of Directors shall be deemed to exist on the occurrence of any of the following:

(a) the death, resignation or removal of any Director;

(b) the declaration by the Board of Directors of a vacancy in the office of a Director who has missed three (3) consecutive meetings of the Board of Directors or a total of five (5) during any one calendar year, unless a majority of Directors has excused such Director from attendance due to extreme circumstances;

(c) an increase in the authorized number of Directors by resolution of the Board of Directors; or

(d) the failure of the Directors, at any annual or other meeting of Directors at which any one or more Directors are to be elected, to elect the full authorized number of Directors to be voted for at that meeting.

MEETINGS; VOTING

Place of Meetings. The Board of Directors may hold its meetings at any place within or without the State of New York as the Board of Directors may from time to time determine.

Annual Meetings. The Board of Directors shall hold a regular annual meeting in June of each year, at a time and place fixed by the Board of Directors, for the election of directors, appointment of officers and for the transaction of such other business as may properly come before the Directors at such meeting. The time and place of the annual meeting may be changed at any time by resolution of the Board of Directors.

Special Meetings. Special meetings of the Board of Directors may be called at any time by any Director accompanied by written demand for such meeting by at least one-third of the Board of Directors. Such meeting shall be held at any reasonable time and place specified by such Directors.

Notice of Meetings. Annual meetings may be held without notice of the time and place if such meetings are fixed by the Board of Directors by written resolution. Notice of the time and place of annual meetings not fixed by the Board of Directors and of the time, place and purpose of any special meeting of the Board of Directors shall be mailed to each Director, postage prepaid, addressed to him or her at his or her residence or usual place of business as appears on the books of the Corporation (or at such other address as such Director may have designated in a written request) at least three business days but no more than 20 days before the day on which the meeting is to be held; *provided*, however, that notice of special meetings to discuss matters requiring prompt action may be sent to the Directors at such address by telecopier or electronic mail, or given personally or by telephone, no less than forty-eight hours before the time at which such meeting is to be held, unless the meeting must be held within forty-eight hours. Notice of a meeting need not be given to any Director who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to him or her. No notice need be given of any adjourned meeting.

Quorum and Voting. Unless a greater proportion is required by law, at any meeting of the Board of Directors, a majority of the entire Board of Directors shall constitute a quorum for the transaction of business. Except as otherwise provided by law or these By-laws, at any meeting of the Board of Directors at which a quorum is present, the affirmative vote of a majority of the Directors present at the time of the vote shall be the act of the Board of Directors. If at any meeting of the Board of Directors there shall be less than a quorum present, the Directors present may adjourn the meeting until a quorum is obtained. At a duly adjourned meeting at which a quorum is then present, any business may be transacted at the meeting as originally called.

Action by the Board. Except as provided by law, any action required or permitted to be taken by the Board of Directors or any committee thereof may be taken without a meeting if all members of the Board of Directors or the committee, as the case may be, 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 Directors or committee shall be filed with the minutes of the proceedings of the Board of Directors or committee.

Meetings by Telephone. Any one or more members of the Board of Directors or any committee thereof may participate in a meeting of the Board of Directors or committee, as the case may be, by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Compensation. No compensation of any kind shall be paid to any Director for the performance of his or her duties as Director. Notwithstanding the foregoing, upon written resolution of the Directors, Directors may be reimbursed for their expenses in attending meetings of the Board of Directors. Subject to Article XII below**,** this Section 5.8 shall not in any way limit reimbursement of or payment for services provided to the Corporation by the Director in any capacity separate from his or her responsibilities as a Director, provided that there is full disclosure of the terms of such compensation and the arrangement has been approved by resolution of the Board of Directors. The provisions of this section shall not in any way limit reimbursement of or payment for services provided to the Corporation by any organization in which a Director is affiliated.

OFFICERS, EMPLOYEES AND AGENTS

Number and Qualifications of Officers. The Officers of the Corporation shall be a President, a Secretary and such other Officers, if any, including one or more Vice Presidents, as the Board of Directors may from time to time appoint. One person may hold more than one office in the Corporation except that no one person may hold the offices of President and Secretary. The other Officers may, but need not, be members of the Board of Directors. No instrument required to be signed by more than one Officer may be signed by one person in more than one capacity. The Officers shall have such powers and duties, except as may be modified by the Board of Directors, as generally pertain to their respective offices as well as such powers and duties as from time to time may be determined by the Board of Directors.

Election and Term of Office. The Officers of the Corporation shall be elected at the annual meeting of the Board of Directors and each shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Employees and Other Agents. The Board of Directors may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office at the pleasure of the Board of Directors, and

shall have such authority and perform such duties and shall receive such reasonable compensation, if any, as a majority of the Board of Directors may from time to time determine. To the fullest extent allowed by law and by these By-laws, the Board of Directors may delegate to any employee or agent any powers possessed by the Board of Directors and may prescribe their respective title, terms of office, authorities and duties.

Removal. Any Officer, employee or agent of the Corporation may be removed with or without cause by a vote of the majority of the entire Board of Directors.

Vacancies. In case of any vacancy in any office, a successor to fill the unexpired portion of the term may be elected by the Board of Directors.

Compensation. Any Officer, employee or agent of the Corporation is authorized to receive a reasonable salary or other reasonable compensation for services rendered to the Corporation only when authorized by a majority of the Board of Directors.

COMMITTEES

There may be standing committees of the Board of Directors as shall be established from time to time by the Board of Directors.

CONTRACTS, CHECKS, BANK ACCOUNTS, ETC.

Checks, Notes and Contracts. The Board of Directors is authorized to select the banks or depositories it deems proper for the funds of the Corporation and shall determine by resolution who shall be authorized on the Corporation's behalf to issue checks, drafts or other orders from the payment of money, acceptances, notes or other evidences of indebtedness, to enter into contracts or to execute and deliver other documents and instruments.

Investments. The funds of the Corporation may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal or otherwise, including stocks, bonds or other securities, as the Board of Directors may deem desirable.

Books. There shall be kept at the office of the Corporation correct books of account of the activities and transactions of the Corporation including the minute book, which shall contain a copy of the Certificate of Incorporation, a copy of these By-laws, and all minutes of meetings of the Board of Directors.

FISCAL YEAR

The fiscal year of the Corporation shall commence on July 1 of each year and end on June 30 of the following year.

INDEMNIFICATION AND INSURANCE

Indemnification. The Corporation may, to the fullest extent now or hereafter permitted by law, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, his, her, or testator or intestate was a Director, officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees. No indemnification may be made to or on behalf of any such person if (a) his or her acts were committed in bad faith or were the result of his or her active and deliberate dishonesty and were material to such action or proceeding or (b) he or she personally gained in fact a financial profit or other advantage to which he or she was not legally entitled.

Insurance. The Corporation shall have the power to purchase and maintain insurance to indemnify the Corporation for any obligation which it incurs as a result of its indemnification of Directors, officers and employees pursuant to Section 10.1 above, or to indemnify such persons in instances in which they may be indemnified pursuant to Section 10.1 above.

AMENDMENTS

Amendments. These By-laws may be amended or repealed by the affirmative vote of two-thirds of the entire Board of Directors present at any meeting of the Board of Directors at which a quorum is present. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed alteration, is given in accordance with the notice provisions for special meetings set forth in Section 5.4 of these By-laws or by unanimous written consent of the Board of Directors.

CONFLICTS OF INTEREST, CONTRACTS AND SERVICES OF DIRECTORS AND OFFICERS

Disclosure.

C. Immediately upon election or appointment to the Board of Directors, all Directors shall disclose any relevant interest which may pose conflict of interest questions. Disclosure shall include any interest, financial or otherwise, in any corporation, organization, or partnership which provides professional or other services to the Corporation. Disclosure statements shall be available to any Director of the Corporation on request.

When any matter comes before the Board of Directors or any committee of the Board of Directors in which a Director has an interest, that interest shall be immediately disclosed to the Board of Directors or committee, as the case may be.

Definition of "Interest". Whether a Director has an interest in a matter shall be determined by (i) whether that person would derive an individual economic benefit, either directly or indirectly, from the decision on the matter by the Board of Directors or committee, as the case may be or (ii) whether that person is a director or

officer of a corporation, firm, association or other entity that has a financial interest in any transaction with the Corporation. An "interest" is not intended to include positions on legislative matters of general impact.

Voting. No Director shall vote on any matter in which he or she has an interest.

Non-Participation. The Board of Directors may, by majority vote, ask any Director who has an interest in a matter not to participate, or to leave the room in which discussion is carried on; *provided*, however, that the interested Director may participate in any discussion regarding his or her exclusion.

Attempts to Influence. Directors shall not attempt to influence other Directors regarding matters in which they are interested, without disclosing that interest.

Contract Review. If a contract is proposed in which a Director or an organization which employs a Director is a potential contractor, regardless of amount (an "**Interested Party Contract**"), the Directors who do not have an interest in the Interested Party Contract shall review the contract and shall recommend that the Chairperson execute or not execute the contract.

NON-DISCRIMINATION

In all of its dealings, neither the Corporation nor its duly authorized agents shall discriminate against any individual or group for reasons of race, color, creed, sex, age, culture, national origin, marital status, sexual preference, or mental or physical handicap.

REFERENCE TO CERTIFICATE OF INCORPORATION

References in these By-laws to the Certificate of Incorporation shall include all amendments thereto or changes thereof unless specifically excepted.

Attachment D: Explore Schools 2009-2010 Audited Financials

Explore Schools, Inc.

Financial Report

June 30, 2010

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McGladrey & Pullen, LLP
Certified Public Accountants

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McGladrey

Independent Auditor's Report

To the Board of Trustees
Explore Schools, Inc.
Brooklyn, New York

We have audited the accompanying statements of financial position of Explore Schools, Inc. (the "Organization") as of June 30, 2010 and 2009, and the related statements of activities, functional expenses, and cash flows for the year ended June 30, 2010 and for the period from July 31, 2008 (date of inception) to June 30, 2009. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Explore Schools, Inc. as of June 30, 2010 and 2009 and the changes in its net assets and its cash flows for the year ended June 30, 2010 and for the period from July 31, 2008 (date of inception) to June 30, 2009 in conformity with accounting principles generally accepted in the United States of America.

McGladrey & Pullen, LLP

New York, New York
December 9, 2010

McGladrey is the brand under which RSM McGladrey, Inc., McGladrey & Pullen, LLP, Owen Cenac, Jr., Limited, and other independent accounting, tax and consulting firms participate in the RSM International network. RSM International is the brand under which member firms are known globally. Each member firm is an independent accounting, tax and consulting firm.

Explore Schools, Inc.

Statements of Financial Position
June 30, 2010 and 2009

	2010	2009
ASSETS		
Cash	$ 501,544	$ 500
Grants and Contributions Receivable	150,000	25,000
Accounts Receivable	-	40,792
Prepaid Expenses and Other Assets	12,184	-
Property and Equipment, net	15,817	4,681
Total assets	$ 679,545	$ 70,973
LIABILITIES AND NET ASSETS		
Liabilities:		
Accounts payable and accrued expenses	$ 141,940	$ 489
Grants payable	9,212	-
Refundable advance	50,000	-
Note payable	125	19,143
Total liabilities	201,277	19,632
Contingencies		
Net Assets:		
Unrestricted	167,101	(51,167)
Temporarily restricted	311,167	102,508
Total net assets	478,268	51,341
Total liabilities and net assets	$ 679,545	$ 70,973

See Notes to Financial Statements.

Explore Schools, Inc.

Statements of Activities
Year Ended June 30, 2010 and Period From July 31, 2008 (Date of Inception) to June 30, 2009

	2010			2009		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
Support and Revenue:						
Grants and contributions	$ 83,803	$ 550,000	$ 633,803	$ -	$ 235,000	$ 235,000
Management service fees	858,600	-	858,600	-	-	-
Donated services	41,968	-	41,968	-	-	-
Other revenue	6,000	-	6,000	-	-	-
Net assets released from restrictions	341,341	(341,341)	-	132,492	(132,492)	-
Total support and revenue	1,331,712	208,659	1,540,371	132,492	102,508	235,000
Expenses:						
Program services	701,614	-	701,614	102,173	-	102,173
Supporting services:						
Management and general	291,166	-	291,166	33,342	-	33,342
Fund-raising	120,664	-	120,664	48,144	-	48,144
Total supporting services	411,830	-	411,830	81,486	-	81,486
Total expenses	1,113,444	-	1,113,444	183,659	-	183,659
Change in net assets	218,268	208,659	426,927	(51,167)	102,508	51,341
Net Assets:						
Beginning	(51,167)	102,508	51,341	-	-	-
Ending	$ 167,101	$ 311,167	$ 478,268	$ (51,167)	$ 102,508	$ 51,341

See Notes to Financial Statements.

Explore Schools, Inc.

Statements of Functional Expenses
Year Ended June 30, 2010 and Period From July 31, 2008 (Date of Inception) to June 30, 2009

	2010				2009			
		Supporting Services				Supporting Services		
	Program Services	Management and General	Fund-Raising	Total	Program Services	Management and General	Fund-Raising	Total
Salaries	$ 399,802	$ 178,995	$ 19,853	$ 598,650	$ 79,403	$ 25,291	$ 8,594	$ 113,288
Payroll taxes and benefits	59,328	26,644	2,842	88,814	5,596	1,782	606	7,984
Accounting and payroll processing fees	1,637	7,719	78	9,434	-	-	-	-
Legal fees	-	41,968	-	41,968	-	-	-	-
Staff development	9,358	5,928	448	15,734	-	-	-	-
Fund-raising	-	-	11,611	11,611	-	-	-	-
Depreciation and amortization	2,514	1,129	120	3,763	-	641	-	641
Consultant expense	92,031	-	83,045	175,076	-	-	37,085	37,085
Meetings and conferences	31,515	652	-	32,167	2,843	905	308	4,056
Office and administrative	9,928	5,350	-	15,278	14,331	4,723	1,551	20,605
Occupancy	15,634	7,022	749	23,405	-	-	-	-
Grants to network schools	9,212	-	-	9,212	-	-	-	-
Technology support	40,759	5,275	1,918	47,952	-	-	-	-
Insurance	5,969	2,967	-	8,936	-	-	-	-
Recruitment	13,065	3,267	-	16,332	-	-	-	-
Miscellanous	10,862	4,250	-	15,112	-	-	-	-
Total	$ 701,614	$ 291,166	$ 120,664	$ 1,113,444	$ 102,173	$ 33,342	$ 48,144	$ 183,659

See Notes to Financial Statements.

Explore Schools, Inc.

Statements of Cash Flows
Year Ended June 30, 2010 and Period From July 31, 2008 (Date of Inception) to June 30, 2009

	2010	2009
Cash Flows From Operating Activities:		
Change in net assets	$ 426,927	$ 51,341
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Depreciation and amortization	3,763	641
Changes in operating assets and liabilities:		
Increase in grants and contributions receivable	(125,000)	(25,000)
Decrease (increase) in accounts receivable	40,792	(40,792)
Increase in prepaid expenses and other assets	(12,184)	-
Increase in accounts payable and accrued expenses	141,451	489
Increase in grants payable	9,212	-
Increase in refundable advance	50,000	-
Net cash provided by (used in) operating activities	534,961	(13,321)
Cash Flows Used in Investing Activity - acquisition of property and equipment	(14,899)	(5,322)
Cash Flows From Financing Activities:		
Proceeds from note payable	-	19,143
Repayment of note payable	(19,018)	-
Net cash (used in) provided by financing activities	(19,018)	19,143
Net increase in cash	501,044	500
Cash:		
Beginning	500	-
Ending	$ 501,544	$ 500

See Notes to Financial Statements.

Note 1. Organization

Explore Schools, Inc. (the "Organization") was established under the laws of the State of New York on July 31, 2008 as a not-for-profit corporation under subparagraph (a)(5) of Section 102 of the Not-for-Profit Corporation Law.

The Organization is a New York-based, non-profit charter management organization. Its mission is to create and support a network of K-8 public schools in under-served communities that provides students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. There are currently 700 students enrolled in the network's two charter schools in central Brooklyn. To realize its mission, Explore Schools provides value-added support to the schools within the network, while at the same time developing capacity to establish and support turnaround schools that will provide students in under-served communities with access to a high-quality public education.

In order to serve more students and to introduce a new education reform strategy to New York City, the network will grow from 700 students to more than 3,000 by partnering with the New York City Department of Education to re-open failing schools as high-performing charter schools. Through this growth, the Organization will ultimately become a network of six K-8 schools.

Note 2. Summary of Significant Accounting Policies

Basis of Accounting: The Organization's financial statements have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America. Accordingly, net assets are classified as unrestricted, temporarily restricted or permanently restricted based on the designation of donors.

Cash and Concentration of Credit Risk: The Organization maintains its cash in one bank deposit account with one financial institution. Balances on this account, at times, may exceed federally insured limits. The Organization has not experienced any losses in this account.

Support and Revenue: Contributions are recognized as revenue in the year the pledge promise is received and documented.

Contributions and unconditional promises to give are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as temporarily restricted support, which increases those net asset classes. When the specified purpose of donor-restricted contributions is met, the net asset is released from restriction and transferred to unrestricted net assets. Permanently restricted support is generally those contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors. Contributions of assets other than cash are recorded at their estimated fair value.

Contributed services are recorded at their fair value when such services are rendered. Contributed services are recognized as contributions if the services: (a) create or enhance nonfinancial assets or (b) require specialized skills and are performed by people with those skills and would otherwise be purchased by the Organization and (c) are measurable. Legal services were provided to the Organization, at no charge. The value of such contributed legal services for the year ended June 30, 2010 amounted to $41,968.

A number of volunteers have made a contribution of their time to the Organization to develop its programs and to serve on the board of trustees. The value of this contributed time is not reflected in these financial statements since it does not meet the criteria for recognition.

Management service fees are recognized as revenue when services are performed in accordance to the management service agreement.

Note 2. Summary of Significant Accounting Policies (Continued)

Property and Equipment: Property and equipment is recorded at cost. The Organization capitalizes all purchases of fixed assets in excess of $500. Depreciation and amortization is computed using the straight-line method over the estimated useful lives of the respective assets.

Functional Allocation of Expenses: The costs of supporting programs and activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated between program and the supporting services benefitted.

Income Taxes: The Organization is exempt from federal income taxes under section 501(c)(3) of the Internal Revenue Code (the "Code") and, accordingly, is not subject to income taxes. Additionally, the Organization as a non-profit entity is subject to unrelated business income tax ("UBIT"), if applicable. For the tax years ended June 30, 2010 and 2009, the Organization did not owe any UBIT.

On July 1, 2009, the Organization adopted the accounting standard on accounting for uncertainty in income taxes (Accounting Standards Codification ("ASC") 740, formerly Financial Accounting Standards Board ("FASB") Interpretation No. 48), which addresses the determination of whether tax benefits claimed or expected to be claimed on a tax return should be recorded in the financial statements. Under this guidance, the Organization may recognize the tax benefit from an uncertain tax position only if it is more likely than not that the tax position will be sustained on examination by taxing authorities, based on the technical merits of the position. The tax benefits recognized in the financial statements from such a position are measured based on the largest benefit that has a greater than 50% likelihood of being realized upon ultimate settlement. The guidance on accounting for uncertainty in income taxes also addresses derecognition, classification, interest and penalties on income taxes, and accounting in interim periods.

Management has evaluated the Organization's tax positions for 2010 and concluded that the Organization had taken no uncertain tax positions that require adjustment to the financial statements to comply with the provisions of this guidance.

Use of Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Evaluation of Subsequent Events: The Organization evaluates events occurring after the date of the financial statements to consider whether or not the impact of such events needs to be reflected and/or disclosed in the financial statements. Such evaluation is performed through the date the financial statements are issued, which was December 9, 2010 for these financial statements.

Note 3. Grants and Contributions Receivable

Grants and contributions receivable are primarily comprised of balances due on grants and contributions from one donor in each fiscal year in connection with the Organization's operations. The Organization expects to collect these receivables within one year.

Note 4. Property and Equipment, Net

Property and equipment, at cost, consists of the following as of June 30, 2010 and June 30, 2009:

	2010	2009	Estimated Useful Life
Computer equipment	$ 11,671	$ 5,322	3 years
Website development cost	8,550	-	3 years
	20,221	5,322	
Less accumulated depreciation and amortization	(4,404)	(641)	
	$ 15,817	$ 4,681	

Note 5. Temporarily Restricted Net Assets

Temporarily restricted net assets at June 30, 2010 and 2009 consist of the following:

	2010	2009
Startup of network school	$ -	$ 102,508
Critical staff positions	195,000	-
Restricted to future time periods	116,167	-
	$ 311,167	$ 102,508

Net assets released from restrictions for the year ended June 30, 2010 and the period ended June 30, 2009 consist of the following:

	2010	2009
Startup of network school	$ 102,508	$ 132,492
Critical staff positions	105,000	-
Development of strategic plan	100,000	-
Restricted to future time periods	33,833	-
	$ 341,341	$ 132,492

Note 6. Retirement Plan

The Organization maintains a defined contribution 403(b) plan covering all eligible employees. Under this plan, employer contributions are discretionary and are based on a percentage of employees' salaries as determined by the Organization's board of trustees. No employer contributions were made to the plan for the year ended June 30, 2010 and the period from July 31, 2008 (date of inception) to June 30, 2009.

Note 7. Related Party Transactions

During fiscal year 2010, the Organization provided academic and business services to two network schools, Explore Charter School and Explore Empower Charter School. The total revenue of these services amounted to $858,600 during fiscal year 2010, which is based on an agreed upon percentage of the average student enrollment and student per pupil rate. Subsequent to year-end, the Organization entered into one-year agreements with the two network schools to provide similar services in fiscal year 2011.

During fiscal year 2009, the Organization, with certain common trustees, entered into a promissory note agreement with Friends of Explore Charter School ("Friends") to advance funds to the Organization to assist with covering its start-up costs. The outstanding note payable balance as of June 30, 2010 and 2009 amounted to $125 and $19,143, respectively. The interest rate for the note is the federal fund rate, which at June 30, 2009 was 0.25%.

Attachment E: ESI 2009 Tax Return

McGladrey

RSM McGladrey, Inc.
1185 Avenue of the Americas
New York, NY 10036-2602
T 212.372.1000 F 212.372.1001
www.mcgladrey.com

EXPLORE SCHOOLS INC.
155 WATER STREET
BROOKLYN, NY 11201

EXPLORE SCHOOLS INC.:

ENCLOSED IS THE 2009 EXEMPT ORGANIZATION RETURN, AS FOLLOWS...

2009 FORM 990

TO ASSIST YOU IN UNDERSTANDING THE SCOPE OF OUR SERVICES AND OTHER MATTERS RELATED TO THE PREPARATION OF YOUR TAX RETURNS, WE HAVE ATTACHED A COPY OF THE "RSM MCGLADREY TAX PREPARATION CONDITIONS AND LIMITATIONS". OUR TAX RETURN PREPARATION SERVICES ARE EXPRESSLY SUBJECT TO THESE CONDITIONS AND LIMITATIONS, AND BY SIGNING YOUR RETURN YOU WILL BE AGREEING TO THEM.

EACH ORIGINAL SHOULD BE DATED, SIGNED AND FILED IN ACCORDANCE WITH THE FILING INSTRUCTIONS. THE COPY SHOULD BE RETAINED FOR YOUR FILES.

WE RECOMMEND THAT YOU USE CERTIFIED MAIL WITH POST MARKED RECEIPT FOR PROOF OF TIMELY FILING.

SINCERELY YOURS,

RSM MCGLADREY, INC.

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Member of RSM International network, a network of independent accounting, tax and consulting firms.

TAX RETURN FILING INSTRUCTIONS

FORM 990

FOR THE YEAR ENDING

JUNE 30, 2010

Prepared for	EXPLORE SCHOOLS INC. 155 WATER STREET BROOKLYN, NY 11201
Prepared by	RSM MCGLADREY, INC. 1185 AVENUE OF THE AMERICAS NEW YORK, NY 10036-2602
Amount due or refund	NOT APPLICABLE
Make check payable to	NOT APPLICABLE
Mail tax return and check (if applicable) to	NOT APPLICABLE
Return must be mailed on or before	NOT APPLICABLE
Special Instructions	THIS RETURN HAS BEEN PREPARED FOR ELECTRONIC FILING. IF YOU WISH TO HAVE IT TRANSMITTED ELECTRONICALLY TO THE IRS, PLEASE SIGN, DATE, AND RETURN FORM 8879-EO TO OUR OFFICE. WE WILL THEN SUBMIT THE ELECTRONIC RETURN TO THE IRS. DO NOT MAIL A PAPER COPY OF THE RETURN TO THE IRS. RETURN FORM 8879-EO TO US BY FEBRUARY 15, 2011.

900941
05-20-09

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

▶ The organization may have to use a copy of this return to satisfy state reporting requirements.

OMB No. 1545-0047

2009

Open to Public Inspection

A For the 2009 calendar year, or tax year beginning JUL 1, 2009 **and ending** JUN 30, 2010

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Terminated
- ☐ Amended return
- ☐ Application pending

Please use IRS label or print or type. See Specific Instructions.

C Name of organization
EXPLORE SCHOOLS INC.

Doing Business As

Number and street (or P.O. box if mail is not delivered to street address) 155 WATER STREET — Room/suite

City or town, state or country, and ZIP + 4
BROOKLYN, NY 11201

D Employer identification number
26-3282250

E Telephone number
718-703-4484

G Gross receipts $ 1,498,403.

F Name and address of principal officer: MORTON A. BALLEN
SAME AS C ABOVE

H(a) Is this a group return for affiliates? ☐ Yes ☒ No

H(b) Are all affiliates included? ☐ Yes ☐ No
If "No," attach a list. (see instructions)

H(c) Group exemption number ▶

I Tax-exempt status: ☒ 501(c) (3) ◀ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ▶ WWW.EXPLORENETWORK.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ▶

L Year of formation: 2008 **M** State of legal domicile: NY

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: TO PROVIDE STRATEGIC PLANNING, BOARD GOVERNANCE, FINANCIAL OVERSIGHT, HUMAN RESOURCE AND OTHER

2 Check this box ▶ ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	3
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	2
5	Total number of employees (Part V, line 2a)	5	5
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total gross unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 34	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	235,000.	628,523.
9	Program service revenue (Part VIII, line 2g)		858,600.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		1,239.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	235,000.	1,488,362.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		9,212.
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	121,272.	687,464.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 110,623.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24f)	62,387.	364,759.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	183,659.	1,061,435.
19	Revenue less expenses. Subtract line 18 from line 12	51,341.	426,927.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	70,973.	679,545.
21	Total liabilities (Part X, line 26)	19,632.	201,277.
22	Net assets or fund balances. Subtract line 21 from line 20	51,341.	478,268.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ MORTON A. BALLEN, CEO
Type or print name and title

Paid Preparer's Use Only

Preparer's signature ▶ | Date | Check if self-employed ▶ ☐ | Preparer's identifying number (see instructions)

Firm's name (or yours if self-employed), address, and ZIP + 4
▶ RSM MCGLADREY, INC.
1185 AVENUE OF THE AMERICAS
NEW YORK, NY 10036-2602

EIN ▶

Phone no. ▶ 212-372-1000

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

SEE SCHEDULE O FOR ORGANIZATION MISSION STATEMENT CONTINUATION

Part III Statement of Program Service Accomplishments

1 Briefly describe the organization's mission: SEE SCHEDULE O FOR CONTINUATION
THE ORGANIZATION IS A NEW YORK-BASED, NON-PROFIT CHARTER MANAGEMENT ORGANIZATION. ITS MISSION IS TO CREATE AND SUPPORT A NETWORK OF K-8 PUBLIC SCHOOLS IN UNDER-SERVED COMMUNITIES THAT PROVIDES STUDENTS WITH THE ACADEMIC SKILLS AND CRITICAL-THINKING ABILITIES THEY NEED TO

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 245,565. including grants of $ 4,606.) (Revenue $ 636,180.)
PROVIDED MANAGEMENT ADVISORY SERVICES TO EXPLORE CHARTER SCHOOL PER CONTRACT.

4b (Code:) (Expenses $ 301,694. including grants of $ 4,606.) (Revenue $ 222,420.)
PROVIDED MANAGEMENT ADVISORY SERVICES PER CONTRACT AND PROVIDED SUPPORT TO LAUNCH EXPLORE EMPOWER CHARTER SCHOOL.

4c (Code:) (Expenses $ 154,355. including grants of $) (Revenue $)
AWARDED CHARTER FOR FIRST TURNAROUND IN NYC.

4d Other program services. (Describe in Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e **Total program service expenses** ▶ $ 701,614.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities? *If "Yes," complete Schedule C, Part II*	4		X
5	**Section 501(c)(4), 501(c)(5), and 501(c)(6) organizations.** Is the organization subject to the section 6033(e) notice and reporting requirement and proxy tax? *If "Yes," complete Schedule C, Part III*	5		
6	Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	Is the organization's answer to any of the following questions "Yes"? *If so, complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable*	11	X	
•	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI.*			
•	Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII.*			
•	Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII.*			
•	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX.*			
•	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X.*			
•	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48? *If "Yes," complete Schedule D, Part X.*			
12	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI, XII, and XIII.*	12	X	
12A	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," completing Schedule D, Parts XI, XII, and XIII is optional* (Yes / No: No)	12A		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13		X
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, and program service activities outside the United States? *If "Yes," complete Schedule F, Part I*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or assistance to any organization or entity located outside the United States? *If "Yes," complete Schedule F, Part II*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or assistance to individuals located outside the United States? *If "Yes," complete Schedule F, Part III*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I*	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18	X	
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20	Did the organization operate one or more hospitals? *If "Yes," complete Schedule H*	20		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
21	Did the organization report more than $5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21	X	
22	Did the organization report more than $5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No", go to line 25*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3) and 501(c)(4) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties, (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of a current or former officer, director, trustee, or key employee? *If "Yes," complete Schedule L, Part IV*	28b		X
c	An entity of which a current or former officer, director, trustee, or key employee of the organization (or a family member) was an officer, director, trustee, or direct or indirect owner? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1*	34	X	
35	Is any related organization a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35	X	
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19? **Note.** All Form 990 filers are required to complete Schedule O.	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

				Yes	No
1a	Enter the number reported in Box 3 of Form 1096, Annual Summary and Transmittal of U.S. Information Returns. Enter -0- if not applicable	1a	3		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		1c	X	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a	5		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?		2b	X	
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* this return. (see instructions)				
3a	Did the organization have unrelated business gross income of $1,000 or more during the year covered by this return?		3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No," provide an explanation in Schedule O*		3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		4a		X
b	If "Yes," enter the name of the foreign country: ▶ _____ See the instructions for exceptions and filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		5b		X
c	If "Yes," to line 5a or 5b, did the organization file Form 8886-T, Disclosure by Tax-Exempt Entity Regarding Prohibited Tax Shelter Transaction?		5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible?		6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		6b		
7	**Organizations that may receive deductible contributions under section 170(c).**				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?		7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e	Did the organization, during the year, receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		7f		X
g	For all contributions of qualified intellectual property, did the organization file Form 8899 as required?		7g		
h	For contributions of cars, boats, airplanes, and other vehicles, did the organization file a Form 1098-C as required?		7h		
8	**Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations.** Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?		8		
9	**Sponsoring organizations maintaining donor advised funds.**				
a	Did the organization make any taxable distributions under section 4966?		9a		
b	Did the organization make a distribution to a donor, donor advisor, or related person?		9b		
10	**Section 501(c)(7) organizations.** Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11	**Section 501(c)(12) organizations.** Enter:				
a	Gross income from members or shareholders	11a			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?		12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			

Part VI Governance, Management, and Disclosure *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.*

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body	1a	3		
b	Enter the number of voting members that are independent	1b	2		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its organizational documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a material diversion of the organization's assets?	5			X
6	Does the organization have members or stockholders?	6			X
7a	Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?	7a			X
b	Are any decisions of the governing body subject to approval by members, stockholders, or other persons?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b		X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses in Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Does the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?	10b		
11	Has the organization provided a copy of this Form 990 to all members of its governing body before filing the form?	11	X	
11A	Describe in Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Does the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Does the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe in Schedule O how this is done*	12c	X	
13	Does the organization have a written whistleblower policy?	13	X	
14	Does the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O. (See instructions.)			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ▶ NONE

18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request

19 Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.

20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization: ▶

ADEL HAGEB - (347)661-6351
155 WATER STREET, BROOKLYN, NY 11201

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year. Use Schedule J-2 if additional space is needed.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees. See instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if the organization did not compensate any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
MORTON A. BALLEN CEO	20.00	X		X				66,362.	0.	5,543.
THEODORE GILLMAN TRUSTEE	1.00	X						0.	0.	0.
KEVIN HUFFMAN TRUSTEE	1.00	X						0.	0.	0.
CATHERINE BARUFALDI CHIEF OPERATING OFFICER	25.00			X				51,403.	0.	11,489.

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Total ▶								117,765.	0.	17,032.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 in reportable compensation from the organization ▶ 0

		Yes	No
3 Did the organization list any **former** officer, director or trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5	X	

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. NONE

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 in compensation from the organization ▶ 0

Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514
Contributions, gifts, grants and other similar amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c	13,973.			
	d Related organizations	1d				
	e Government grants (contributions)	1e				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	614,550.			
	g Noncash contributions included in lines 1a-1f: $					
	h **Total.** Add lines 1a-1f		628,523.			
Program Service Revenue		Business Code				
	2a MGMT SERVICE FEES	900099	858,600.	858,600.		
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f		858,600.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross Rents					
	b Less: rental expenses					
	c Rental income or (loss)					
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory					
	b Less: cost or other basis and sales expenses					
	c Gain or (loss)					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ 13,973. of contributions reported on line 1c). See Part IV, line 18	a 5,280.				
	b Less: direct expenses	b 10,041.				
	c Net income or (loss) from fundraising events		-4,761.			-4,761.
	9a Gross income from gaming activities. See Part IV, line 19	a				
	b Less: direct expenses	b				
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances	a				
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory					
	Miscellaneous Revenue	Business Code				
	11a MISC. INCOME	900099	6,000.			6,000.
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d		6,000.			
	12 **Total revenue.** See instructions.		1,488,362.	858,600.	0.	1,239.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns.
All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21	9,212.	9,212.		
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	340,000.	227,065.	101,660.	11,275.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	258,650.	172,737.	77,335.	8,578.
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions)	2,357.	1,574.	707.	76.
9 Other employee benefits	32,442.	21,672.	9,733.	1,037.
10 Payroll taxes	54,015.	36,082.	16,204.	1,729.
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting	6,985.		6,985.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	177,525.	93,668.	734.	83,123.
12 Advertising and promotion				
13 Office expenses	15,278.	9,928.	5,350.	
14 Information technology	47,952.	40,759.	5,275.	1,918.
15 Royalties				
16 Occupancy	23,405.	15,634.	7,022.	749.
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	32,167.	31,515.	652.	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	3,763.	2,514.	1,129.	120.
23 Insurance	8,936.	5,969.	2,967.	
24 Other expenses. Itemize expenses not covered above. (Expenses grouped together and labeled miscellaneous may not exceed 5% of total expenses shown on line 25 below.)				
a RECRUITMENT	16,332.	13,065.	3,267.	
b STAFF DEVELOPMENT	15,734.	9,358.	5,928.	448.
c MISCELLANEOUS	15,112.	10,862.	4,250.	
d FUND-RAISING EXPENSES	1,570.			1,570.
e				
f All other expenses				
25 Total functional expenses. Add lines 1 through 24f	1,061,435.	701,614.	249,198.	110,623.
26 Joint costs. Check here ▶ ☐ if following SOP 98-2. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation				

Part X Balance Sheet

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing		500.	1	501,544.
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net		25,000.	3	150,000.
	4	Accounts receivable, net		40,792.	4	
	5	Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L			5	
	6	Receivables from other disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B). Complete Part II of Schedule L			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges			9	12,184.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 20,221.			
	b	Less: accumulated depreciation	10b 4,404.	4,681.	10c	15,817.
	11	Investments - publicly traded securities			11	
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11			15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 34)		70,973.	16	679,545.
Liabilities	17	Accounts payable and accrued expenses		489.	17	141,940.
	18	Grants payable			18	9,212.
	19	Deferred revenue			19	50,000.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities. Complete Part X of Schedule D		19,143.	25	125.
	26	**Total liabilities.** Add lines 17 through 25		19,632.	26	201,277.
Net Assets or Fund Balances		**Organizations that follow SFAS 117, check here ▶ [X] and complete lines 27 through 29, and lines 33 and 34.**				
	27	Unrestricted net assets		-51,167.	27	167,101.
	28	Temporarily restricted net assets		102,508.	28	311,167.
	29	Permanently restricted net assets			29	
		Organizations that do not follow SFAS 117, check here ▶ [ ] and complete lines 30 through 34.				
	30	Capital stock or trust principal, or current funds			30	
	31	Paid-in or capital surplus, or land, building, or equipment fund			31	
	32	Retained earnings, endowment, accumulated income, or other funds			32	
	33	Total net assets or fund balances		51,341.	33	478,268.
	34	Total liabilities and net assets/fund balances		70,973.	34	679,545.

Part XI Financial Statements and Reporting

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	2c	X	
d	If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a consolidated basis, separate basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.	3b		

SCHEDULE A (Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ **Attach to Form 990 or Form 990-EZ.** ▶ **See separate instructions.**

OMB No. 1545-0047

2009

Open to Public Inspection

Name of the organization	Employer identification number
EXPLORE SCHOOLS INC.	26-3282250

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☐ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E.)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☒ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions - subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

10 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

11 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3).** Check the box that describes the type of supporting organization and complete lines 11e through 11h.

a ☐ Type I b ☐ Type II c ☐ Type III - Functionally integrated d ☐ Type III - Other

e ☐ By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).

f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box ☐

g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

		Yes	No
(i)	A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization? 11g(i)		
(ii)	A family member of a person described in (i) above? 11g(ii)		
(iii)	A 35% controlled entity of a person described in (i) or (ii) above? 11g(iii)		

h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document? Yes	(iv) No	(v) Did you notify the organization in col. (i) of your support? Yes	(v) No	(vi) Is the organization in col. (i) organized in the U.S.? Yes	(vi) No	(vii) Amount of support
Total									

LHA **For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.**

Schedule A (Form 990 or 990-EZ) 2009

932021 02-06-10

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")				235,000.	628,523.	863,523.
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3				235,000.	628,523.	863,523.
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						863,523.

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
7 Amounts from line 4				235,000.	628,523.	863,523.
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)					6,000.	6,000.
11 **Total support.** Add lines 7 through 10						869,523.

12 Gross receipts from related activities, etc. (see instructions) ..... 12 858,600.

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ..... ▶ [X]

Section C. Computation of Public Support Percentage

14 Public support percentage for 2009 (line 6, column (f) divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2008 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test - 2009.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ..... ▶ [ ]

b **33 1/3% support test - 2008.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ..... ▶ [ ]

17a **10% -facts-and-circumstances test - 2009.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ..... ▶ [ ]

b **10% -facts-and-circumstances test - 2008.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and **stop here.** Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ..... ▶ [ ]

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ..... ▶ [ ]

Part III Support Schedule for Organizations Described in Section 509(a)(2) (Complete only if you checked the box on line 9 of Part I.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2005	(b) 2006	(c) 2007	(d) 2008	(e) 2009	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 **Total support** (Add lines 9, 10c, 11, and 12.)						

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ▶ ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2009 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2008 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2009** (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from **2008** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2009.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

b **33 1/3% support tests - 2008.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ▶ ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶ ☐

Schedule B (Form 990, 990-EZ, or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, 990-EZ, or 990-PF.

OMB No. 1545-0047

2009

Name of the organization	Employer identification number
EXPLORE SCHOOLS INC.	26-3282250

Organization type (check one):

Filers of:	Section:
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, $5,000 or more (in money or property) from any one contributor. Complete Parts I and II.

Special Rules

[ ] For a section 501(c)(3) organization filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), and received from any one contributor, during the year, a contribution of the greater of **(1)** $5,000 or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, aggregate contributions of more than $1,000 for use *exclusively* for religious, charitable, scientific, literary, or educational purposes, or the prevention of cruelty to children or animals. Complete Parts I, II, and III.

[ ] For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions for use *exclusively* for religious, charitable, etc., purposes, but these contributions did not aggregate to more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received nonexclusively religious, charitable, etc., contributions of $5,000 or more during the year. ..... ▶ $ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2 of its Form 990, or check the box on line H of its Form 990-EZ, or on line 2 of its Form 990-PF, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization	Employer identification number
EXPLORE SCHOOLS INC.	26-3282250

Part I **Contributors** (see instructions)

(a) No.	(b) Name, address, and ZIP + 4	(c) Aggregate contributions	(d) Type of contribution
1	NEW SCHOOLS VENTURE FUND 49 STEVENSON STREET #575 SAN FRANCISCO, CA 94105	$ 100,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)
2	ROBIN HOOD FOUNDATION 826 BROADWAY NEW YORK, NY 10003	$ 300,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)
3	THE BUCK FOUNDATION 157 EAST 86TH STREET, FIFTH FLOOR NEW YORK, NY 10028	$ 50,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)
4	TIGER FOUNDATION 101 PARK AVENUE NEW YORK, NY 10178	$ 100,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)
5	KENNETH M. HIRSH 114 W 13TH STREET NEW YORK, NY 10011	$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)
6	ANDREW & KERIN FREDMAN 5295 HAMMOCK DRIVE CORAL GABLES, FL 33156	$ 18,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)

Name of organization	Employer identification number
EXPLORE SCHOOLS INC.	26-3282250

Part I Contributors (see instructions)

(a) No.	(b) Name, address, and ZIP + 4	(c) Aggregate contributions	(d) Type of contribution
7	NYC CHARTER CENTER 111 BROADWAY, SUITE 604 NEW YORK, NY 10006	$ 35,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)
8	MISC CONTRIBUTIONS C/O ESI, 155 WATER STREET BROOKLYN, NY 11201	$ 523.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II if there is a noncash contribution.)

Name of organization	Employer identification number
EXPLORE SCHOOLS INC.	26-3282250

Part II **Noncash Property** (see instructions)

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
		$	

Name of organization: EXPLORE SCHOOLS INC.

Employer identification number: 26-3282250

Part III **Exclusively religious, charitable, etc., individual contributions to section 501(c)(7), (8), or (10) organizations aggregating more than $1,000 for the year.** Complete columns **(a)** through **(e) and** the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this information once. See instructions.) ▶ $

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

Schedule D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

▶ Complete if the organization answered "Yes," to Form 990, Part IV, line 6, 7, 8, 9, 10, 11, or 12.
▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2009

Open to Public Inspection

Name of the organization
EXPLORE SCHOOLS INC.

Employer identification number
26-3282250

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate contributions to (during year)		
3	Aggregate grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
☐ Preservation of land for public use (e.g., recreation or pleasure)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of an historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after 8/17/06	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ▶ _____

4 Number of states where property subject to conservation easement is located ▶ _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, and enforcing conservation easements during the year ▶ _____

7 Amount of expenses incurred in monitoring, inspecting, and enforcing conservation easements during the year ▶ $ _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIV, describe how the organization reports conservation easements in its revenue and expense statement, and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.
Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

1a If the organization elected, as permitted under SFAS 116, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide, in Part XIV, the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under SFAS 116, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenues included in Form 990, Part VIII, line 1 ▶ $ _____

(ii) Assets included in Form 990, Part X ▶ $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under SFAS 116 relating to these items:

a Revenues included in Form 990, Part VIII, line 1 ▶ $ _____

b Assets included in Form 990, Part X ▶ $ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange programs
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIV and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if the organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the year end balance held as:

a Board designated or quasi-endowment ▶ _____%
b Permanent endowment ▶ _____%
c Term endowment ▶ _____%

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) unrelated organizations	3a(i)		
(ii) related organizations	3a(ii)		
b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Investments - Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of investment	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		11,671.	3,691.	7,980.
e Other		8,550.	713.	7,837.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10(c).)* ▶				15,817.

Schedule D (Form 990) 2009

Part VII Investments - Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
Financial derivatives		
Closely-held equity interests		
Other		
Total. (Col (b) must equal Form 990, Part X, col (B) line 12.) ▶		

Part VIII Investments - Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
Total. (Col (b) must equal Form 990, Part X, col (B) line 13.) ▶		

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
Total. *(Column (b) must equal Form 990, Part X, col (B) line 15.)* ▶	

Part X Other Liabilities. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Amount
Federal income taxes	
DUE TO RELATED PARTY - 501(C)(3)	125.
Total. *(Column (b) must equal Form 990, Part X, col (B) line 25.)* ▶	125.

2. FIN 48 Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48.

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

1	Total revenue (Form 990, Part VIII, column (A), line 12)	1	1,488,362.
2	Total expenses (Form 990, Part IX, column (A), line 25)	2	1,061,435.
3	Excess or (deficit) for the year. Subtract line 2 from line 1	3	426,927.
4	Net unrealized gains (losses) on investments	4	
5	Donated services and use of facilities	5	
6	Investment expenses	6	
7	Prior period adjustments	7	
8	Other (Describe in Part XIV.)	8	
9	Total adjustments (net). Add lines 4 through 8	9	0.
10	Excess or (deficit) for the year per audited financial statements. Combine lines 3 and 9	10	426,927.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

1	Total revenue, gains, and other support per audited financial statements			1	1,540,371.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains on investments	2a			
b	Donated services and use of facilities	2b	41,968.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIV.)	2d			
e	Add lines 2a through 2d			2e	41,968.
3	Subtract line 2e from line 1			3	1,498,403.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIV.)	4b	-10,041.		
c	Add lines 4a and 4b			4c	-10,041.
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*			5	1,488,362.

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

1	Total expenses and losses per audited financial statements			1	1,113,444.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	41,968.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIV.)	2d	10,041.		
e	Add lines 2a through 2d			2e	52,009.
3	Subtract line 2e from line 1			3	1,061,435.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIV.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*			5	1,061,435.

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X: ON JULY 1, 2009, THE ORGANIZATION ADOPTED THE ACCOUNTING STANDARD ON ACCOUNTING FOR UNCERTAINTY IN INCOME TAXES (ACCOUNTING STANDARDS CODIFICATION ("ASC") 740, FORMERLY FINANCIAL ACCOUNTING STANDARDS BOARD ("FASB") INTERPRETATION NO. 48), WHICH ADDRESSES THE DETERMINATION OF WHETHER TAX BENEFITS CLAIMED OR EXPECTED TO BE CLAIMED ON A TAX RETURN SHOULD BE RECORDED IN THE FINANCIAL STATEMENTS. UNDER THIS GUIDANCE, THE ORGANIZATION MAY RECOGNIZE THE TAX BENEFIT FROM AN UNCERTAIN TAX POSITION ONLY IF IT IS MORE LIKELY THAN NOT THAT THE TAX

Part XIV Supplemental Information *(continued)*

POSITION WILL BE SUSTAINED ON EXAMINATION BY TAXING AUTHORITIES, BASED ON THE TECHNICAL MERITS OF THE POSITION. THE TAX BENEFITS RECOGNIZED IN THE FINANCIAL STATEMENTS FROM SUCH A POSITION ARE MEASURED BASED ON THE LARGEST BENEFIT THAT HAS A GREATER THAN 50% LIKELIHOOD OF BEING REALIZED UPON ULTIMATE SETTLEMENT. THE GUIDANCE ON ACCOUNTING FOR UNCERTAINTY IN INCOME TAXES ALSO ADDRESSES DERECOGNITION, CLASSIFICATION, INTEREST AND PENALTIES ON INCOME TAXES, AND ACCOUNTING IN INTERIM PERIODS. MANAGEMENT HAS EVALUATED THE ORGANIZATION'S TAX POSITIONS FOR 2010 AND CONCLUDED THAT THE ORGANIZATION HAD TAKEN NO UNCERTAIN TAX POSITIONS THAT REQUIRE ADJUSTMENT TO THE FINANCIAL STATEMENTS TO COMPLY WITH THE PROVISIONS OF THIS GUIDANCE.

PART XII, LINE 4B - OTHER ADJUSTMENTS:

SPECIAL EVENTS EXPENSES OFFSET AGAINST SPECIAL EVENTS REVENUE: -10041.

PART XIII, LINE 2D - OTHER ADJUSTMENTS:

SPECIAL EVENTS EXPENSES OFFSET AGAINST SPECIAL EVENTS REVENUE: 10041.

SCHEDULE G (Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information Regarding Fundraising or Gaming Activities

▶ Complete if the organization answered "Yes" to Form 990, Part IV, lines 17, 18, or 19, or if the organization entered more than $15,000 on Form 990-EZ, line 6a.
▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2009

Open To Public Inspection

Name of the organization: EXPLORE SCHOOLS INC.

Employer identification number: 26-3282250

Part I **Fundraising Activities.** Complete if the organization answered "Yes" to Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.

a ☐ Mail solicitations
b ☐ Internet and email solicitations
c ☐ Phone solicitations
d ☐ In-person solicitations
e ☐ Solicitation of non-government grants
f ☐ Solicitation of government grants
g ☐ Special fundraising events

2 a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services? ☐ Yes ☐ No

b If "Yes," list the ten highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least $5,000 by the organization.

(i) Name of individual or entity (fundraiser)	(ii) Activity	(iii) Did fundraiser have custody or control of contributions? Yes	(iii) No	(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in col. (i)	(vi) Amount paid to (or retained by) organization
Total ▶						

3 List all states in which the organization is registered or licensed to solicit funds or has been notified it is exempt from registration or licensing.

Part II Fundraising Events. Complete if the organization answered "Yes" to Form 990, Part IV, line 18, or reported more than $15,000 on Form 990-EZ, line 6a. List events with gross receipts greater than $5,000.

		(a) Event #1 DINNER (event type)	(b) Event #2 (event type)	(c) Other events NONE (total number)	(d) Total events (add col. (a) through col. (c))
Revenue	1 Gross receipts	19,253.			19,253.
	2 Less: Charitable contributions	13,973.			13,973.
	3 Gross income (line 1 minus line 2)	5,280.			5,280.
Direct Expenses	4 Cash prizes				
	5 Noncash prizes				
	6 Rent/facility costs				
	7 Food and beverages				
	8 Entertainment				
	9 Other direct expenses	10,041.			10,041.
	10 Direct expense summary. Add lines 4 through 9 in column (d) ▶				(10,041.)
	11 Net income summary. Combine line 3, column (d), and line 10 ▶				-4,761.

Part III Gaming. Complete if the organization answered "Yes" to Form 990, Part IV, line 19, or reported more than $15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1 Gross revenue				
Direct Expenses	2 Cash prizes				
	3 Noncash prizes				
	4 Rent/facility costs				
	5 Other direct expenses				
	6 Volunteer labor	☐ Yes ____ % ☐ No	☐ Yes ____ % ☐ No	☐ Yes ____ % ☐ No	
	7 Direct expense summary. Add lines 2 through 5 in column (d) ▶				( )
	8 Net gaming income summary. Combine line 1, column (d), and line 7 ▶				

			Yes	No
9	Enter the state(s) in which the organization operates gaming activities: _____			
a	Is the organization licensed to operate gaming activities in each of these states?	9a		
b	If "No," explain:			
10a	Were any of the organization's gaming licenses revoked, suspended or terminated during the tax year?	10a		
b	If "Yes," explain:			
11	Does the organization operate gaming activities with nonmembers?	11		
12	Is the organization a grantor, beneficiary or trustee of a trust or a member of a partnership or other entity formed to administer charitable gaming?	12		

			Yes	No
13 Indicate the percentage of gaming activity operated in:				
a The organization's facility	13a	%		
b An outside facility	13b	%		
14 Enter the name and address of the person who prepares the organization's gaming/special events books and records:				
Name ▶				
Address ▶				
15a Does the organization have a contract with a third party from whom the organization receives gaming revenue?	15a			
b If "Yes," enter the amount of gaming revenue received by the organization ▶ $ _____ and the amount of gaming revenue retained by the third party ▶ $ _____ .				
c If "Yes," enter name and address of the third party:				
Name ▶				
Address ▶				
16 Gaming manager information:				
Name ▶				
Gaming manager compensation ▶ $ _____				
Description of services provided ▶				
☐ Director/officer ☐ Employee ☐ Independent contractor				
17 Mandatory distributions:				
a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license?	17a			
b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year ▶ $				

SCHEDULE I (Form 990)

Department of the Treasury
Internal Revenue Service

Grants and Other Assistance to Organizations, Governments, and Individuals in the United States

Complete if the organization answered "Yes" on Form 990, Part IV, line 21 or 22.

▶ **Attach to Form 990.**

OMB No. 1545-0047

2009

Open to Public Inspection

Name of the organization: EXPLORE SCHOOLS INC.

Employer identification number: 26-3282250

Part I General Information on Grants and Assistance

1 Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance? ..... [X] Yes [ ] No

2 Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States.

Part II Grants and Other Assistance to Governments and Organizations in the United States. Complete if the organization answered "Yes" to Form 990, Part IV, line 21, for any recipient that received more than $5,000. Check this box if no one recipient received more than $5,000. Use Part IV and Schedule I-1 (Form 990) if additional space is needed ... ▶ [X]

1 (a) Name and address of organization or government	(b) EIN	(c) IRC section if applicable	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance

2 Enter total number of section 501(c)(3) and government organizations ..... ▶

3 Enter total number of other organizations ..... ▶

LHA **For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990.** **Schedule I (Form 990) 2009**

932101 02-02-10

Attachment 6-89

Part III **Grants and Other Assistance to Individuals in the United States.** Complete if the organization answered "Yes" to Form 990, Part IV, line 22. Use Part IV and Schedule I-1 (Form 990) if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of non-cash assistance

Part IV **Supplemental Information.** Complete this part to provide the information required in Part I, line 2, and any other additional information.

SCHEDULE I, PART I, LINE 2: THE AMOUNTS REMITTED AS GRANTS DURING THE FISCAL YEAR ENDED 6/30/10 WERE TO EXPLORE CHARTER SCHOOL AND EXPLORE EMPOWER CHARTER SCHOOL. THESE WERE AMOUNTS RAISED AS PART OF A FUNDRAISING EVENT AND PASSED ON TO THE SCHOOLS TO BE USED IN THEIR GENERAL OPERATIONS. THERE WAS NO SPECIFIC MONITORING OF THE FUND USAGE REQUIRED.

Attachment 6-90

SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

▶ Complete if the organization answered "Yes" to Form 990, Part IV, line 23.

▶ Attach to Form 990. ▶ See separate instructions.

OMB No. 1545-0047

2009

Open to Public Inspection

Name of the organization: EXPLORE SCHOOLS INC.

Employer identification number: 26-3282250

Part I Questions Regarding Compensation

		Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed in Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.		
	☐ First-class or charter travel ☐ Housing allowance or residence for personal use		
	☐ Travel for companions ☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments ☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account ☐ Personal services (e.g., maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain 1b		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all officers, directors, trustees, and the CEO/Executive Director, regarding the items checked in line 1a? 2		
3	Indicate which, if any, of the following the organization uses to establish the compensation of the organization's CEO/Executive Director. Check all that apply.		
	☒ Compensation committee ☐ Written employment contract		
	☐ Independent compensation consultant ☒ Compensation survey or study		
	☐ Form 990 of other organizations ☒ Approval by the board or compensation committee		
4	During the year, did any person listed in Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
a	Receive a severance payment or change-of-control payment? 4a		X
b	Participate in, or receive payment from, a supplemental nonqualified retirement plan? 4b		X
c	Participate in, or receive payment from, an equity-based compensation arrangement? 4c		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.		
	Only section 501(c)(3) and 501(c)(4) organizations must complete lines 5-9.		
5	For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
a	The organization? 5a		X
b	Any related organization? 5b		X
	If "Yes" to line 5a or 5b, describe in Part III.		
6	For persons listed in Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
a	The organization? 6a		X
b	Any related organization? 6b		X
	If "Yes" to line 6a or 6b, describe in Part III.		
7	For persons listed in Form 990, Part VII, Section A, line 1a, did the organization provide any non-fixed payments not described in lines 5 and 6? If "Yes," describe in Part III 7		X
8	Were any amounts reported in Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regs. section 53.4958-4(a)(3)? If "Yes," describe in Part III 8		X
9	If "Yes" to line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)? 9		

LHA **For Privacy Act and Paperwork Reduction Act Notice, see the Instructions for Form 990.** **Schedule J (Form 990) 2009**

932111
02-02-10

Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use Schedule J-1 if additional space is needed.

For each individual whose compensation must be reported in Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that are not listed on Form 990, Part VII.

Note. The sum of columns (B)(i)-(iii) must equal the applicable column (D) or column (E) amounts on Form 990, Part VII, line 1a.

(A) Name		(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation reported in prior Form 990 or Form 990-EZ
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
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	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

Attachment 6-92

Part III Supplemental Information

Complete this part to provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 4c, 5a, 5b, 6a, 6b, 7, and 8. Also complete this part for any additional information.

DURING EXPLORE SCHOOLS, INC.'S (ESI) START-UP PERIOD, ALL EMPLOYEES' SALARIES WERE PAID BY EXPLORE CHARTER SCHOOL (ECS) ON THEIR BEHALF. ECS WAS SUBSEQUENTLY REIMBURSED FOR ALL THOSE EXPENSES. AS OF 7/1/09, ESI BEGAN PAYING OUT THEIR EMPLOYEES' SALARIES. FOR PURPOSES OF FORM 990, PART VII, THE 2009 W-2 COMPENSATION WAS PAID BY ECS, AN UNRELATED PARTY. THE FOLLOWING ARE THE RECIPIENTS AND AMOUNTS OF REPORTABLE COMPENSATION.

MORTON A. BALLEN - $93,948

CATHERINE BARUNFALDI - $74,094

Attachment 6-93

SCHEDULE O (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990

Complete to provide information for responses to specific questions on Form 990 or to provide any additional information.
▶ Attach to Form 990.

OMB No. 1545-0047

2009

Open to Public Inspection

Name of the organization: EXPLORE SCHOOLS INC.

Employer identification number: 26-3282250

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

MANAGEMENT SUPPORT SERVICES TO SCHOOLS

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

SUCCEED IN A COLLEGE-PREPARATORY HIGH SCHOOL. THERE ARE CURRENTLY 700 STUDENTS ENROLLED IN THE NETWORK'S TWO CHARTER SCHOOLS IN CENTRAL BROOKLYN. TO REALIZE ITS MISSION, EXPLORE SCHOOLS PROVIDES VALUE-ADDED SUPPORT TO THE SCHOOLS WITHIN THE NETWORK, WHILE AT THE SAME TIME DEVELOPING CAPACITY TO ESTABLISH AND SUPPORT TURNAROUND SCHOOLS THAT WILL PROVIDE STUDENTS IN UNDER-SERVED COMMUNITIES WITH ACCESS TO A HIGH-QUALITY PUBLIC EDUCATION.

FORM 990, PART VI, SECTION B, LINE 11: SENIOR MANAGEMENT REVIEWS THE FORM 990 AND THEN FORWARDS IT TO THE FINANCE COMMITTEE FOR THEIR REVIEW. CHANGES ARE MADE TO THE DRAFT RETURN, WHEN NECESSARY. THE FINAL VERSION OF THE FORM 990 IS THEN DISTRIBUTED TO ALL THE ORGANIZATION'S BOARD MEMBERS PRIOR TO FILING WITH THE IRS.

FORM 990, PART VI, SECTION B, LINE 12C: PRIOR TO ELECTION TO THE BOARD, AND THEREAFTER ON AN ANNUAL BASIS, ALL TRUSTEES, OFFICERS AND KEY EMPLOYEES (IF APPLICABLE) ARE REQUIRED TO DISCLOSE, IN WRITING, TO THE BEST OF THEIR KNOWLEDGE, ANY INTEREST SUCH TRUSTEE MAY HAVE IN ANY CORPORATION, ORGANIZATION, PARTNERSHIP OR OTHER ENTITY WHICH PROVIDES PROFESSIONAL OR OTHER GOODS OR SERVICES TO THE ORGANIZATION FOR A FEE OR OTHER COMPENSATION, AND ANY INTEREST SUCH TRUSTEE MAY HAVE AS A RESULT OF A POSITION OR OTHER RELATIONSHIP WITH ANY NOT-FOR-PROFIT CORPORATION WITH

SCHEDULE O (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990

Complete to provide information for responses to specific questions on Form 990 or to provide any additional information.
▶ Attach to Form 990.

OMB No. 1545-0047

2009

Open to Public Inspection

Name of the organization: EXPLORE SCHOOLS INC.

Employer identification number: 26-3282250

WHICH THE ORGANIZATION HAS AN ATTORNEY-CLIENT OR OTHER BUSINESS RELATIONSHIP (COLLECTIVELY, A 'CONFLICT OF INTEREST').

FORM 990, PART VI, SECTION B, LINE 15: THE COMPENSATION COMMITTEE DOES A MARKET ANALYSIS TO COMPARE CEO AND OTHER LEADERSHIP POSITION SALARIES IN SIMILAR ORGANIZATIONS AND IS ALSO INVOLVED IN THE APPROVAL FOR THE ANNUAL BUDGET FOR THE ORGANIZATION. THE SAME PROCESS IS FOLLOWED TO DETERMINE KEY EMPLOYEE SALARIES WHEN APPLICABLE.

FORM 990, PART VI, SECTION C, LINE 19: THE ORGANIZATION MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND FINANCIAL STATEMENTS AVAILABLE UPON REQUEST.

FORM 990, PART VII

NUMBER OF HOURS WORKED FOR RELATED ENTITIES

MORTON A. BALLEN WORKED 13 HOURS/WEEK FOR EXPLORE CHARTER SCHOOL (UNRELATED ENTITY, SEE SCHEDULE J, PART III) AND 1 HOUR/WEEK FOR FRIENDS OF EXPLORE CHARTER SCHOOL. HE ALSO DEVOTED 17 HOURS/WEEK TO EXPLORE EMPOWER CHARTER SCHOOL (AN UNRELATED ORGANIZATION, WITHIN THE EXPLORE UMBRELLA OF ENTITIES).

CATHERINE BARUFALDI WORKED 10 HOURS/WEEK FOR EXPLORE CHARTER SCHOOL (UNRELATED ENTITY, SEE SCHEDULE J, PART III) AND 15 HOURS/WEEK FOR EXPLORE EMPOWER CHARTER SCHOOL (AN UNRELATED ORGANIZATION, WITHIN THE EXPLORE UMBRELLA OF ENTITIES).

SCHEDULE R (Form 990)
Department of the Treasury
Internal Revenue Service

Related Organizations and Unrelated Partnerships

▶ **Complete if the organization answered "Yes" to Form 990, Part IV, line 33, 34, 35, 36, or 37.**

▶ **Attach to Form 990.** ▶ **See separate instructions.**

OMB No. 1545-0047

2009

Open to Public Inspection

Name of the organization

EXPLORE SCHOOLS INC.

Employer identification number

26-3282250

Part I **Identification of Disregarded Entities** (Complete if the organization answered "Yes" to Form 990, Part IV, line 33.)

(a) Name, address, and EIN of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity

Part II **Identification of Related Tax-Exempt Organizations** (Complete if the organization answered "Yes" to Form 990, Part IV, line 34 because it had one or more related tax-exempt organizations during the tax year.)

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity
THE FRIENDS OF EXPLORE CHARTER SCHOOL, INC - 13-4144367, 15 SNYDER AVE., BROOKLYN, NY 11226	TO SUPPORT EXPLORE CHARTER SCHOOL	NEW YORK	501(C)(3)	170(B)(1)(A)(VI)	EXPLORE CHARTER SCHOOL

Attachment 6-96

Part III **Identification of Related Organizations Taxable as a Partnership** (Complete if the organization answered "Yes" to Form 990, Part IV, line 34 because it had one or more related organizations treated as a partnership during the tax year.)

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations? Yes	(h) No	(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner? Yes	(j) No

Part IV **Identification of Related Organizations Taxable as a Corporation or Trust** (Complete if the organization answered "Yes" to Form 990, Part IV, line 34 because it had one or more related organizations treated as a corporation or trust during the tax year.)

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership

Part V **Transactions With Related Organizations** (Complete if the organization answered "Yes" to Form 990, Part IV, line 34, 35, or 36.)

		Yes	No
Note. Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.			
1 During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?			
a Receipt of **(i)** interest **(ii)** annuities **(iii)** royalties or **(iv)** rent from a controlled entity	1a		X
b Gift, grant, or capital contribution to other organization(s)	1b		X
c Gift, grant, or capital contribution from other organization(s)	1c		X
d Loans or loan guarantees to or for other organization(s)	1d		X
e Loans or loan guarantees by other organization(s)	1e	X	
f Sale of assets to other organization(s)	1f		X
g Purchase of assets from other organization(s)	1g		X
h Exchange of assets	1h		X
i Lease of facilities, equipment, or other assets to other organization(s)	1i		X
j Lease of facilities, equipment, or other assets from other organization(s)	1j		X
k Performance of services or membership or fundraising solicitations for other organization(s)	1k		X
l Performance of services or membership or fundraising solicitations by other organization(s)	1l		X
m Sharing of facilities, equipment, mailing lists, or other assets	1m		X
n Sharing of paid employees	1n		X
o Reimbursement paid to other organization for expenses	1o	X	
p Reimbursement paid by other organization for expenses	1p		X
q Other transfer of cash or property to other organization(s)	1q		X
r Other transfer of cash or property from other organization(s)	1r	X	

2 If the answer to any of the above is "Yes," see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.

(a) Name of other organization(s)	(b) Transaction type (a-r)	(c) Amount involved
(1) FRIENDS OF EXPLORE CHARTER SCHOOL (FOECS)- OUTSTANDING STARTUP LOAN BALANCE	E	125.
(2) FOECS - REIMB OF EXP FOR NETWORK RETREAT & CONSULTANT SERVICES	O	22,072.
(3) FOECS - TRANSFER OF FUNDS RECEIVED ON BEHALF OF ESI	R	307,803.
(4)		
(5)		
(6)		

Attachment 6-98

Part VI **Unrelated Organizations Taxable as a Partnership** (Complete if the organization answered "Yes" to Form 990, Part IV, line 37.)

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Are all partners section 501(c)(3) organizations? Yes	(d) No	(e) Share of end-of-year assets	(f) Disproportionate allocations? Yes	(f) No	(g) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(h) General or managing partner? Yes	(h) No

Schedule R (Form 990) 2009

Attachment 6-99

Depreciation and Amortization Detail FORM 990 PAGE 10 990

Asset Number	Description of property	Date placed in service	Method/ IRC sec.	Life or rate	Line No.	Cost or other basis	Basis reduction	Accumulated depreciation/amortization	Current year deduction
1	COMPUTER EQUIPMENT	VARIES	SL	3.00	16	11,671.		3,691.	3,890.
2	WEBSITE DEVELOPMENT COST	VARIES	SL	3.00	16	8,550.		713.	2,850.
	* TOTAL 990 PAGE 10 DEPR					20,221.	0.	4,404.	6,740.

916261
04-24-09

- Current year section 179 (D) - Asset disposed

Form **8868**
(Rev. January 2011)
Department of the Treasury
Internal Revenue Service

Application for Extension of Time To File an Exempt Organization Return

▶ **File a separate application for each return.**

OMB No. 1545-1709

- If you are filing for an **Automatic 3-Month Extension, complete only Part I** and check this box ▶ [X]
- If you are filing for an **Additional (Not Automatic) 3-Month Extension, complete only Part II** (on page 2 of this form).

Do not complete Part II unless you have already been granted an automatic 3-month extension on a previously filed Form 8868.

Electronic filing (e-file). You can electronically file Form 8868 if you need a 3-month automatic extension of time to file (6 months for a corporation required to file Form 990-T), or an additional (not automatic) 3-month extension of time. You can electronically file Form 8868 to request an extension of time to file any of the forms listed in Part I or Part II with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, which must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/efile* and click on *e-file for Charities & Nonprofits.*

Part I Automatic 3-Month Extension of Time. Only submit original (no copies needed).

A corporation required to file Form 990-T and requesting an automatic 6-month extension - check this box and complete Part I only ▶ [ ]

All other corporations (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Name of exempt organization	Employer identification number
File by the due date for filing your return. See instructions.	EXPLORE SCHOOLS INC.	26-3282250
	Number, street, and room or suite no. If a P.O. box, see instructions. 155 WATER STREET	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. BROOKLYN, NY 11201	

Enter the Return code for the return that this application is for (file a separate application for each return) ▶ 01

Application Is For	Return Code	Application Is For	Return Code
Form 990	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 990-EZ	03	Form 4720	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ▶ ADEL HAGEB 155 WATER STREET - BROOKLYN, NY 11201
  Telephone No. ▶ (347)661-6351 FAX No. ▶
- If the organization does not have an office or place of business in the United States, check this box ▶ [ ]
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ▶ [ ]. If it is for part of the group, check this box ▶ [ ] and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 3-month (6 months for a corporation required to file Form 990-T) extension of time until FEBRUARY 15, 2011, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ [ ] calendar year _____ or
▶ [X] tax year beginning JUL 1, 2009, and ending JUN 30, 2010.

2 If the tax year entered in line 1 is for less than 12 months, check reason: [ ] Initial return [ ] Final return [ ] Change in accounting period

3a	If this application is for Form 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	$	0.
b	If this application is for Form 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	$	0.
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	$	0.

Caution. If you are going to make an electronic fund withdrawal with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

LHA **For Paperwork Reduction Act Notice, see Instructions.** Form **8868** (Rev. 1-2011)

923841
01-03-11

13320201 759915 7668070 2009.05040 EXPLORE SCHOOLS INC. 76680701

Form **8879-EO**

Department of the Treasury
Internal Revenue Service

IRS e-file Signature Authorization for an Exempt Organization

For calendar year 2009, or fiscal year beginning JUL 1 , 2009, and ending JUN 30 ,20 10

▶ **Do not send to the IRS. Keep for your records.**

▶ **See instructions.**

OMB No. 1545-1878

2009

Name of exempt organization

EXPLORE SCHOOLS INC.

Employer identification number

26-3282250

Name and title of officer

MORTON A. BALLEN
CEO

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a,** or **5a,** below, and the amount on that line for the return for which you are filing this form was blank, then leave line **1b, 2b, 3b, 4b,** or **5b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than 1 line in Part I.

1a Form 990 check here ▶ [X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	**1b**	1488362
2a Form 990-EZ check here ▶ [ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	**2b**	
3a Form 1120-POL check here ▶ [ ]	**b Total tax** (Form 1120-POL, line 22)	**3b**	
4a Form 990-PF check here ▶ [ ]	**b Tax based on investment income** (Form 990-PF, Part VI, line 5)	**4b**	
5a Form 8868 check here ▶ [ ]	**b Balance Due** (Form 8868, line 3c)	**5b**	

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2009 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** an indication of any refund offset, **(c)** the reason for any delay in processing the return or refund, and **(d)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize RSM MCGLADREY, INC. to enter my PIN 44416

ERO firm name

Enter five numbers, but do not enter all zeros

as my signature on the organization's tax year 2009 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2009 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ _____ Date ▶ _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit EFIN followed by your five-digit self-selected PIN. 13258982250

do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2009 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ▶ _____ Date ▶ _____

ERO Must Retain This Form - See Instructions
Do Not Submit This Form To the IRS Unless Requested To Do So

explore

SCHOOLS



Business Plan

November, 2010

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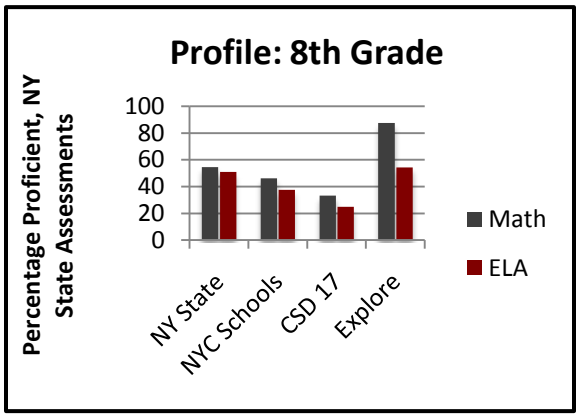
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Executive Summary

Today in this country, an excellent public education still remains a privilege awarded to some children based on where they happen to be born. Explore Schools, a network of public schools that is closing the achievement gap in under-served communities in Brooklyn, has proven that school has the power to profoundly transform a child's life and that demographics need not determine destiny. Since 2002, the network's growth has been characterized by high levels of student achievement, significant retention rates for students and staff, a deep relationship with parents and the local community and a commitment to serving all students. Now in its ninth year, Explore Schools is uniquely positioned to launch New York City's first school turnaround effort by leveraging the model and the relationships it developed as a new-start charter operator. In many other urban markets, successful CMOs are using this same approach to solve the challenges of school turnaround; Explore Schools would be the first CMO in New York City to introduce turnaround as a strategy to impact thousands of students trapped in failing schools.



Explore Schools' mission is to create and support a network of K-8 public schools in under-served communities that provides students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. There are currently 700 students enrolled in the network's two charter schools in central Brooklyn; 98% of whom are African American or Latino, 75% of whom qualify for free or reduced lunch and 15% of whom have special needs. To date, the network's mission is being realized as 100% of Explore's three classes of 8th grade graduates have gained acceptance to, and are currently attending, college-preparatory high schools. In addition, last year Explore Schools' 8th graders outscored their community school district peers by 29 percentage points in ELA and by 52 percentage points in math and also outperformed students in New York City and State on the New York State assessment. Network schools boast less than a six percent student attrition rate and more than half of Explore Schools' teachers have been with the network for more than three years.

In order to serve more students and to introduce a new education reform strategy to New York City, the network will grow from 700 students to more than 3,000 by partnering with the New York City Department of Education to re-open failing schools as high-performing charter schools. These schools will serve the same population of students in the same facility, while providing the necessary changes in staffing, culture and academics. The need for high-quality charter providers to take on school turnaround is clear. In the US today, over 5,000 schools are failing. In New York City alone, an estimated 30,000 students are attending schools that are persistently failing[1]. And while a number of charter organizations are closing the achievement gap for the students they serve, none in New York has yet turned its attention to providing a high-quality education to students trapped in persistently failing schools.

In order to execute on school growth through turnaround with quality and sustainability, Explore Schools has identified four organizational imperatives that will guide its expansion:

[1] Based on the number of schools receiving a failing grade on the 2010 NYC DOE report card.

1. Prove the possibility of school turnaround

- Operate and sustain turnaround schools that outperform the neighborhood, city and state within three years of takeover.
- Deeply engage communities and districts to drive collaboration and acceptance.
- Measure the success of Explore Schools' turnaround sites through annual external reviews and a standard approach to student assessment and data analysis.
- Create, implement and refine a turnaround school model and principal training program to drive turnaround school success.

2. Support a network of schools that provides an outstanding public education to underserved students

- Consistently outperform neighborhood, city and state on standardized assessments.
- Understand and respond to individualized student needs.
- Develop communities that foster students' sense of efficacy and respect for self and others.
- Collect, analyze and respond to data to drive continuous improvement.

3. Focus relentlessly on human capital as a key driver of organizational success

- Continuously retain highest-performing staff.
- Maintain a flexible approach to providing career development opportunities for highest performing staff.
- Effectively communicate Explore Schools' mission, vision, approach and values to attract qualified and aligned staff.
- Recruit and hire staff members that prove successful in their network role.
- Maintain competitiveness by offering staff a variety of benefits including positive culture, total compensation and professional development opportunities.

4. Build operational capacity to drive organizational excellence at the school and home office

- Develop and implement the operational tools and capacity to function as effective organizations.
- Run with operational efficiency to ensure sustainability.
- Not rely on fundraising for core operations beyond periods of growth.
- Provide value-added support through the home office that strengthens the academic and operational success of network schools.
- Use data to drive continuous improvement in all operational systems and processes.

Explore Schools will accomplish its growth goals in a manner that enables the organization to reach financial sustainability by 2016. Further, by securing low cost facility arrangements with the NYC DOE and operating its home office efficiently, Explore Schools will meet its goals with only $3,500,000 of philanthropic funding required, an amount that is well within its ability to raise given its success in raising roughly 20% of that amount in just its first year as a

CMO. Explore Schools seeks a lead partner to support the organization as it becomes New York City's first school turnaround provider; directly reaching thousands of students trapped in failing schools while providing a compelling proof point so that other qualified providers might take up this essential work in the nation's largest school system.

Organizational Overview

History

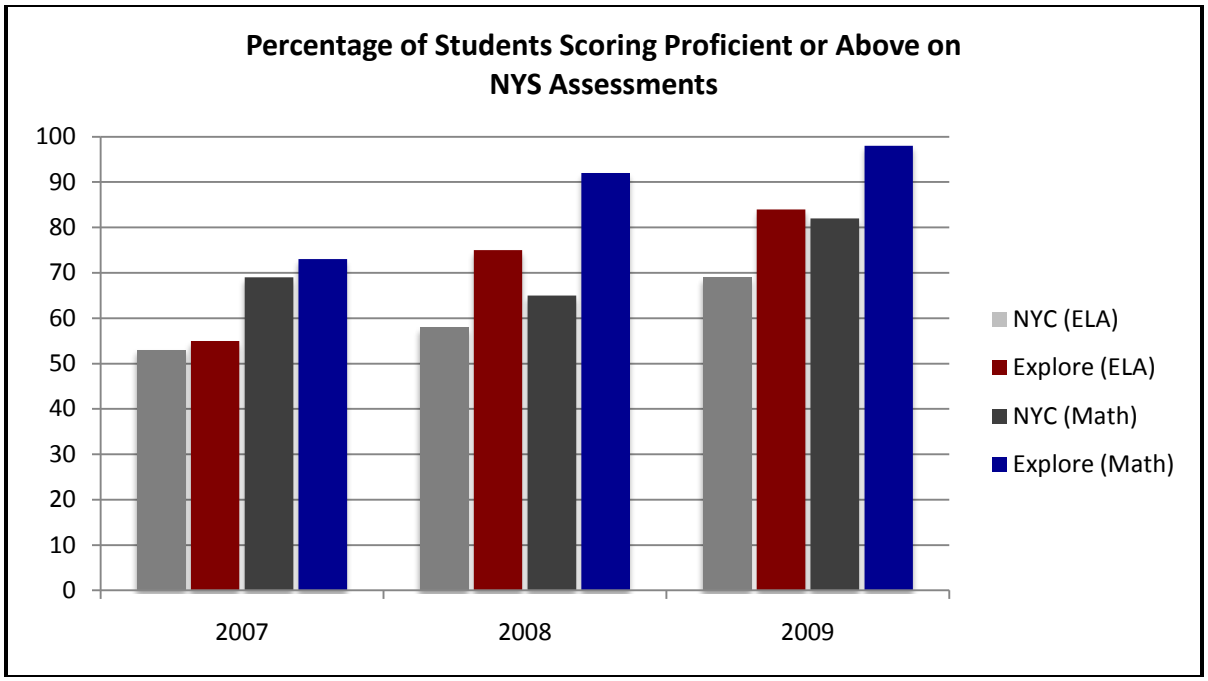
In 2002, Morty Ballen founded Explore Charter School to help meet the demand for outstanding public schools in New York City. Prior to establishing Explore, Morty taught in Baton Rouge, through Teach for America, and then in South Africa and New York City. In each of those settings, he noticed a pattern: intelligent and inquisitive students and parents who wanted the very best for their kids. He also witnessed schools characterized by little to no leadership, crumbling infrastructure and most insidious, adults who did not all share high expectations for their students. It was clear that students were not getting the education they deserved by virtue of where they happened to be born.

Morty founded Explore Charter School on the belief that demography should not equal destiny and the conviction that all students have the ability, desire and right to achieve. Explore Charter School was created as a place where:

- A variety of instructional strategies are used to balance skills instruction with instruction that encourages critical-thinking and problem-solving.
- Students are assessed often, against the academic goals, and the data from these assessments is used to drive instruction.
- There is a strong, positive culture and students feel safe.
- Parents are involved in their children's education.
- Staff members have ongoing opportunities for professional growth.

Explore Charter School opened its doors to 168 students in grades K-3 in 2002. Over the next seven years, Morty and his team worked to build a strong school model that enabled students to achieve academically, while also creating an environment in which staff and families would choose to remain year after year. Rather than immediately replicate, Explore Charter School's team focused on student and staff growth and thoughtful analysis of the factors that facilitated success at the inaugural site. Once comfortable with Explore Charter School's success, Morty established Explore Schools, a Charter Management Organization (CMO), and founded the network's second charter school, Explore Empower. Empower opened in 2009 and currently serves 225 students K-3. It will grow one grade per year until it serves students K-8. Explore Charter School, now in its ninth year, serves 475 K-8 students.

In the years leading up to the founding of the CMO, Explore Charter School's student performance grew dramatically. Between 2007 and 2009, student achievement on the New York state assessment grew by over 20 percentage points in both math and reading. The year before the highest jump in student achievement growth, the staff at Explore set a school-wide goal that 100 percent of students would achieve the standards on the state test. The setting of this ambitious goal, coupled with changes in the staff selection and evaluation model, curricular choices, and improvements in the organization's data-driven assessment system, demonstrated to Explore's leadership team that student performance could improve dramatically if the adults in a school building worked together to meet students' needs.



This powerful example of academic growth, combined with the reality that new start-charter schools weren't scaling quickly enough to meet demand in New York City, led Explore Schools to consider using school turnaround as a means to both serve more students and to introduce an education reform strategy in New York City that was being successfully implemented in many other major urban districts. A year-long period of research ensued to learn about best practices in the field of school turnaround, and to determine whether growth through turnaround could be successfully undertaken by a charter management organization. The team emerged from this period with a strong belief that Explore Schools was well-positioned to use the strategies developed through their new-start charters to introduce successful school turnaround in New York City. The State University of New York agreed: in 2009, the SUNY Board of Trustees granted New York City's first and only turnaround charter agreement to Explore Schools.

Accomplishments

Academics

Over the past nine years, Explore Schools has built a strong reputation for its thoughtful, data-driven, collaborative approach to developing, perfecting and expanding a K-8 charter school model. Student achievement at Explore Schools clearly demonstrates this approach is working. In 2010, Explore Schools' students outperformed their community peers (CSD 17) in both math and ELA, by as much as 52 percentage points in some grade levels, while serving a population with higher levels of special needs. Most importantly, 8th graders, many of whom have been with the network for nine years, are significantly outscoring 8th grade students in the neighborhood, city and state**.**

To ensure that 100% of 8th grade graduates enroll in college-prep high schools, network schools employ a high school placement counselor to work with students starting in sixth grade. College-prep high schools are selected based on the following criteria:

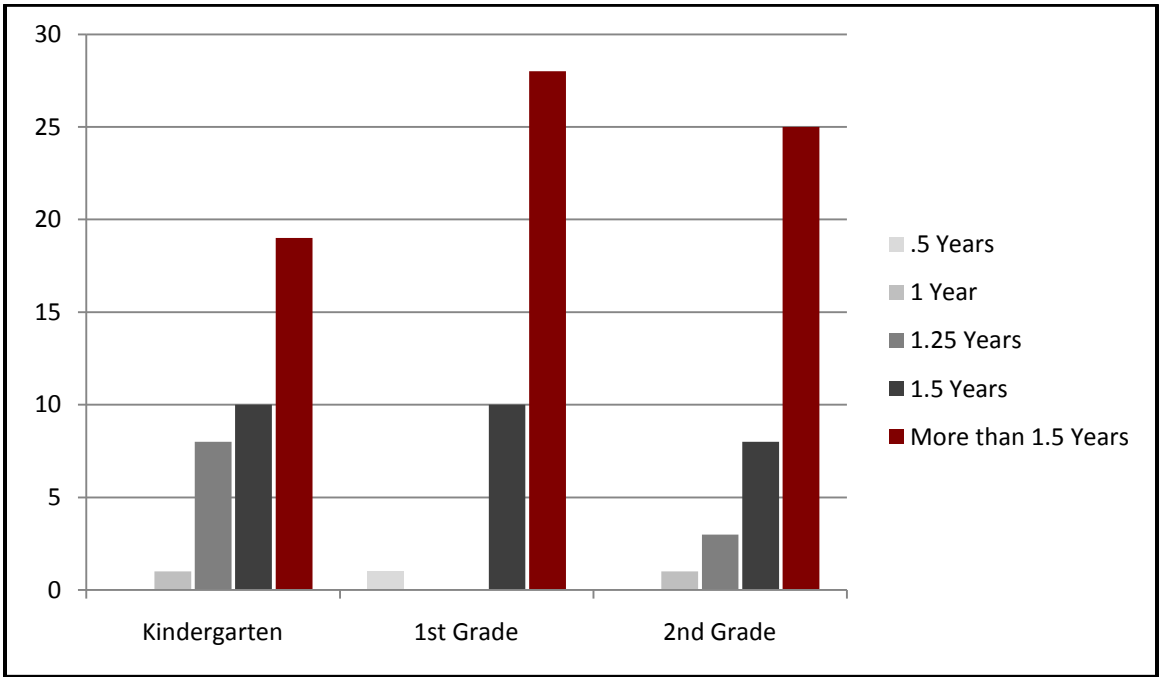
- Rigor
- Regents Passing Rate
- College placement, acceptance and matriculation
- Graduation rates
- Staff retention
- Family advocacy and participation in school community

Beyond 8th grade, Explore students are also demonstrating success. One hundred percent of Explore Schools' three classes of 8th grade graduates have gained acceptance to, and are currently attending, college-preparatory high schools, which are schools where four year high school graduation rates exceed 80% and four year college acceptance rates exceed 75%. Explore graduates are attending some of the most prestigious and high-performing college-preparatory high schools in New York, such as Poly Prep, Brooklyn College Academy, Benjamin Banneker Academy, The Taft School and The Beacon School. Students have also earned thousands of dollars in high school scholarships and spots in some of New

York's more prestigious student programs including New York City Summer Arts Institute, Prep for Prep/Prep 9 The Breakthrough Collaborative/Breakthrough New York and College Now.

Empower's first year results are equally strong. On the standards-aligned interim assessments, 92% of students in grades 1 and 2 and 98% of students in kindergarten scored proficient in math by the third term (an increase of as much as 26 percentage points from the first term). The number of students reading above grade level on the Fountas and Pinnell assessment increased by an average of 56 percentage points in the first year of the school's operation; some students demonstrated as much as three years' growth in reading. In total, 84% of kindergarteners, 80% of 1st graders and 70% 2nd graders were reading above grade level by the end of the school's first year.

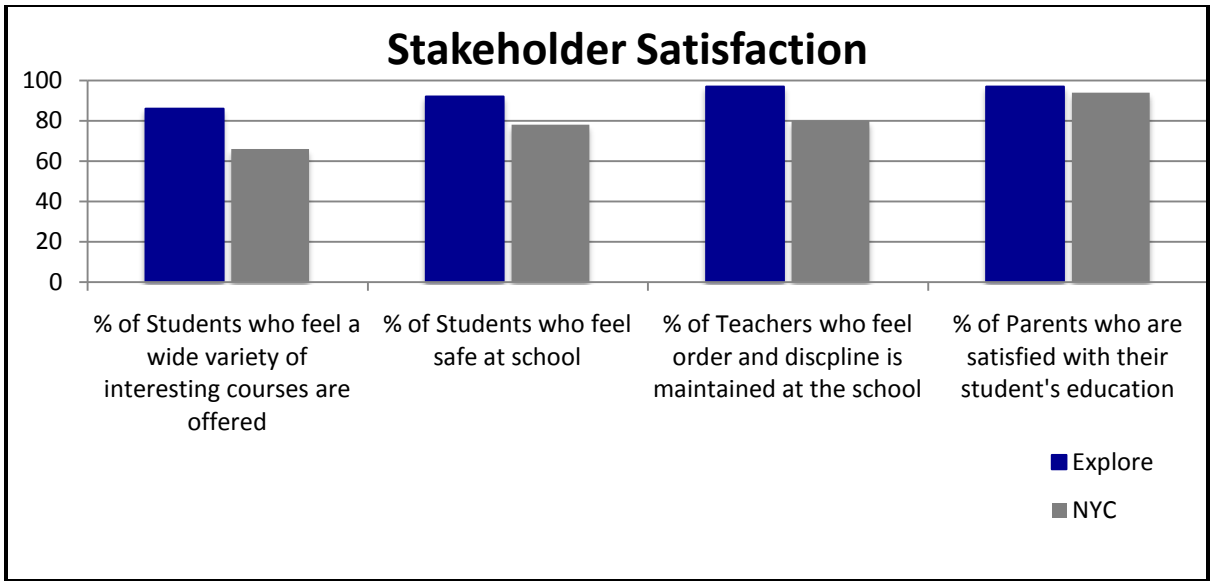
Empower Students' Growth in Reading: 2009-2010



Culture, Safety and Community

The success of the Explore Schools model is evident in other network-wide data as well. Schools have a student re-enrollment rate of 94%, and there are over 2,500 families on a waiting list to attend one of the network's two schools. 92% of network students report they feel safe at their school and 97% report that the adults help them understand what they need to do to succeed at school and help them develop challenging academic goals. On the same survey, 97% of parents reported satisfaction with the education of their child and with their opportunities to be involved at the school[2].

[2] "The New York State School Report Card." New York State Department of Education, January 29, 2010.



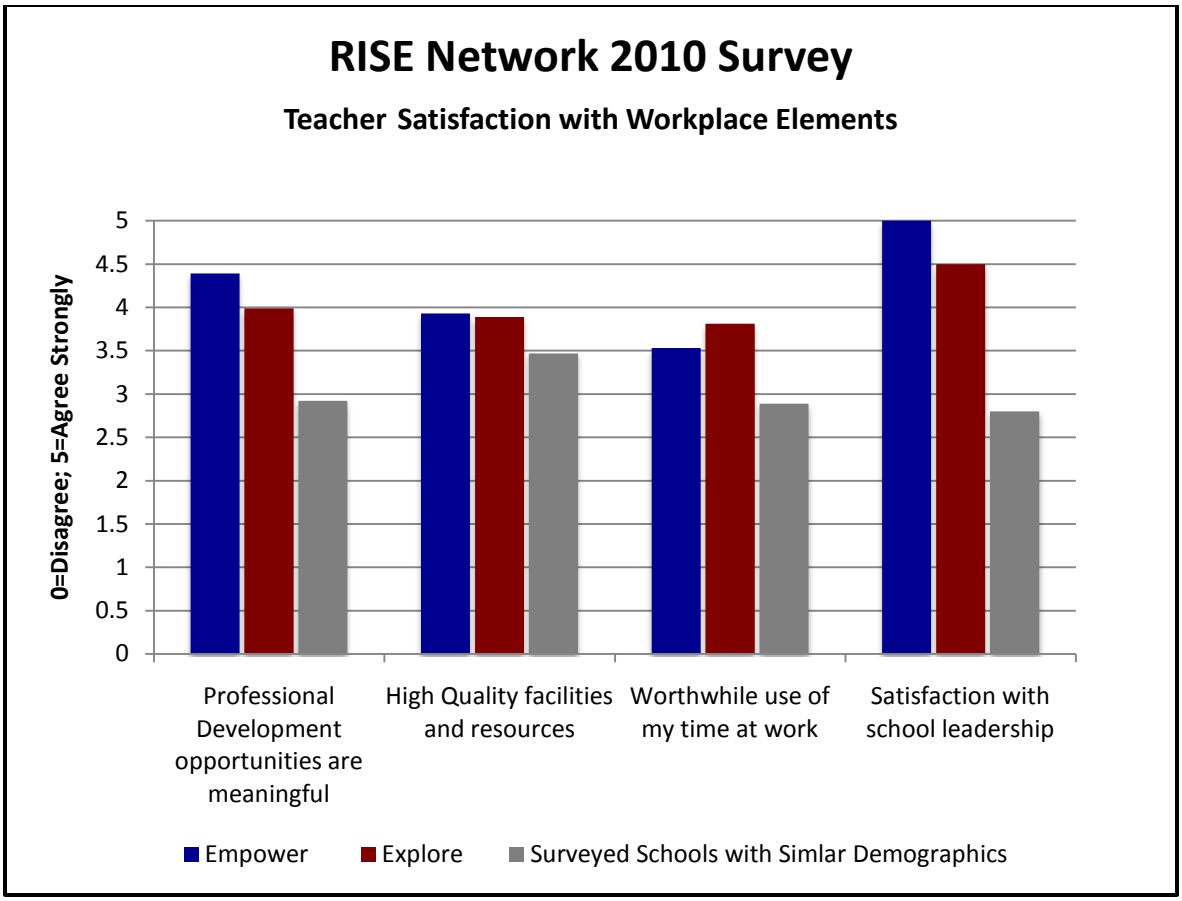
Staff Retention

A recent study by the National Center for School Choice found that teacher turnover is a critical issue in public education, especially for charter schools. High turnover, which is more common in charter schools than traditional school sites (by up to 76% in some regions) has detrimental effects on school quality and results in substantial financial costs. The organizational disruption caused by this level of dysfunctional turnover makes it more difficult for charter schools to develop and sustain high levels of instructional quality from year to year.[3]

On average nationally, 50% of all urban public school teachers leave teaching within the first three years on the job. At Explore Charter School, half of the teachers have been with the organization for more than three years. Further, one third of teachers have been with the organization five or more years. 93% of the founding staff at Empower returned for their subsequent year, and the network-wide staff retention rate (includes non-instructional, instructional and leadership) is 76%. Explore Schools is also developing an internal leadership pipeline. Nearly two-thirds of Explore Schools' 15 leadership positions have been filled by internal promotion.

As part of their commitment to staff excellence and retention, Explore Schools is a member of the RISE (Resources for Indispensable Schools and Educators) Network. The RISE annual survey, which compares teacher satisfaction at network schools to that of teachers at schools with comparable demographics, revealed that teachers at both Explore Schools sites are significantly more satisfied in all areas surveyed than their peers at comparable public school sites.

[3] Stuit, David and Smith, Thomas. "Teacher Turnover in Charter Schools". National Center on School Choice, June, 2010.



CMO Start-Up

Explore Schools has also demonstrated several significant operational achievements in its first year as a CMO:

- It has grown from a single site school into a network that serves 700 students in two schools with nearly 100 school-based staff and 11 CMO staff and a turnaround leader in residence;
- It has secured NYC's first turnaround charter approval;
- It has raised $700,000 in the last twelve months to support the operational growth of the CMO; and
- It has generated an operating reserve of over $325,000, equal to 18% of its current year budget.

The Need for School Turnaround

Rationale for Turnaround

Data from the last decade reveals an abysmal truth about the state of education in our nation: the achievement gap is wide, prevalent, and plaguing most low-income communities of color. According to the Education Trust, "By the time they reach grade 12, if they do so at all, minority students are about four years behind other young people." Further, it is currently estimated that fewer than 17% of African American and Latino students will complete high school and graduate from college; and overall, students from the highest income families are almost eight times as likely as those from the lowest income families to earn a bachelor's degree by age 24.[4]

At the same time that the achievement gap persists, proof that a high-quality public school can eliminate the achievement gap has been well-documented. Specifically, the focus on test data to measure student achievement catalyzed by No Child Left Behind has revealed a number of "high-performing high-poverty" (HPHP) schools where low-income students of color perform as well as, or better than, their more affluent peers. Charter schools in particular have demonstrated that where a child is born need not determine his or her academic outcomes. Charter networks run by KIPP, Uncommon Schools, Yes and Aspire are amongst the highest performing schools in their respective communities, and serve a population that mirrors the low-income communities of color that are usually affected by the achievement gap. A recent study by Mathematica Policy Research on the KIPP network recently concluded that, "For the vast majority of KIPP schools studied, impacts on students' state assessment scores in mathematics and reading are positive, statistically significant, and educationally substantial"[5]. However, while there is now data to prove that effective schools can drive student success, these schools are still the exception rather than the rule for low-income students. As a report by the American Enterprise Institute notes, "It is a poignant and troubling irony. Just as we discover that demographics need not determine destiny, the nation's new school-quality measurement tools reveal that for students attending our worst-performing schools…in fact, they generally do."[6]

With more than 5,000 of America's public schools failing, the need for high-quality schools in high-need communities is clear. According to Mass Insight, "Despite steadily increasing urgency about the nation's lowest-performing schools, efforts to turn these schools around have largely failed. Marginal change has led to marginal (or no) improvement. We will not make the difference we need to make if we continue with current strategies." Secretary of Education Arne Duncan has recently made a direct call to charter school leaders and high-quality, successful charter network operators to become active players in the national effort to turn around low-performing schools. "We need everyone who cares about public education to take on the toughest assignment of all – and get in the business of turning around our lowest-performing schools…."[7] In order to spur the innovation required for successful turnaround, the Obama Administration has pledged nearly $5 billion in federal funding to support school reform strategies, including school turnaround, over the next five years. Funding is available directly to states, through Race to the Top and School Improvement Grants, and will be passed through to Districts and CMO's taking on school turnaround work.

Turnaround Providers

[4] "Gauging The Gaps." Education Trust, January 6, 2010. Retrieved from http://www.edtrust.org/dc/resources/publications
[5] Tuttle, Teh, et al. "Student Characteristics and Achievement in 22 KIPP Middle Schools." Mathematica Policy Research, Inc. June, 2010.
[6] "Turning Around the Nation's Worst Schools." Mass Insight, March 11, 2008.
[7] "The Turnaround Challenge." Mass Insight, November 2007.

Given the newness of turnaround as a national school reform strategy, there are few organizations focused on this approach. Most successful charter operators have opted out of adding turnaround schools to their portfolio. The current turnaround providers fall into two main categories: successful charter operators who are applying successful charter tactics to turnaround and "other" organizations that largely lack experience with successful school operation.

Providers like Mastery Schools in Philadelphia and Academy of Urban School Leadership in Chicago have results that demonstrate the potential for turnaround, but are focused solely on the communities in which they have existing new-start charter sites. Other examples of turnaround models born of experienced charter operators include Green Dot in Los Angeles, UP Schools in Boston, ReNew in New Orleans and Young Scholars in Philadelphia and Washington, DC. In fact, most major urban districts have at least one successful charter provider that is taking on school turnaround, but to date, there are no such providers in New York City—the largest public school district in the nation. Explore Schools would be the sole provider of turnaround through "re-start" in New York and is the only proven charter provider who has developed a turnaround model based on their track record of success in New York City with new-start charters.

Sadly, many of the groups that have stepped forward to tackle turnaround lack the relevant credentials and experience. A recent New York Times article detailed a number of organizations that have expressed interest in turnaround work, most of whom have no experience with school management or direct student service. According to Mass Insight, "the vast majority of people getting into the (turnaround) field are not ready to do the work."[8]

The Explore Schools Solution

Nearly 20 years into the charter school movement, only three and one-half percent of the country's students attend a charter school. Nationwide, an estimated 365,000 students are on charter school waiting lists, enough students to fill over 1,100 new, average-sized charter schools.[9] In New York City alone, there are approximately 43,000 students on waiting lists to attend charter schools. Clearly, the demand for high-quality schools far outpaces their creation. Explore Schools recognizes that the need for a high-quality CMO to take on school turnaround in New York City, coupled with the funding and policy change opportunity provided by President Obama and his administration, make the current time a uniquely good one to begin turnaround work. Explore Schools is concentrating network growth on the turnaround of failing schools rather than growing additional new-start charters in order to directly impact the large numbers of students in under-resourced communities who are unable to access high-performing charter schools. Using the school model developed through nine years as a successful new-start charter operator, Explore Schools will expand to serve 3,000 students at six sites in New York City.

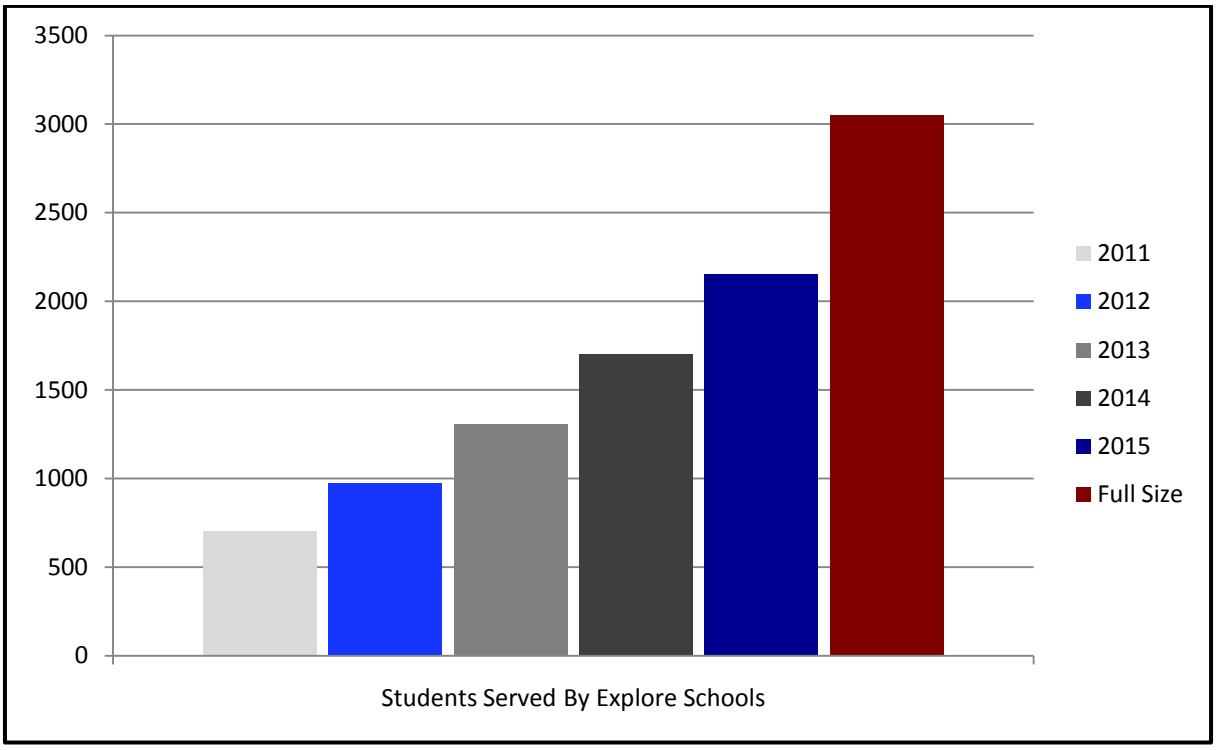
In addition to direct student impact in New York City, Explore Schools will indirectly impact students by providing the proof point required for other New York-based CMOs to engage in school turnaround. Much as early successful charter operators like KIPP and Aspire provided the proof point and model required to grow the charter movement, Explore Schools will demonstrate the potential of an approach to school turnaround in New York City that could potentially impact thousands of students stuck in failing schools.

[8] Dillon, Sam. "Inexperienced Companies Chase U.S. School Funds." New York Times, August 9, 2010. Retrieved from http://www.nytimes.com/2010/08/10/education/10schools.html?_r=1

[9] National Alliance for Public Charter Schools. *Public charter school dashboard*. (2010). Retrieved from http://www.publiccharters.org/dashboard/reports

Growth Plan

School Growth Plan



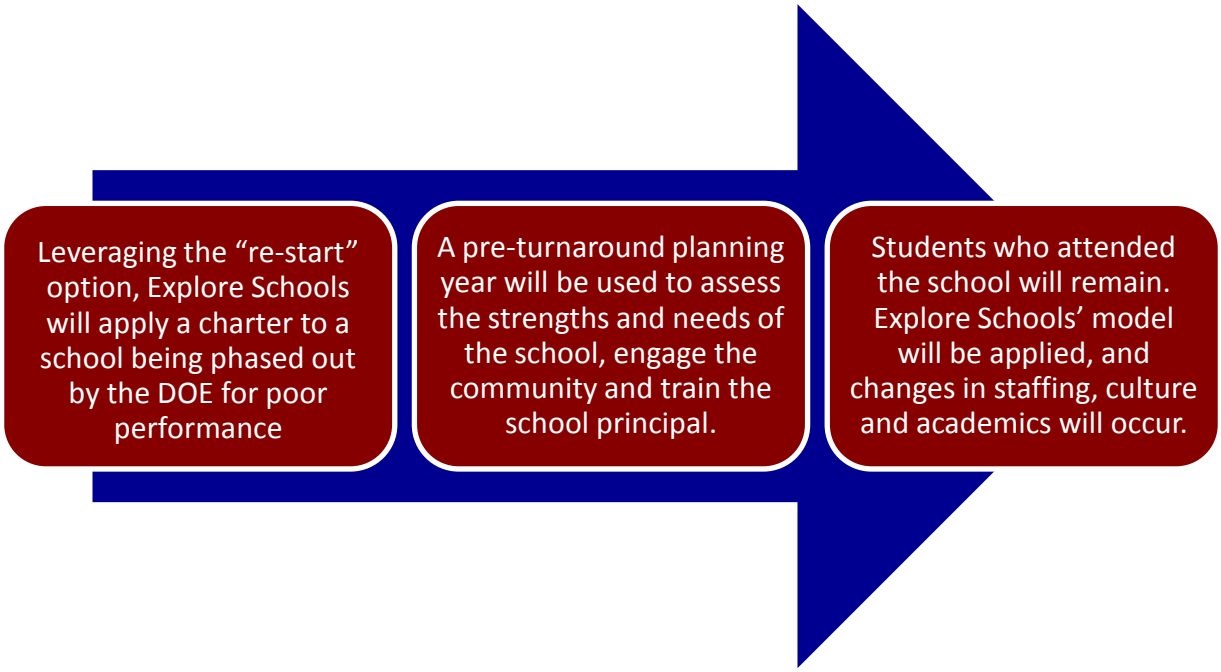
Through school turnaround, Explore Schools will grow from two schools to six by 2015. In addition, it will grow from serving 700 students to over 3,000 by the time its schools reach full-size. The number of schools and students Explore Schools will serve was determined through a desire to reach financial sustainability as a network, to serve a significant portion of K-8 students in Central Brooklyn, and to reach a network size similar to other influential charter networks in New York City. A network of six schools will allow Explore Schools to reach financial sustainability by 2016 and will require only $3,500,000 in total start-up philanthropy. Explore Schools believes that part of proving the possibility of school turnaround means proving that it is a financially viable strategy and does not require outsized fundraising efforts to achieve success. Further, Explore Schools is seeking to site its turnaround schools in Central Brooklyn where Explore Schools' network schools currently operate and enjoy strong community support. Explore Schools' planned growth in Central Brooklyn will mean an increase in market share from one percent to approximately ten percent in that community[10]. A central part of proving the possibility of school turnaround is operating successful schools, and research indicates that turnaround efforts are most successful when they are geographically concentrated and embraced by the community[11]. Finally, a network of over 3,000 students in New York City will place Explore Schools in league with networks including Achievement First and KIPP that have been successful in influencing New York City's school reform movement. Explore Schools believes that in order to prove the viability of school turnaround for other top performing charter networks, it must be of a size that is comparable to the networks it seeks to influence.

[10] "Elementary and Secondary Public and Non-Public School Enrollment". New York State Education Department. Retrieved from http://www.p12.nysed.gov/irts/statistics/public/table1.html

[11] Mass Insight, *The Turnaround Challenge: AUSL Harvard Case Study*. November, 2007. Retrieved from http://www.massinsight.org/stg/research/challenge

School Growth Mechanism

Explore Schools will leverage the re-start model to turn around failing public schools in New York City. Re-start dictates that an LEA close a failing school and reopen it under the management of a charter school operator, a charter management organization or an educational management organization. Of the four approaches to turnaround identified by the Department of Education under Secretary Duncan, Explore Schools has identified re-start as the most promising mechanism for implementing and sustaining effective school turnaround. The re-start model provides the highest level of freedom around staffing, budget and program—the very same freedoms enjoyed by Explore Schools as a new-start charter operator and identified by early turnaround operators like Mastery as central to their success.



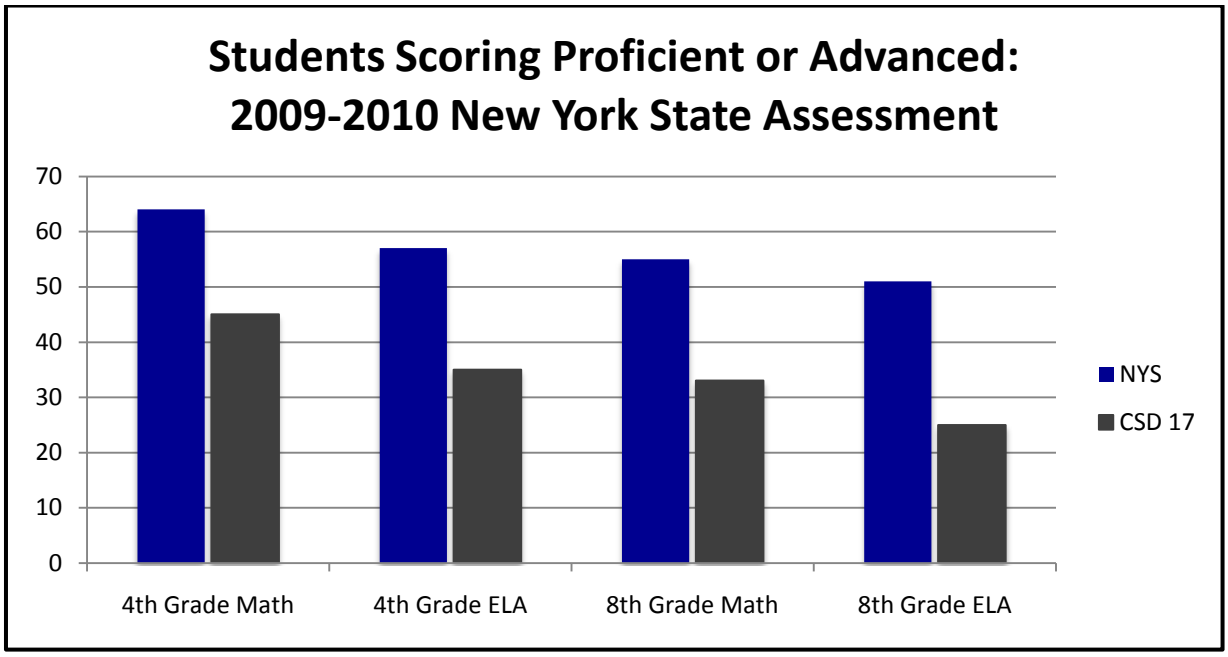
In order to execute on re-start, Explore Schools will apply an approved charter to a building where a traditional public school is being closed for poor performance by the New York City Department of Education. Through enrollment preferences and aggressive community outreach, Explore Schools will re-enroll the same students who attended the failing school, while making the necessary changes in program, budget, and staffing. Explore Schools has already secured the only charter in New York City that names turnaround as its goal. Ideally, Explore Schools will take over a portion (at least K-3) or an entire K-5 program the first year of turnaround and will grow the school over time to serve K-8. The specific starting configuration will depend on the needs of the New York City DOE and the community that will be served by the school. Explore Schools will work with the NYC DOE to identify the school and starting configuration no less than six months before turnaround takes place, providing Explore Schools' start-up team with sufficient time to recruit, enroll, and prepare for the initial grades to be served.

School Growth Market

Need

In addition to favorable operational conditions, Explore Schools is focusing turnaround in New York City based on student need, and need in the market for a turnaround provider. New York City is the largest district in the country with more than 1 million enrolled students. 75.1% of students qualify for free or reduced lunch and 70.7% percent are black or

Latino. In 2010, 34.4% of black students and 36.8% of Latino students in grades 3-8 met or exceeded the ELA proficiency standard, compared to 64.8% of whites. Fewer than 40% of economically disadvantaged students grades 3-8 met or exceeded the ELA proficiency standard, compared to 68.8% of more affluent students. In 2009, the high school graduation rate for black students in New York City was 57.8% versus 76.5% for white students.[12] In Central Brooklyn (Community School District 17), where Explore Schools seeks to focus its turnaround efforts, 42% of students scored proficient or advanced on the NYS math assessment; only 33% scored proficient or above in ELA.



In addition to need at the student level, there is need at the market level for Explore Schools to take on school turnaround in New York City. Los Angeles, New Orleans, Philadelphia, Boston, Washington DC and Chicago: the nation's major urban school districts all have at least one high-quality charter provider that is currently taking on school turnaround. New York City currently has none. Explore Schools, through its turnaround work, can create a proof point currently missing in New York City's education reform landscape.

Operating Conditions

Through the start-up and operation of two new-start charter schools, Explore Schools has identified the market conditions that are most conducive to school success. Further, the year that Explore Schools spent researching school turnaround allowed the organization to identify additional market operating conditions that support effective turnaround implementation. New York City was selected for expansion based on the existence of favorable operating conditions in the following key areas:

Explore Schools' Requirement	Ability to Execute in New York City
Operating freedoms	A strong charter law and availability of "re-start" charter mechanism for executing on school turnaround ensures operating freedoms exist and are protected by law.
Adequate funding	New York's funding of approximately $13,500 per pupil enables schools to

[12] "Graduation and Dropout Reports." New York City Department of Education. http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm

	operate sustainably. Additional Race To The Top funds have been awarded to New York to support innovative approaches to restarting failing schools.
Facilities	Explore Schools' current network schools operate in $1/year DOE facilities. The NYC DOE has offered the same arrangement for Explore Schools' turnaround sites.
Connection to Community	Turnaround growth will be concentrated in Central Brooklyn, where Explore Schools' other network schools currently operate and where the organization enjoys strong community support.
Talent pool	Teach for America, New Leaders for New Schools, The New Teacher Project, and Columbia University's Teacher's College all attract outstanding talent to New York City.
Political Climate	NYC Schools Chancellor and Mayor are committed to restructuring failing schools using innovative approaches. Explore Schools maintains strong relationships with the district and its authorizers
Concentration of high-quality charter operators who could be influenced through Explore Schools' turnaround activities	Uncommon Schools, Achievement First, KIPP, Success Network all operate in New York City and would be strong candidates to take on turnaround, once a successful strategy is demonstrated.

CMO Growth Overview

In order to support its network schools, Explore Schools has developed central office supports that encompass a broad range of crucial operations and academic services. Current services include: staff recruitment and retention, leadership coaching and development, operations and finance support. To facilitate effective growth, Explore Schools has developed a CMO expansion plan that balances the desire to provide essential support to network schools with the belief that the organization should reach financial sustainability as soon as possible.

The following chart outlines the planned growth of CMO staff through 2015 to ensure organizational excellence.

Position	FY11	FY12	FY13	FY14	FY15
Founder/CEO					
Administrative Assistant					
Managing Director of Talent					
Director of Recruitment					
Benefits					
Recruiter 1					
Recruitment Assistant					
Recruiter 2					
Managing Director of Operations/COO					
Director of Operations					
Operations Manager					
Special Projects Assistant					

Director of Technology					
Director of Finance/Financial Planning					
Comptroller					
Bookkeeper					
Director of Development					
External Affairs Manager					
Grant Writer					
Managing Director of Program 1					
Program Director					
Data Analyst					
Managing Director of Program 2					
Managing Director of Strategy					
Total Staff	11	14	19	22	23
Total Number of Schools	2	3	4	5	6

Growth of Organizational Capacity

As Explore Schools has developed its growth plan, it has also identified strategic initiatives that must be developed or refined in order for the organization to operate with quality as it expands:

Integrating Turnaround into Principal Residency Program

Explore Schools built a residency year program to train its first replication school leader. Now, this year-long leadership training program is being refined to address the unique challenges faced by turnaround leaders. The network's turnaround resident-in-training is working with Explore Schools' Managing Director of Program to codify and refine the residency to integrate turnaround elements including targeted professional development, readings and research and visits to successful turnaround schools.

Refining Academic Assessments

Using data to drive improvement is a core practice at Explore Schools, and as the network has expanded, the central office team has identified the improvement of schools' interim assessments as a key lever for driving academic achievement. Internally generated academic assessments have gotten network schools started on effective analysis of student progress over time, but better interims are required to truly ensure that students are prepared to succeed in college preparatory high schools. To that end, Explore School is partnering with the Achievement Network to improve on its interim assessments. The Achievement Network is a non-profit provider of interim assessments that works with schools to provide high-quality standards-aligned assessments; tools to analyze assessment results and identify student-learning gaps, and to create action plans to address these gaps. Achievement Network also facilitates networks of peer schools to collaborate to improve their use of data. Explore Schools will pilot the Achievement Network's assessments and analyses for New York, thus incorporating significant expertise and a larger network within which Explore Schools will be able to use data.

Developing CMO Board and Defining School Board Structure

Explore Schools must build the capacity of its CMO board to meet the fundraising and strategic planning needs of the organization as it adds more schools to the network. Rather than pull Board members from its founding schools, Explore Schools has started to build a new Board for its CMO over the past year. The CMO Board currently consists of four highly-engaged and qualified board members, and Explore Schools will grow the capacity of the Board to seven members in the next twelve months and continue to add qualified members over the next five years.

In addition, Explore Schools must determine the best structure for its school-level Boards so that boards can champion both their individual school sites and the network as a whole. With changes in the New York charter law presenting an opportunity to do so, Explore Schools is considering the merging of school-level boards within the network. In order to evaluate this option and determine how to best structure school-level Boards as the network expands the organization is actively seeking the expertise of school networks in New York (KIPP, Achievement First, Success Network), as well as the Robin Hood Foundation, New York City Charter Center and the New York Department of Education Office of Charter Schools.

Increasing Capacity of Student Information System

Explore Schools' current student information system has been effective in tracking student progress at each school site; however, Explore Schools recognizes the need to further develop network capacity to capture and manage student information efficiently. Because a student's tenure at an Explore Schools site can span up to nine years, and because Explore Schools sets such high priority on re-enrolling students throughout the duration of their K-8 education, it is important for the network to be able to track a myriad of data effectively. The CMO is currently working with providers and connecting with other CMOs to identify the most appropriate systems to collect and manage this information throughout the organization's growth.

Formalizing Internal Leadership Pipelines

Explore Schools has been successful in internal recruitment of leadership candidates, but must now develop a more formalized process for identifying and cultivating staff talent and building a leadership pipeline. Explore Schools' Managing Director of Talent is working with school-based leadership to develop more formalized structures for identifying, developing and promoting promising leaders, while ensuring that promotion of talent away from a school doesn't compromise quality.

Risk Assessment/Mitigation Strategies

Explore Schools has identified six key areas in which it needs to effectively manage risk in order to execute successfully on its plans for growth:

1. Program Quality
2. Politics and Policy
3. Community Engagement
4. Human Capital
5. Systems and Processes
6. Funding

Program Quality: *Ability to generate and sustain academic achievement at network schools.*
Explore Schools' teachers and leaders have worked relentlessly to build the academic quality of the network's founding schools, Explore and Empower. Ensuring that Explore Schools can start and sustain turnaround schools that reach the same level of academic success will be the single most important indicator of Explore Schools' success as a turnaround provider. The primary risk to program quality is the navigation of challenges that may be unique to turnaround sites. In addition, there is also a risk to maintaining the program quality at the existing sites during the growth period.

In order to mitigate the risks related to program quality at turnaround sites, Explore Schools embarked on a year of research into successful school turnaround strategies and as a result, developed additional school model elements to specifically address turnaround challenges. These additional model elements (detailed on pgs. 30-32 of this plan) are required at all network turnaround sites. In addition, Explore Schools continues to participate in a professional community with successful turnaround providers to ensure Explore Schools is on the cutting edge of developing and implementing the strategies that facilitate success at turnaround schools.

In order to mitigate the risk of loss of program quality at existing school sites, Explore Schools has developed a staffing growth plan that expands the home office in advance of growth, in order to ensure current schools are well-supported as new schools are added. Explore Schools' home office has grown from five to eleven full-time staff this year, even though additional schools will not be added until next year. This demonstrates Explore Schools' commitment to building home office capacity as a means to mitigate risk to program quality at existing schools. Additionally, annual external quality reviews of all network schools will be conducted to examine academic and operations quality as well as the strength of the school's leadership team. These annual reviews will be aligned to the Explore Schools model and will be used not only to evaluate the quality of network schools, but to identify successful practices that can be disseminated network-wide.

Politics and Policy: *Mechanism for executing on school turnaround*
For Explore Schools to execute on school turnaround, the organization must have a mechanism to take control of a failing school and the ability to implement its model, which requires freedom around staffing, budgeting and program. Given the newness of school turnaround as an education reform strategy in general, this risk is potentially one of the most significant to the organization. A change in political support in New York or at the national level could mean that a viable mechanism to conduct turnaround is no longer available to Explore Schools.

Explore Schools' decision to focus school turnaround in New York City mitigates this risk in several ways. First, Explore Schools has committed to expanding in a market where it has established a strong relationship with the New York City Department of Education and its authorizer, SUNY. Explore Schools' turnaround schools will also operate through a charter, rather than a District contract, to ensure its operating mechanism is protected by law. In addition, New York has also recently won Race to the Top, which ensures that there will be funding for school turnaround and a focus on its successful implementation, as part of the fulfillment of this grant program.

Community Engagement: *Managing relationships with local communities to secure ongoing support for turnaround schools.*

In developing Explore Schools' growth plan, the organization has been mindful of the research[13] that has shown that turnaround efforts are most successful when they are undertaken with the support of the community. Without community support, the sustainability of Explore Schools' turnaround efforts could be at risk, as the community is comprised of families that will be enrolling students in the turnaround school. As such, the organization is focusing on turnaround growth in New York City, and specifically Central Brooklyn, where it has already established strong community relationships. In addition, Explore Schools has developed a pre-opening year community outreach plan (see Education Program Section for more information) that creates multiple pathways for communication between stakeholders and Explore Schools during start-up and beyond. Explore Schools is also designing a turnaround leader residency that provides opportunity for the turnaround leader to engage deeply with the community during the start-up process to develop the community support needed for turnaround success.

Human Capital—Teachers and Leaders: *Ability to identify, attract and retain high quality leaders and teachers who are able to successfully implement Explore Schools' model.*
Whether a new-start charter or turnaround, excellent schools require excellent teachers and leaders who work relentlessly to drive student achievement. As with any growing organization, the ability to recruit talented, committed, mission-aligned professionals will be critical to the success of the Explore Schools' model. Without school-based, highly effective human capital, Explore Schools will not be able to grow turnaround schools or maintain success at its current schools. The organization's relentless focus on human capital will address this risk by ensuring Explore Schools is poised not just to recruit the most capable and passionate educational leaders, but to support their professional growth and retention in the Explore Schools network.

The organization's human capital strategy is focused on the following:

- Year-round, intensive recruitment: Explore Schools recruits year-round in order to find qualified instructional and other staff for network schools and for the home office.
- Partnerships: Explore Schools leverages partnerships with organizations such as Teach for America and New Leaders for New Schools.
- Standard candidate evaluation: Explore Schools conducts all candidate recruitment and initial interviews. The organization leverages a rigorous selection protocol which includes resume review, a series of interviews and delivery of a sample lesson.
- Retention: The network seeks to retain staff by maintaining a flexible approach to providing career development opportunities for the highest performing staff, which may include flexible work schedules, a transition from a school-based team to the network central office or promotion into leadership. The network also offers a variety of benefits, including positive culture, total compensation and myriad professional development opportunities to support staff at all levels of experience and expertise. Every position has a starting salary 10%-15% higher than that of the district that increases incrementally based on skills and experiences, with opportunities for additional responsibilities that may be undertaken for additional compensation (teaching at after-school clubs, working on curriculum revisions).
- Internal promotion: In addition to external efforts, Explore Schools focuses on developing talent from within. Explore Schools' staffing model provides a distributed approach to leadership, with each school having a principal, an operations leader, as well as two academic directors by the time the school grows to K-5. There are also opportunities for teachers to take on leadership tasks within the school. As staff members take on leadership responsibilities they are supported and evaluated in order to assess their potential for future school and network leadership roles.

Systems and Processes: *Ability to build the right systems and processes and staff at the central office to sustain the success of the organization and network schools.*
A strong central office to support school growth and sustainability is critical to the success of Explore Schools and the reason why building operational capacity is one of the organization's four key imperatives. Specifically, without strong

[13] Mass Insight. *The Turnaround Challenge*: *AUSL Harvard Case Study*, November, 2007.

systems and processes to guide growth and school support and a strong staff to implement the systems and processes, there is a risk to organizational quality. To mitigate this risk, Explore Schools is taking a measured approach to growth, and is currently focusing on building core operational functions to sustain both the schools and the home office. Explore Schools is not expanding in the 2010-2011 school year specifically so it can focus on building staff and systems capacity.

Funding: *Ability to access government and philanthropic funds to support organizational growth and sustain long-term operations.*
Given the uncertain financial times, funding freezes and cuts for schools present a significant risk to growth and successful operation of school sites. To mitigate this risk, Explore Schools is expanding in New York where current per pupil funding supports the core elements of the Explore Schools model at the school site, starting in year one. Private, external fundraising is only required at the "home office" level, and Explore Schools is projecting total financial sustainability for the organization in 2016 with only $3,500,000 in total philanthropy required. New York's Race to the Top funding also helps to ensure there will be funding available for turnaround school expansion.

Further, to increase diversity of funds, Explore Schools is building a fundraising program that relies on both foundation and individual donors to support growth capital, rather than solely relying upon program funding. In its first year as a school support organization, Explore Schools secured approximately $700,000 in funding for CMO growth. In order to further mitigate the funding risks, Explore Schools hired a full-time External Affairs Manager, who is focused on donor cultivation and grant writing. The organization is also continuing to build Explore Schools' Board of Trustees' capacity through board development initiatives.

Explore Schools Model

All Explore Schools' network schools share a common mission: to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. In both new-start charters and turnaround schools, the core elements of the Explore Schools model are implemented to facilitate student success and organizational consistency.

All Network Schools Believe Students...

- Have the ability, desire, and right to achieve. We expect that they will achieve.
- Achieve when a variety of instructional strategies are used.
- Achieve when they are assessed often and regularly against the academic goals and when the information from these assessments is used to drive instruction.
- Achieve in a school that is safe and has a distinct culture.
- Achieve when parents are involved in their children's education.
- Achieve when the staff has regular and on-going opportunities for professional growth.

The core elements of the Explore Schools model are:

1) Rigorous, balanced academics
2) Ongoing assessments that are used to inform continuous improvement
3) School culture that fosters student safety and love of learning
4) Family engagement
5) School calendar that allows more time for student learning
6) Staff development to sustain school success

With the introduction of turnaround into Explore Schools' network, additional elements have been added to the model, based on over a year of research into successful school turnaround practices. These additional elements include:

1) Robust turnaround school staffing model
2) Turnaround principal selection model and residency program
3) Community outreach and engagement
4) Staff and student acculturation strategies to transform failing school culture

Core Model Elements

1) Rigorous, Balanced Academics

The fundamental goal of Explore Schools' educational program is to provide students with a balance between explicit skills-instruction and a curriculum that encourages students to be critical thinkers and problem solvers. Explore Schools defines "skills-instruction" as instruction which provides students with the basic tools they need to be literate in both ELA and math. This approach specifically addresses the reality that many students served by Explore Schools enter school below grade-level and need intensive basic skills instruction so that they may progress to grade level and beyond. Explore Schools' academic model also provides instruction that encourages students to be critical thinkers and problem-solvers. This is defined as instruction that provides students with opportunities to apply concepts to new situations. This approach specifically addresses the need to ensure that students are gaining the higher-level skills that will be required for their success in a college-preparatory high school.

In order to achieve this balance, all network schools employ a rigorous academic program based on standard instructional frameworks that outlines how ELA and math instruction is taught:

English Language Arts

All students in network schools receive 180 minutes of literacy instruction daily. Explore Schools' ELA instructional framework, which includes reading comprehension, writing, phonics and word study guides the approach to ELA instruction and provides each student with balanced opportunities for growth and achievement in the following specific ways:

- Reading Comprehension: All schools use a variety of curriculum resources in their daily, weekly, and unit planning. Curricular materials, as well as scope and sequence, are standardized across schools and are aligned to New York State standards. Reading comprehension includes leveled readers to track student progress over time.

- Writing: Students are engaged in different genres of writing throughout their tenure at an Explore Schools site. Genres of writing may include: descriptive writing, expository writing, journal and letter writing, narrative writing, persuasive writing, and poetry writing. Although some aspects of writing instruction specifically target skills-based instruction (for example, grammar and mechanics), exploring different genres of writing and supporting the growth of each student as a writer builds critical thinking skills. As in reading, all network schools use a standard variety of curriculum resources to balance instructional frameworks in writing.

- Phonics: Students are systematically instructed in phonics and word study. Daily, weekly and unit planning identifies specific measurable objectives in phonics and word families. Further, students are explicitly taught strategies that will help them to understand the way the English language works. Some of these skills and strategies include instruction in root words, prefixes, suffixes, subject-verb agreement, verb endings, plurals, contractions and compound words.

Mathematics

All students in network schools receive 90 minutes of math instruction daily. The standard instructional components for all network schools are outlined in Explore Schools' mathematics instructional framework. Specifics include:

- Calendar Math: As part of daily morning meeting, students are introduced to new concepts in number sense, operations, algebra, geometry, statistics, data and probability, and problem solving. These concepts are further developed in the daily math workshop. Students also practice previously introduced concepts and skills.

- Standards-Based Math Mini-Lesson*:* New material is introduced and followed by guided, independent, and work station practice. A variety of instructional needs are met through differentiation techniques. Formative assessments are gathered daily to inform instruction.

- Math Work Stations and Independent Practice: After concepts are modeled through explicit teaching in the math mini-lesson, students practice skills and concepts in math work stations, guided practice and through independent practice. During this time, classroom teachers guide and assess student learning. Differentiation in practice problems and at work stations enables more proficient students to be challenged, while less proficient students will be provided with the scaffolding required for their success.

- Fact Fluency/Strategy: During fact fluency/strategy, students develop their number sense and understanding of basic operations. Strategies are taught to strengthen students' fluency in mastering facts. Games, activities and guided/independent practice help to build competency in basic math facts and mental math.

- Spiral Review: Students review and revisit previously learned material daily to encourage retention of information and skills. This component also provides additional time for struggling learners and time for math enrichment opportunities for students who are above grade level.

- EYT (Explain Your Thinking): During this standard problem-solving component of lessons, students are asked to think deeply about mathematical concepts. Students are asked to demonstrate the process they used to solve problems and are asked to write about their thought processes. While problem solving activities can be connected to the standards-based mini lessons, EYT also engages students in the application and communication of mathematical concepts.

2) Ongoing assessments that are used to inform continuous improvement

Assessments
Explore Schools' assessment philosophy is based on backward design and is supported by research such as *Understanding by Design* (Wiggins and McTighe). Each school site employs standard interim assessments in math and ELA that are administered every 6-8 weeks. These assessments are aligned to the standards-driven scope and sequence used throughout the network. Science and social studies objectives are assessed regularly in all grades through interim assessments developed by teachers. Each school also maintains an assessment calendar that is used to guide formative assessments, such as "quick-checks" that teachers use to measure student progress and preparation for more formalized assessments.

Throughout the Explore Schools network, all sites also administer the Fountas and Pinnell Benchmark Assessment Systems to assess student achievement and progress in reading and the Terra Nova exam to measure student progress against that of their peers nation-wide. Students take the Fountas and Pinnell assessment at least once annually and are benchmarked using the Terra Nova in Kindergarten[14] and then at each grade level annually thereafter.

Data Drives Action
Explore Schools' relentless focus on using data to drive continuous improvement is one of the network's defining features. Data from all assessments are analyzed immediately upon collection and examined by all instructional staff to guide instruction, instructional grouping, and additional supports. Data from assessment guides:

- re-teaching of commonly missed objectives during the spiral review portion of instruction and integration of objectives into future lessons;
- additional practice time for students provided throughout the day and integrated into other content areas (for example, a commonly-missed literacy standard may be integrated into a Science lesson);
- the areas in which staff may need professional development;
- decisions to adjust instruction at the school-level.

Staff Evaluation
A standard performance evaluation system is implemented for all staff. Staff evaluation is frequent and ongoing to facilitate professional growth, drive continuous improvement and inform staff promotion and salary decisions. Providing regular feedback to faculty is an important piece of a school's instructional strategy and is used to ensure that staff practice is continuously improving. Standard observation walk-though documents, formal classroom observation and staff evaluation tools, provide the structure through which staff at all network schools are evaluated and supported.

Informal feedback, through instructional walk-throughs, occurs weekly in every classroom. The walk-throughs are used to keep leadership informed about student progress and to initiate conversations with teachers about positive areas of student learning and areas in need of improvement. Formal observations occur at all network schools once annually and include a pre-observation conference and lesson plan review prior to the formal observation. As informal or formal observations are occurring, a supervisor may implement a plan for improvement that identifies how a teacher must improve in order to continue as a member of the school community.

Annual External Evaluation
An annual third party program audit of each school site is used to evaluate schools against school-wide learning goals and to drive improvement at each site. This annual process is used to guide a myriad of actions including school site goals for the subsequent year, professional development, protocols and procedures, and staffing allocations. The annual third party program audit is conducted as a supplement to district and state mandated reviews and is an integral part of assessing school-wide quality, student achievement, and staff satisfaction.

[14] in the first year of operation, all students are benchmarked; new students are benchmarked upon enrollment

3) School Culture that Fosters Student Safety and Love of Learning

Effort Equals Results

A guiding principle for all Explore Schools' staff and stakeholders is that effort equals results. Explore Schools does not rely on extrinsic rewards and gimmicks to encourage students to exert effort. Instead, staff use every available opportunity to engender intrinsic satisfaction for students by showing how students' effort leads to their own achievement. Students are recognized formally and regularly for achievement through Respect Corps and Community Circle. In addition, students are walked through their assessment results in small groups, individually, and as a class so they understand how they are scoring, what they have accomplished and what they need to work on. As objectives are met, students are guided through understanding what action they took to accomplish a goal, and are then empowered to take responsibility for that action. Likewise, when students are not meeting expectations, they are counseled through how their actions led to that short-fall, and how to adjust their efforts accordingly in the future. This way, students develop responsibility for their actions behaviorally and academically, creating a plentitude of opportunities for students to internalize the efforts equals results principle.

Feedback provided to Explore and Empower from the 2009-2010 third party audits:

- *"Special Education instruction is integrated seamlessly into the whole school program."*
- *"There is strong evidence of collaborative planning."*
- *"The school has a very positive approach to problem solving and continuous improvement."*
- *"The leadership team is aligned and represents a great diversity of thought, experience, and work styles."*
- *"The school uses purposeful flexible groups to reach the needs of the students in math and literacy."*
- *"Parents truly share ownership in the life of*

Love of Learning

One of the core beliefs of Explore Schools is that students learn best when there is a safe and distinct culture at school. In order to create and maintain a strong culture and to foster a love of learning, the school community meets regularly to celebrate the accomplishments of students and staff. Respect Corps (an honor bestowed upon students for behavioral and/or academic excellence) celebrates students and reinforces the values of hard work and respect. Schools also reward excellence in behavior and academic growth at daily morning meetings and at weekly Community Circle gatherings. All students receive weekly instruction in art, music, physical education, and technology in addition to access to multiple extra-curricular activities to foster a love of learning and excitement about school. In grades 6-8, students choose from a myriad of electives and are encouraged to provide feedback about what electives should be offered.

Safety

At every Explore Schools' network school, students are expected to meet five all-school behavioral expectations:

- *We listen and follow directions;*
- *We treat others as we would like to be treated;*
- *We respect our environment;*
- *We come to school prepared to learn;*
- *We try our hardest.*

These expectations are basic, clear, and ensure that all members of the learning community feel safe at all times. Teachers and administrators share and express these common behavioral expectations to reinforce the values of hard work and respect, within the school and between all schools in the Explore network. In the event that students do not meet the expectations, schools utilize a standard "continuum of consequences", which emphasizes prevention strategies followed by intervention strategies that start small and grow if the behavior continues. The goal is to provide appropriate

consequences and interventions and to understand why a student is making poor choices. Professional development workshops are given during pre-service and throughout the year regarding strategies for managing difficult behavior. Each teacher is given a behavior binder with all materials discussed, along with an alphabetical filing system in order to keep a behavior record for each student.

4) Family Engagement

Family engagement is a core component of the Explore Schools' model. Network schools offer a variety of opportunities for family communication and involvement to ensure students' families build a productive, trusting relationship with school staff. Because many families in Explore Schools' communities have had negative experiences with their children's or their own school, Explore Schools implements standard practices to ensure families interact positively and productively at the school site:

- *Parent Teacher Association:* The Parent Teacher Association partners with school leadership to provide a safe and healthy environment for students.
- *Cell Phones:* All classroom and enrichment teachers have cell phones to discuss academic and behavior issues. Teachers must check their cell phone for messages at least twice each day and return calls within one business day.
- *Weekly Blue Memo:* Once a week**,** schools send a Blue Memo to the parents and guardians of each student. The memo contains important information about news and school events.
- *Classroom Newsletter:* Once a week, K-4 classroom teachers send home a class newsletter outlining the week's academic objectives, classroom news, homework, and the names of students on the Respect Corps. Upper School teachers send a monthly update.
- *Monthly Calendar:* Each month, parents receive a calendar that outlines important events, such as early dismissal and parent-teacher conference days.
- *Parent Teacher Conferences:* Parents and teachers have the opportunity to discuss each student's progress in formal conferences held twice annually.
- *Report Cards & Progress Reports:* Four times per year, teachers send home progress reports outlining each student's progress in the areas of literacy, math and behavior.
- *Take-Home Folder:* Homework for students is assigned each evening and sent home either as a weekly packet or on a daily basis in a "Take-Home Folder". Parents and guardians are expected to review the contents of this folder each night.
- *PASSAS:* Created by staff and parents at Explore Schools' network schools, PASSAS (Parents, Staff, Students Achieving Success) is a series of events for members of the entire Explore Schools community (parents, teachers, students) to attend in order to get to know each other in venues other than school.
- *Parent Workshops/Events:* Several times per year, schools hold sessions that help parents to better understand what their students are learning in school. Events may include: *Classroom Sneak A Peek*, *Curriculum Night*, and *Family Math & Literacy Night*.

5) School calendar that allows more time for student learning

All Explore Schools' students are in school from August through June. The extended year approach is based on the belief that students will retain more skills and knowledge in a consistent year-round schedule, rather than with the traditional two-month summer break. During the school year, the school day begins at 7:50 a.m. and ends at 4:20 p.m. Explore Schools' students have nearly 25% more time for learning than students in a traditional public school setting.[15]

6) Structures that facilitate staff development and collaboration

[15] Traditional public schools in New York City operate a seven hour-a-day, 180 day school year.

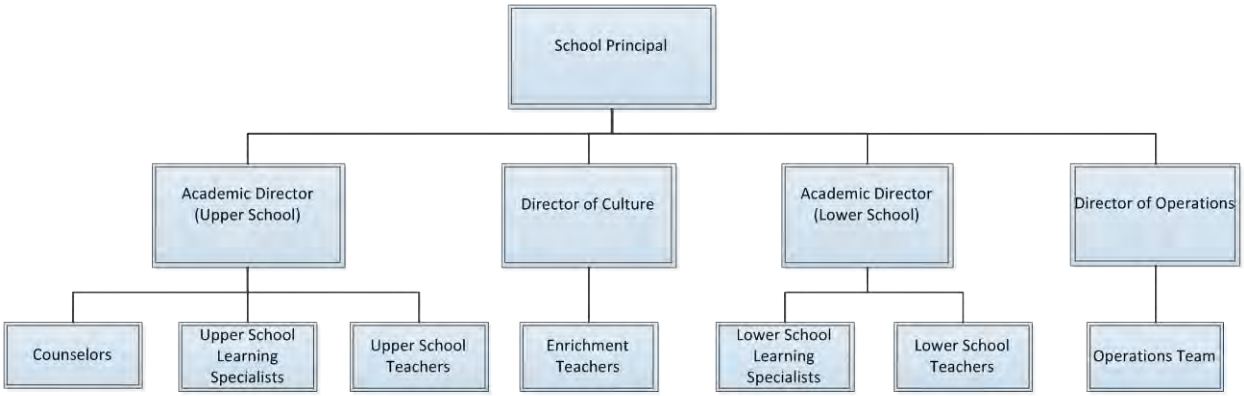
Schools in the Explore Schools network build in time and mechanisms for staff to develop as professionals and collaborate in their planning. The network's approach to professional development focuses on growing teachers' pedagogical skills and content knowledge to drive student success. Staff at Explore Schools participates in both individualized and school-wide professional development on an ongoing basis. Each week, students are released early so that all teachers can participate in group professional development sessions that have been designed by the school leadership team in response to student assessment data and the team's daily classroom observations. In addition, each staff member creates an annual professional development plan in concert with his/her supervisor. Teachers at all network schools are also provided with uninterrupted time to plan together in grade level or content level teams each week.

Additional Model Elements—School Turnaround

The following model elements for turnaround schools build on Explore Schools' core model elements and provide proactive strategies to mitigate the risks to quality that have been identified in turnaround settings.

1) Robust Turnaround Staffing Model

Explore Schools has developed a turnaround staffing model that captures the basic staffing conventions at the first two sites, while providing additional positions to address the specific needs of a turnaround school population. Turnaround schools, like Explore Schools' network schools, will be led by a Principal who will be responsible for the day-to-day academic and operational facets of the school. Turnaround schools will also be required, like the network's new-start charters, to employ an Academic Director for the lower school (K-5) and upper school (6-8) who work closely with the Principal to ensure academic excellence is attained at all grade levels.



One key difference in the turnaround staffing model is that all turnaround schools will be required to adopt a co-teacher structure. In grades K-5, there will be 25-30 students and two fully-certified teachers per classroom, making the student/teacher ratio no more than 1:15. At each grade level in K-5, one of the teachers in the co-teacher classroom will be a special education instructor. In the upper grades (6-8), as at current network schools, turnaround schools will have one teacher per classroom of no more than 20 students. To round out the leadership team, turnaround schools are required to hire, starting in year one, a Dean of Culture to ensure that a positive school culture is established and maintained and that students' social and emotional needs are met.

Turnaround schools will also be required to employ more learning specialists and counselors than are required at Explore Schools' new-start charters. Because turnaround schools serve students who previously attended a failing traditional public school, turnaround schools generally enroll a higher percentage of students with special needs.[16] In addition, all turnaround schools will be required to employ at least one counselor who will address students' emotional needs starting in year one. Turnaround schools, as with the new-start charters in the Explore Schools network, will also employ a high school placement counselor, when the school has students in the 6th grade, to help students gain acceptance to college-preparatory high schools.

Finally, Explore Schools' turnaround staffing model requires enrichment staff for the school starting in year one, as in the network's new-start charters. All students in every grade level will have enrichment classes each year. This facet of the school's program is essential to ensuring that students not only succeed academically, but also grow into well-rounded young adults who love school.

2) Rigorous Principal Selection Model and Residency Program

[16] Interviews with leaders of the Mastery and Green Dot turnaround schools indicate that turnaround schools tend to have a higher percentage of special education students than typical new-start charter schools.

The Explore Schools competency model for selecting turnaround school leaders aligns to the competencies identified in Explore Schools' current successful school leaders and to research conducted by Public Impact[17] around the qualities of successful turnaround school leaders. An Explore Schools' turnaround leader candidate must demonstrate that s/he is a(n):

- *Achievement-focused strategist*, relentlessly focused on the achievement of ambitious goals; can recognize and prioritize highest needs, is flexible in his/her approach to problem-solving and understands the need to take calculated risks for the good of the organization.
- *Self-aware, constant learner*, a reflective practitioner who is aware of his/her strengths and weaknesses, open to feedback and seeks help to improve.
- *Influential communicator and team builder,* an active listener who can inspire others around a shared vision and motivate team members to work together to execute against the vision that has been set.
- *Effective manager*, a detail-oriented manager who can set clear expectations and hold others accountable for progress. One who is skilled at creating and implementing systems and processes that enable work to be accomplished effectively across an organization.
- *Accomplished teacher and instructional leader*, a passionate educator who believes that all students will succeed academically in the right environment; a skilled instructional mentor who can model effective instructional strategies and work with teachers to both coach and evaluate their practice.

Once selected, leaders participate in a year-long leadership residency program. During this year, residents will have the opportunity to: spend time at turnaround schools within Explore Schools' network and with other turnaround providers such as Mastery Schools and AUSL; develop a comprehensive turnaround school design plan; recruit and hire staff for their turnaround school; and receive ongoing coaching and feedback from the Explore Schools' program team. The entire training program includes an evaluative element, and residents will only be promoted to leadership of a turnaround school when they demonstrate a readiness for the role.

3) Community Outreach and Engagement

A comprehensive community outreach plan is key to garnering the stakeholder support necessary to turn around a failing school, and sustain its success over the long-term. Community outreach will be used to ensure that the community accepts the turnaround and that families re-enroll their students in the school once Explore Schools has taken over. Outreach plans will be developed by the leader-in-residence once the turnaround school is identified, but all plans will include the following elements:

- "listening sessions" at the school site, where families from the failing school and local community members share their current praises and frustrations about the site
- meetings with stakeholders that engage parents, teachers, and leaders from the current school
- visits for parents and other stakeholders to existing network schools to learn about the program
- visits to local housing communities, churches and community centers to talk to local leadership and invite them to be part of turnaround work
- inclusion of parents, community members and community leaders on an Explore Schools Advisory Board. The role of this board will be to engage with the larger school community on an ongoing basis, and to ensure that community input is considered as the school's turnaround plan is developed.
- communication with parents of enrolled students throughout the pre-opening year via e-mail and newsletter regarding Explore Schools' turnaround plans
- recruitment and retention of mission-aligned staff members who have ties to the local community
- home visits, open houses, information sessions at community hubs and relationship-building with community organizations and leaders throughout the pre-opening year
- dissemination of information about the school throughout the community in the pre-opening year via website, print ads, and radio/TV coverage

[17] Public Impact. "Competencies of High Performers." Retrieved from http://www.publicimpact.com/act-strategically-when-schools-fail/competencies-for-turnaround-success

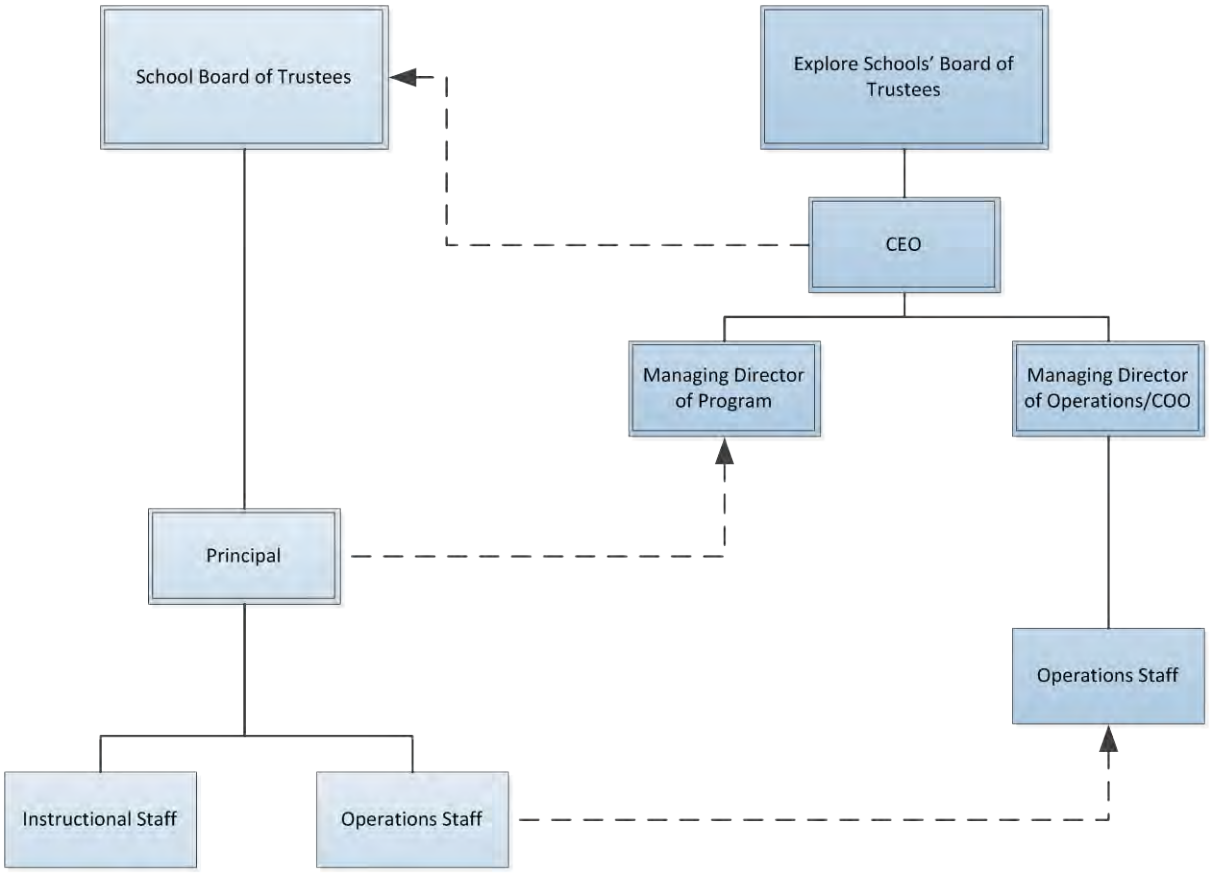
4) Staff and Student Acculturation Strategies to Transform Failing Culture

At turnaround sites, Explore Schools' culture will be addressed during extended faculty pre-service sessions and throughout the year. Staff will be provided with information, instruction and practice activities in order to understand Explore Schools' operating values and ways in which classroom culture is intentionally built to drive student success. Staff will also be provided training on implementing Explore Schools' five all-school behavioral expectations, as well as the specific procedures that support these expectations. Staff will utilize Uncommon Schools' Teaching Taxonomy and relevant readings and information regarding efficacy and belief in a growth vs. fixed mindset of learning. Techniques to establish and enhance classroom and whole-school culture that permits all children to learn will be emphasized.

Student acculturation will be equally important as staff training and support to facilitate a strong school culture at the turnaround site. The first four weeks of school will focus entirely on gaining student understanding and acceptance of cultural expectations. Prior to the start of the year, staff will work together to tightly "script" the first four weeks to ensure expectations are constantly reinforced. Students will learn about and then be expected to practice expectations and procedures. Families will also be engaged to ensure student acculturation is accepted and reinforced at home. Parents/guardians of all students will be asked to attend pre-turnaround acculturation sessions so that they clearly understand the expectations of the new school and how their involvement will be critical to help drive turnaround success.

Home Office

Governance



Explore Schools is governed by a Board of Trustees that provides oversight on attainment of the CMO's annual goals, and financial and operational sustainability. The CMO Board is responsible for overseeing the mission and purpose of the organization, and duties include participation in strategic planning and policy decisions and securing the philanthropy required to enact identified growth priorities. Explore Schools has added two new CMO board members in the last six months and has set a goal of adding three additional members by August 2011.

Each school within the Explore Schools' network is also supported by a separate Board of Trustees, per New York State law, that partners with Explore Schools to ensure the academic and operational sustainability of each network school. The school site Boards provide the governance function at the school level, which encompasses: legal responsibilities, general oversight, planning, policy-making and fiduciary obligations for the specific site governed. The school site Boards delegate the oversight of the principals to Explore Schools' Program team, and the oversight of school operations to Explore Schools' Operations team. In turn, the schools' Boards of Trustees hold Explore Schools accountable for providing network schools with the support needed to sustain their success. The school-level Board of Trustees consists of no fewer than seven voting members and meets no fewer than ten times per year. The Board delegates authority and decision-making responsibility for day-to-day operations of the school to the individual school site principals.

Schools also involve parents and teachers in school governance. Two school site Board seats are reserved for parents. In addition, all schools have a Parent Teacher Association and membership is automatic for parents/guardians of enrolled students. Each school also has a Teacher Advisory board. This solutions-oriented group works to develop ideas for improving the school's culture and approach to academics based on a review of student achievement data and parent, teacher and student survey feedback. The group is made up of teacher volunteers and participation among teachers rotates on an annual basis.

Management Team

Explore Schools' home office is led by a CEO and a team of managing directors that create and ensure implementation of the organization's strategic plan.

CEO and Founder: Morty Ballen is an educator and social entrepreneur committed to closing the achievement gap. After teaching in underserved communities in Louisiana, New York, and South Africa, Morty returned to New York where he received his Masters Degree in Educational Administration from Columbia University. In 2002, he founded Explore Charter School and seeing first-hand the demand for better schools and the powerful impact that strong schools have on student achievement, Morty launched Explore Schools.

The CEO's role at Explore Schools is to drive the growth of the network, while maintaining the overall quality of the CMO and network schools. The CEO focuses on fundraising, CMO board development, political, media and community affairs and oversight of central office and network school quality.

Managing Director, Talent: Catherine Barufaldi has been with Explore Schools for over three years, first at Explore Charter School and now in her current role with Explore Schools, where she is responsible for the quality of Explore Schools' greatest asset: people. Prior to joining Explore, Ms. Barufaldi was the Assistant Division Director at the Children's Aid Society where she oversaw dozens of children's programs across multiple sites. She began her career in education as a middle school reading teacher in Houston and holds a Masters of Public Administration from New York University.

The Managing Director of Talent's role at Explore Schools is to ensure that the most qualified CMO and school level staff are identified, hired and retained. The talent team focuses on marketing and advertising, staff selection and retention and maintaining competiveness through innovative human resource policies.

Managing Director of Strategy: **Lizz Pawlson** has worked with Explore Schools since 2008. Prior to joining Explore Schools, she served as the Director of New Site Development and Interim Director of Recruitment for the KIPP Foundation. She has worked in public relations and communications for The Democratic National Committee and Harper Collins Publishers. She holds a BA from The George Washington University and an MBA from the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill.

The Managing Director of Strategy's role at Explore Schools is to drive the CMO's growth and fundraising in a manner that is strategically aligned to organizational goals. The strategy team focuses on new school start-up, individual donor, corporate and foundation cultivation, grant writing, strategic planning, and external relations with media, funders and other key stakeholders.

Managing Director of Operations: Ian Newton recently joined Explore Schools as Managing Director of Operations. Prior to joining Explore Schools, Ian served as CFO of a community-based not-for-profit in Boston, and Director of Procurement with the Boston Public Health Commission. Ian holds a BA and MA from Clark University, and an MBA in nonprofit management from Boston University.

The Managing Director of Operation's role at Explore Schools is to drive operational success at the school and CMO level. The operations team focuses on supporting operational, technological and financial excellence at the school and CMO level and for managing board-level relations.

Managing Director of Program: Kinnari Patel has been with Explore Charter School since 2004, serving as an Academic Director and from 2007 to 2010 as the school's Principal. She graduated from Salisbury State University in Maryland and earned her principalship through New Leaders for New Schools. Prior to joining Explore Schools, she taught for six years and led an after-school mentoring program.

The Managing Director of Program's role at Explore Schools is to support academic excellence for new-start and turnaround network schools. The program team focuses on school leader coaching, academic model implementation and evaluation, assessments, data analysis, and turnaround resident development.

Home Office Services

In order to support excellence at the school sites, Explore Schools has identified nine core functions to be provided by the home office. Each core function is led by a member of the Explore Schools' leadership team and all align to Explore Schools' organizational imperatives.

Prove the possibility of school turnaround
Led by the Managing Director of Strategy, the key supports aligned to this imperative include:

1. School start-up support: Explore Schools begins work to support the start-up of a new site 18-24 months before the first day of the new school. Support includes securing a charter and funding required for start-up, as well as supporting the leader-in-residence with completion of Explore Schools' comprehensive start-up check list

Support a network of schools that provides an outstanding public education to underserved students
Led by the Managing Director of Program, the key supports aligned to this imperative include:

2. Principal Residency Training: Explore Schools is piloting a turnaround leadership residency program for the network's turnaround school leaders. The first half of the residency focuses on learning the Explore Schools model and on gathering best practices through visits to high-performing traditional, new-start charter and turnaround schools nation-wide. The second half of the residency focuses on ensuring successful school start-up.

3. School Leader Coaching: Explore Schools provides ongoing coaching and support for all network school leaders. Explore Schools' Program Team visits each network school weekly to conduct walk-throughs and classroom visits to understand where principals are succeeding and where they may need additional support. These visits are followed by one-on-one coaching sessions with school leadership. In addition, Explore Schools hosts monthly principal gatherings to facilitate best practice sharing across the network.

4. Data Collection and Analysis: Explore Schools currently provides data collection support for network schools. Moving forward, the home office will enhance its capacity to collect and deeply analyze data from state assessments, interim tests and the Terra Nova in order to drive continuous improvement at the school-level.

5. School Quality Reviews: Explore Schools believes in the importance of continuous improvement and ongoing evaluation. As such, the home office leads an annual third party program audit of each school site. Every evaluation includes an analysis of: instruction and instructional materials, school site leadership, staff culture and the learning community as a whole.

Build operational capacity to drive organizational excellence
Led by the Managing Director of Operations, the key supports aligned to this imperative include:

6. Financial Oversight: Explore Schools' Finance team provides budgeting and financial reporting templates to network schools, as well as ongoing training, technical assistance and oversight with financial management. Annually, Explore Schools' operations team conducts a full-day audit of school operations and finance practices. As part of the audit, the Explore Schools' team reviews documents, processes and procedures and conducts interviews with school-based operations staff to ensure that the school is operating in financial compliance.

7. Stakeholder Affairs Management: Explore Schools manages relationships with key stakeholders on behalf of its schools. Stakeholder engagement encompasses regular management of communication, oversight of compliance and contract negotiation. Key stakeholders include the school's boards, city and state departments of education, charter authorizers, and other entities to/with whom school sites have compliance obligations or ongoing negotiations.

8. Operations Management: Explore Schools' operations team provides schools with support and oversight related to facilities operations and safety, student record keeping and information systems, recruitment procedures and student lottery, charter compliance, purchasing, and information systems.

Focus relentlessly on human capital as a key driver of organizational success
Led by the Managing Director of Talent, the key supports aligned to this imperative include:

Staff Operating Values

- Our communication is direct and sensitive.
- We are flexible and reflective.
- We make things happen.
- We demonstrate

9. Recruitment/Selection of high-performing staff:
Explore Schools has developed an effective teacher recruitment and hiring process for all network schools. Last year, Explore Schools received nearly 802 staff applications for 21 open instructional slots. As part of a year-round, intensive staff search, the organization uses a rigorous selection protocol, which includes resume review, a series of interviews and delivery of a sample lesson. The selection protocol is designed to evaluate candidates on nine standard core competencies that have been identified as integral to the success of an instructional professional in facilitating student achievement. The core competencies are:

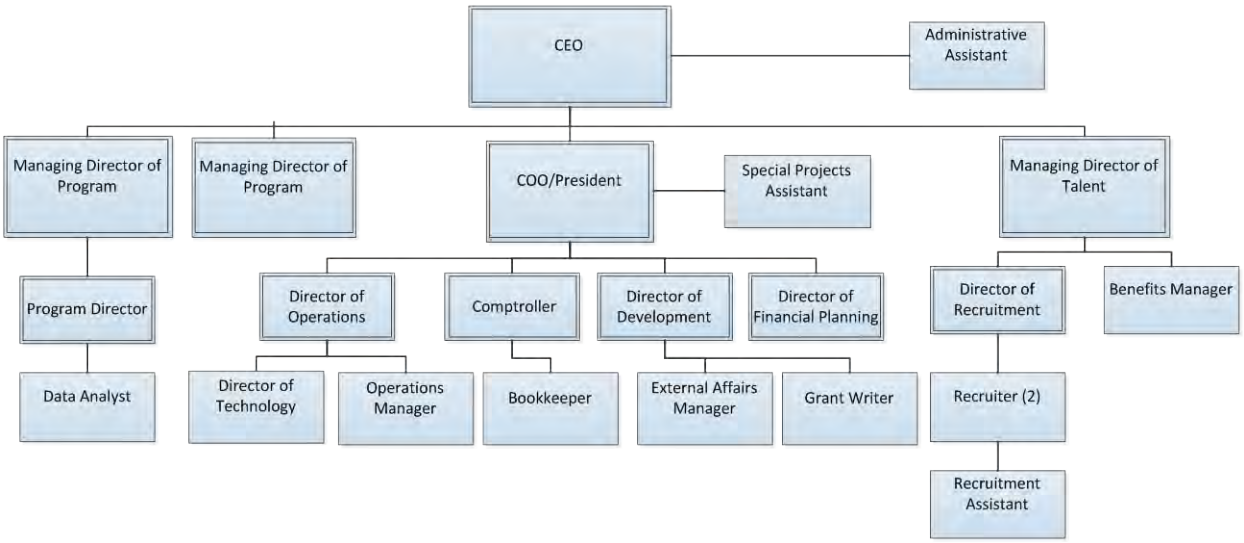
1) Achievement Focused
2) Internal Locus of Control
3) Commitment to Going Above and Beyond
4) Flexible
5) Mission Driven
6) Reflective/Self Aware/Constant Learner
7) Team-Focused
8) Direct and Sensitive Communicator
9) Collaborative

The final decision for hiring is made at the school level for all teaching staff, while the decisions around leadership staff are made by Explore Schools. This process leverages the experience and expertise of Explore Schools' staff in recruitment and evaluation and enables school site leadership to select staff that is the best fit the school site from a more limited, capable candidate pool.

Through the approach to the services and supports outlined above, Explore Schools seeks to ensure quality throughout the network, but also to encourage innovation and accountability at the school site. This balance of support and oversight provides each school the tools necessary for success, while holding sites accountable for their performance. Explore Schools charges network schools approximately 12% of their per pupil revenue in return for this support, which can be sustained in each site's budget without additional fundraising.

Staffing and Organizational Structure

The following chart shows the organizational structure of Explore Schools and the staff who will provide services to the network at full capacity. Please see the Appendix for the year by year staff growth projections from 2010 through 2015**.**



Facilities

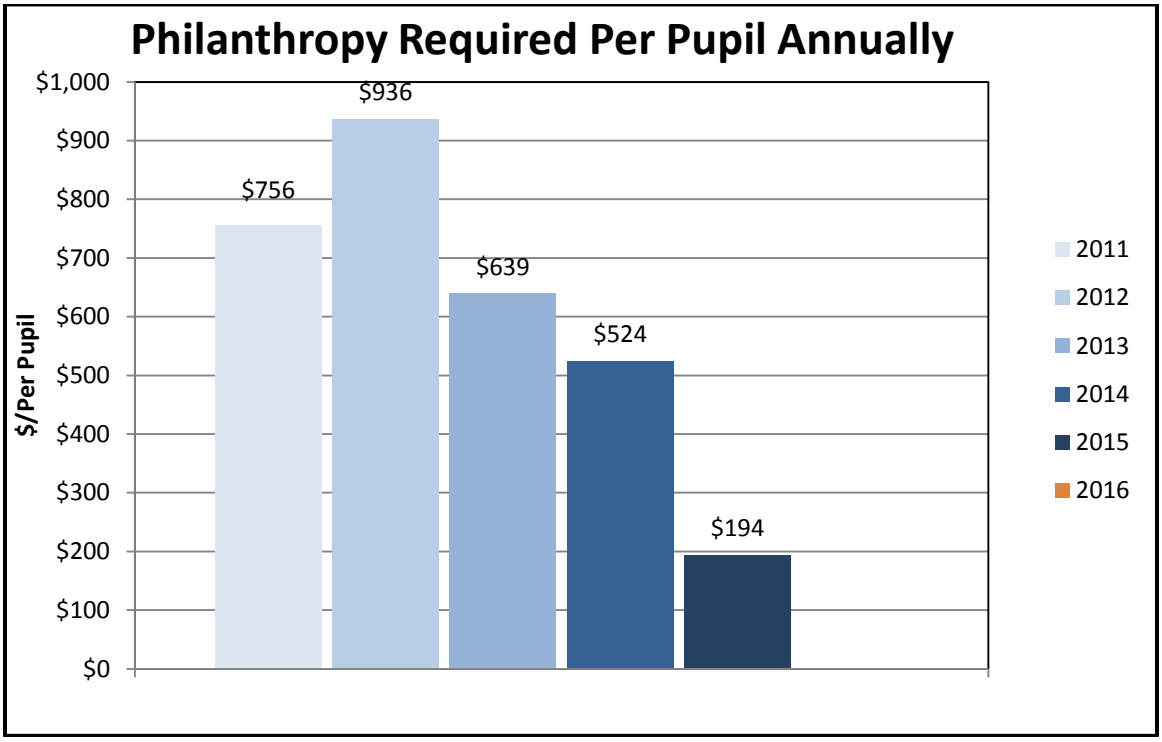
One benefit of school turnaround for communities and families is that students are able to remain in their community school building, while gaining access to a high-quality public education. One benefit to turnaround providers is that by its very nature, turnaround affords providers the ability to utilize public school space. While the organization has been fortunate to access NYC DOE facilities for $1/year for its current network schools, operating as turnarounds will provide the organization additional guarantees that its future schools will be able to access a similar type of facilities arrangement. Explore Schools has already been granted the first charter agreement to turn around a pre-existing site with the understanding that the original facility will be granted to the network under the “dollar a year” agreement. This unique situation enables Explore Schools to operate sustainably without exorbitant costs for facility leases, purchases, or renovations.

Financial Overview

In its first year as a CMO, Explore Schools accumulated an operating reserve of more than $325,000; an amount equal to roughly 18% of its current year operating budget. In addition, both Explore and Empower Charter Schools have met basic operating expenses with public funding since opening their doors to students in 2002 and 2009, respectively. Additional funds have only been required at the school level during the pre-opening start-up year and for "extras," such as student trips and extracurricular activities. As an organization, Explore Schools embraces a philosophy of doing more with less, operating its schools without spending more than the traditional public school down the street. As it grows to support more schools, Explore Schools has developed a financial model for its schools and central office that maintains fidelity to this philosophy while ensuring school and CMO quality.

Total Financial Requirements

Explore Schools is expected to reach financial sustainability by 2016, when the network serves a total of 2,500 students in 6 schools. Between 2011 and 2016, Explore Schools is expected to require a total of approximately $3,500,000 in external funding (an average of $600 per pupil per year). The total amount of fundraising required in 2011 as a percentage of the CMO's total budget in that year is 29%. By 2015, the incremental fundraising requirement is expected to decline to 10% of the total CMO budget. Explore Schools' ability to reach financial sustainability with comparatively little required philanthropy is a result of strategic planning by the organization that allows investment in the most important driver of quality: human capital, while minimizing costs in facilities and transportation. The organization's financial strategy is meant to compel financial support for Explore Schools; and of equal importance, to encourage other high-performing CMOs to consider turnaround work in New York City.



A comprehensive financial model for Explore Schools and all current and future network schools is included in the appendices. As Explore Schools' growth plan unfolds, this model will be updated to further refine budget to actuals and account for any budgetary changes required to better position expenses to drive academic success.

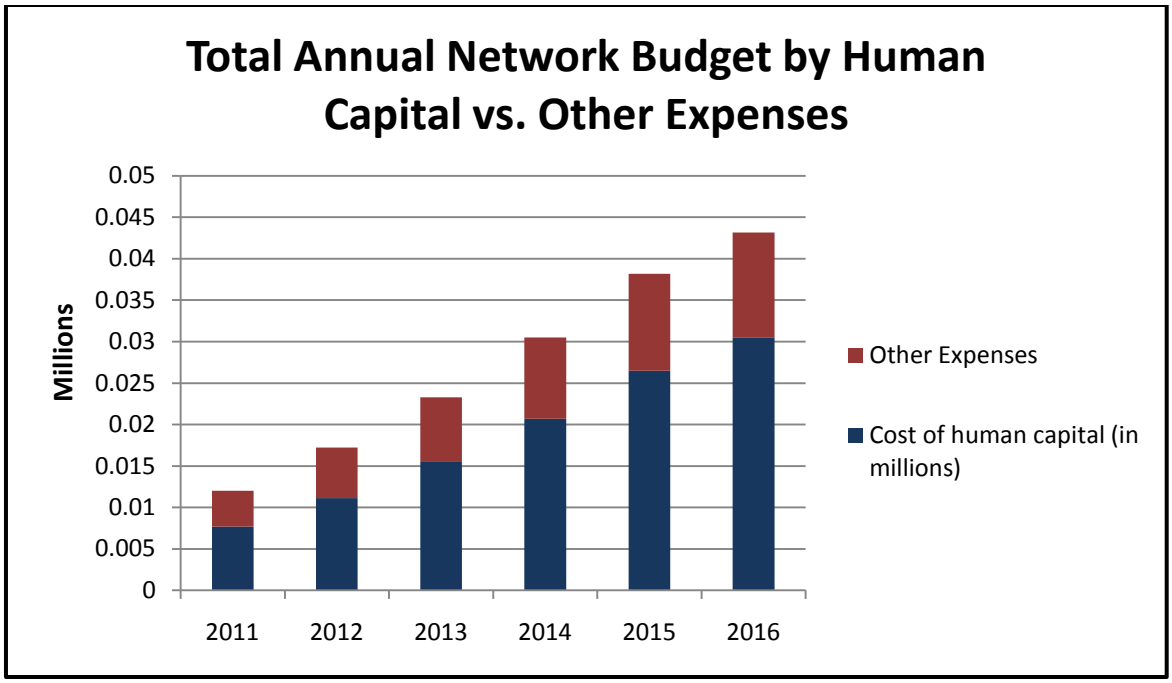
School-level Drivers:
The network's turnaround schools, starting in year one, will not require private funding to sustain basic operations.

School-level budgets are impacted by the following major expense and revenue drivers:

- $600,000 in CSP funding over three years, starting in year 0, for all turnaround network schools.
- $13,527 in per pupil revenue, increased from $12,443 in fiscal years 2009-2010. No per pupil funding increase projected until 2015, and only a 2% annual increase thereafter.
- No per pupil increase for federally provided funds (Title I, IDEA) for the duration of the forecast.
- No-cost facilities provided to turnaround schools through New York City Department of Education. Explore Schools' has a proven track record of securing dollar-a-year facilities for its schools through the DOE, and turnaround schools, by their very nature provide access to public school facilities.
- Relatively minor facilities upgrades to turnaround schools; equaling no more than $100,000 per year during first two years. The public school facilities provided by the DOE to charter schools in New York City are maintained by the DOE and do not require substantial renovation.
- No transportation costs, outside of metro cards for students, based on Explore Schools' plan to serve communities immediately surrounding turnaround schools. Empower, Explore Schools' second network school, has employed this strategy successfully and does not utilize private buses to transport its students.
- An average of 80% percent of schools' budgets spent on human capital. School-based staff salaries are generally 10-15% higher than traditional public school salaries in New York City in order to attract and retain the highest performing staff. Explore Schools' approach to staffing its turnaround schools robustly is detailed in page 31 of this plan.

CMO Drivers:
Explore Schools' central office budget is impacted by the following major expense and revenue drivers:

- An average of 84% percent of central office budget spent on human capital annually. From 2009 to 2010, Explore Schools' Central Office more than doubled in size, and will do so again, growing from 11 to 24 staff by 2015.
- No more than $7,500 per central office staff in facilities costs annually. Explore Schools' home offices are currently housed in low-cost flexible space in Brooklyn. There is space available through the current facilities provider to allow for organizational growth, and Explore Schools is committed to continuing to house its central office in low-cost space, thereby minimizing fundraising requirements.
- 12% per pupil fee assessed to each network school. As the network grows, the CMO may, at its discretion, reduce management fees for new schools and raise fees at mature schools with significant reserves.



General Assumptions:
The following general assumptions have been used in creating the financial model:

Line item	Assumptions	Rationale
Inflation for expenses	2% increase annually at schools and CMO in general expenses	In line with historic cost increase averages experienced by network schools for non-personnel related expenses
Inflation for revenues	No increase in revenue until 2015, and 2% per pupil increase projected thereafter	Increases in per pupil funding in New York had averaged 3% annually; however, there was a funding freeze between 2008-2010 in state funding for charter schools
COLA for salaries	2.7% at the CMO; 2% at the schools, but schools also include a $1,500 salary step up for each teacher in their 3th, 6th and 9th year at the network	A 10 year average of national COLA rates; average COLA adjustments at the school level, plus the increase in salary at years 3, 6 and 9 to reflect more qualified teachers
Pension and other benefits (excluding health care)	3-4% of total salaries and wages	In line with current actual expenses
Health insurance	Starting at $10,000 per employee with an 8% increase projected annually	In line with current health care costs, and increase in projections in line with historical averages at the school and CMO

Fundraising

To fund the growth of its central office and to cover school leader training and school start-up costs, Explore Schools must raise a total of $3,500,000 over the next six years. Explore Schools does not require funding to support operations at the school level, as per pupil funding in New York City for charter schools is high enough to sustain school operations. Further, Explore Schools' expansion through turnaround ensures that network schools are located in low- or no-cost school district facilities. In addition, to ensure school-level financial sustainability based on per pupil allotments, Explore Schools has set a fee for its services that places all burden for fundraising to provide services at the CMO level. By 2016, the 12% fee that Explore Schools collects from network schools will cover CMO costs with no additional fundraising required.

Explore Schools has demonstrated its capacity to successfully fundraise in support of its central office. The following organizations have provided funding of $50,000 or more to support the CMO:

- NewSchools Venture Funds $100,000
- Robin Hood Foundation $300,000
- Tiger Foundation $100,000
- Buck Foundation $50,000

Start-up of network schools has also been well-funded. The following organizations have provided funding of $50,000 or more to support start-up of the network's schools:

- Bodman Foundation $250,000
- Walton Family Foundation $250,000
- NYC Charter Center $85,000
- Clark Foundation $150,000
- Cummings Foundation $50,000
- NYC Charter School Investment Fund $200,000
- Tiger Foundation $100,000

As Explore Schools grows, the organization is developing a strategy to raise required funds from a combination of individual, foundation and public sources.

Foundations/Corporations

Explore Schools is working to secure additional grants from past funders including Robin Hood, Buck and NewSchools Venture Fund, all of whom have expressed interest in Explore Schools' turnaround expansion plans in New York City.

In addition, the organization is in the process of developing relationships with the following funders:

- Dell Foundation: Representatives from the Dell Foundation have visited network schools and met with Explore Schools' CEO in the past year about funding opportunities in the 2011 grant cycle and beyond. Dell has funded Achievement First in New York and is considering further future expansion of their New York funding portfolio.
- Credit Suisse Foundation: Explore Schools met with representatives from the Credit Suisse Foundation in the spring of 2010, and recently added a Credit Suisse executive to the CMO Board. Credit Suisse funds education reform initiatives in New York City, and between their funding interests and Explore Schools' Board connection, Explore Schools is focusing on Credit Suisse as a strong potential for new funding in the 2011 fiscal year.
- Lone Pine Foundation: Explore Schools received a small, discretionary grant from Lone Pine last year and is seeking a formal funding award this year.
- Maverick Capital: Explore Schools has been in contact with Maverick Capital for the last twelve months about potential funding to support CMO growth, and is working to secure an initial gift.

Individuals/Board

Explore Schools is working to increase individual donor contributions, specifically through the capacity of its CMO Board. Explore Schools' board has recently adopted a "give or get policy" of $10,000 per board member. In addition, Explore Schools' Managing Director of Strategy is working with individual board members to expand Explore Schools' network of individuals who can support CMO growth. In 2009-2010, approximately 15% of Explore Schools' philanthropic funding came from individuals. This year, Explore Schools has set a target of 20% of philanthropic funds coming from individuals, and over the next few years, the organization has set a goal of increasing that amount to 30-40%.

Public Funding

With New York State's win of Race to the Top, hundreds of millions of dollars will now be available for school reform efforts over the next five years. Explore Schools is working closely with the New York City Department of Education to determine how these funds may flow to school turnaround providers. In addition, Explore Schools is working with the NYC DOE to determine whether School Improvement Grants (SIG) that have been passed from the federal government to states to catalyze school improvement strategies can be accessed by Explore Schools as a turnaround provider. Finally, Explore Schools has been successful in securing nearly $600,000 for each new charter school within its network. As Explore Schools' turnaround schools will be considered new charters for the purposes of start-up funding, Explore Schools expects to access similar amounts for all planned turnaround expansion schools.

Fundraising Leadership and Materials

Fundraising efforts are led by Explore Schools' CEO and the organization's Managing Director of Strategy. Explore Schools has also recently hired an External Affairs Manager to support grant writing and donor relations, and the organization's staffing plan projects growth of the fundraising team to three full-time employees by 2013, in addition to the CEO. Finally, Explore Schools is working to create strong fundraising materials for the CMO. In the last year, Explore Schools has launched a new web site, and the organization has recently been provided with a $45,000 services grant from the Taproot Foundation to assist the CMO with the creation of a comprehensive annual report that can be used to effectively market the organization and further fundraising efforts.

Performance Metrics

As it seeks to execute against its four organizational imperatives, Explore Schools will benchmark its success annually based on the following metrics.

Milestones	Metric
Performance on Terra Nova, a nationally, norm-referenced assessment	All network schools will make positive NCE growth annually on Terra Nova assessment. NCE growth of zero is considered to equal one year of growth in student learning.
Performance on New York State Assessment	Turnaround sites will outperform their District, New York City and New York State within three years of re-start.
High School Placement	100% of network schools' graduating 8th graders will gain acceptance to, and enroll in college-preparatory high schools, as defined by Explore Schools' high school analysis protocol.
Teacher Retention	80% teachers that are asked back for the following year will return to a position within the network.
Student Re-Enrollment	90% of students will return fall to fall, and for new turnarounds, the school will successfully enroll 80% of students who had attended the failing school.
Student Demographics	Network schools will serve a student population that matches or exceeds New York City's percentage of low-income, minority and special needs students.
Financial Sustainability	Network schools will operate sustainably on public funding starting in year one. Home office will reach financial sustainability by 2016.
Fundraising	Home office will require no more than $1,000 per pupil in fundraising in any one year.

Partners/External Relations

Successful execution of growth through school turnaround will require Explore Schools to partner with the New York City Department of Education, New York City's charter authorizers, the media and the communities in which school turnaround will take place. As such, Explore Schools is in the process of pursuing strategic alliances with key stakeholders.

Department of Education/Authorizers

Explore Schools has established strong relationships with both the New York City Department of Education, which authorized its first two network schools, and The State University of New York, which authorized the network's first turnaround school, Explore Excel[18]. The strength of Explore Schools' relationship with the DOE is evidenced by the dollar-a-year facilities that have been granted to both of Explore Schools' current schools and the renewal of Explore Charter School's charter for a five- (rather than three-) year term. SUNY granted the first turnaround charter in New York to Explore Schools, evidence of the strength of that relationship. Maintaining strong relationships with both organizations will ensure that Explore Schools continues to gain access to no-cost facilities and charters that are aimed at school turnaround.

Community Organizations

As Explore Schools seeks to reopen failing schools in Central Brooklyn, where its existing network schools operate, the organization has already built relationships with the following individuals and organizations that have pledged support of the organization's growth through turnaround in their community:

- Eric Adams, 20th Senatorial District, State of New York
- Karim Camara, The Assembly, State of New York
- Sharon Ife N. Charles, Crown Heights Community Mediation Center
- Emory Brooks, Community, Counseling and Mediation, New York
- Yvette Clarke, 11th District of New York
- Sharon Content, Children of Promise NYC
- Cheryl Hall, Caribbean Women's Health Association, Inc
- Letitia James, The Council of the City of New York
- Stanley King, Madison Square Boys and Girls Club
- Joseph Lentol, The Assembly State of New York
- Marty Markowitz, Office of the Brooklyn Borough President
- Kevin Parker, The Senate State of New York
- Walter Mosley III, 57th Assembly District, New York
- David Walker, Talk-It-Up, New York

Media

As Explore Schools proves the possibility of school turnaround in New York City, it will be important to share successes publicly in order to encourage other high-quality charter operators to participate in this important work. Explore Schools has already been featured for its turnaround plans on CNN and in the New York Daily News. As the organization executes on school turnaround, the organization's External Relations team is working to build relationships with local and national media in order to ensure that the possibility of school turnaround is positively shared.

[18] At the time Explore Schools applied for a turnaround charter, SUNY was the only authorizer in NYC with charters. With the cap raised to 460, Explore Schools can now choose to partner with either the NYC DOE or SUNY as an authorizer for turnaround schools.

Other Key Stakeholders

Explore Schools has also built partnerships with the following groups in order to support growth with quality:

- **Teach for America—**Explore Schools' CEO and Managing Director of Talent Management are both TFA alumni, and Explore Schools' current network schools leverage both corps members and alumni as staff. Explore Schools will continue to maintain a strong partnership with Teach for America to build the talent pipeline.
- **New York City Charter Center—**The Center has supported Explore Schools financially, with trainings and by providing no-cost office space for network leaders-in-training.
- **Successful Turnaround Networks—**Explore Schools has built relationships with Mastery, AUSL, Scholars Academies and ReNew Schools to learn and share best turnaround practices. In addition, all Explore Schools leaders-in-residence will visit turnaround sites managed by these entities as part of their training.
- **New Leaders for New Schools—**Explore Schools hosted New Leaders residents for several years, and Explore Schools' Managing Director of Program is a New Leaders alumna. Explore Schools will continue to host New Leaders fellows at network sites in order to grow the organization's leadership pipeline.

Attachment F-A: Explore Schools Financial Model

Network Summary Statistics - this page is fed by the "School P&Ls" and the "Central Office Staff" sheet. - this page does not require any data input.									
Academic & Fiscal Year	**2011**	**2012**	**201**	**201**	**201**	**201**	**201**	**201**	**201**

			3	4	5	6	7	8	9
Network Summary Statistics									
Number of Schools	2	3	4	5	6	6	6	6	6
Network Attendance Metrics									
Average # of School Days (including Saturdays)	190	190	190	190	190	190	190	190	190
Weighted Average ADA	96%	96%	96%	96%	96%	96%	96%	96%	96%
Network Enrollment Projections									
Pre-K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K	119.0	172.0	228.0	284.0	340.0	340.0	340.0	340.0	340.0
1st Grade	116.0	172.0	228.0	284.0	340.0	340.0	340.0	340.0	340.0
2nd Grade	114.0	171.0	227.0	284.0	340.0	340.0	340.0	340.0	340.0
3rd Grade	114.0	169.0	226.0	282.0	340.0	340.0	340.0	340.0	340.0
4th Grade	54.0	113.0	168.0	225.0	281.0	340.0	340.0	340.0	340.0
5th Grade	52.0	53.0	112.0	167.0	224.0	280.0	340.0	340.0	340.0
6th Grade	47.0	51.0	52.0	115.0	172.0	235.0	295.0	359.0	359.0
7th Grade	42.0	46.0	50.0	51.0	113.0	172.0	234.0	294.0	358.0
8th Grade	42.0	42.0	45.0	49.0	50.0	111.0	170.0	232.0	293.0
9th Grade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
10th Grade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
11th Grade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
12th Grade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
13th Grade	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total	**700**	**989**	**1336**	**1741**	**2200**	**2498**	**2739**	**2925**	**3050**
	0.0								
Network Student Demographics (weighted averages)									
% African-American	93.6%	94.0%	94.3%	94.4%	94.5%	94.6%	94.6%	94.6%	94.7%
% Hispanic	4.3%	4.5%	4.6%	4.7%	4.8%	4.8%	4.8%	4.8%	4.8%
% Caucasian	2.0%	1.5%	1.1%	0.9%	0.7%	0.6%	0.6%	0.5%	0.5%
% Special Education	14.0%	14.2%	14.2%	14.3%	14.4%	14.4%	14.4%	14.5%	14.5%
% English Language Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Eligible for NCLB Title 1 Funding	79.1%	81.6%	82.6%	82.9%	82.7%	81.5%	80.1%	78.7%	77.2%

% Eligible for NCLB Funding (Titles II-V)	79.1%	81.6%	82.6%	82.9%	82.7%	81.5%	80.1%	78.7%	77.2%
% Eligible for NCLB IDEA Funding (Special Education)	12.0%	12.7%	14.2%	14.3%	14.4%	14.4%	14.4%	14.5%	14.5%
	0.0								
% Eligible for Federal Child Nutrition Programs:									
- breakfast	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
- lunch	79.1%	81.6%	82.6%	82.9%	82.7%	81.5%	80.1%	78.7%	77.2%
- snack	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
% Other 1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Other 2	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Projected Teacher Turnover Rate (weighted average)	20%	20%	19%	19%	17%	16%	14%	13%	12%
Network School Staff Projections (salaried employees)									
Elementary School Principal	3.0	4.0	5.0	6.0	6.0	6.0	6.0	6.0	6.0
Academic Director	2.5	4.0	6.0	8.0	10.0	11.0	12.0	12.0	12.0
Director of Culture	3.0	4.0	5.0	7.0	9.0	10.0	11.0	12.0	12.0
Operations Director	2.5	3.5	4.5	5.5	6.0	6.0	6.0	6.0	6.0
Finance Manager	2.0	3.0	4.0	5.0	6.0	6.0	6.0	6.0	6.0
Human Resources Manager	1.0	1.0	2.0	4.0	5.0	6.0	6.0	6.0	6.0
Operations Associate	6.0	4.0	4.0	4.0	5.0	6.0	8.0	10.0	11.0
Business Associate	1.0	1.0	2.0	3.0	4.0	5.0	6.0	6.0	6.0
Executive Assistant	1.0	1.0	1.0	1.0	2.0	3.0	4.0	5.0	6.0
Program Ops Manager	1.0	2.0	3.0	4.0	5.0	6.0	6.0	6.0	6.0
Enrichment Coordinator	1.0	1.0	1.0	2.0	2.0	3.0	4.0	5.0	6.0
Literacy Coordinator	1.0	1.3	1.6	2.1	3.6	4.3	5.0	5.5	6.0
Math Coordinator	1.2	1.8	2.4	3.1	3.6	4.3	5.0	5.5	6.0
Enrichment Teachers	8.0	11.0	14.0	17.0	21.0	22.0	23.0	24.0	25.0
Learning Specialist	2.0	2.0	2.0	5.0	6.0	8.0	10.0	11.0	12.0
Academic Intervention Teachers	5.0	7.0	9.0	11.0	13.0	13.0	13.0	13.0	13.0
High School Placement Counselor	1.0	1.0	1.0	1.0	3.0	4.0	5.0	6.0	6.0
Support Services Coordinator	3.0	4.0	5.0	6.0	7.0	7.0	7.0	7.0	7.0
Social Worker	1.5	3.0	4.0	5.0	6.0	6.0	6.0	6.0	6.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lower School Teachers	31.0	51.0	76.0	100.0	124.0	133.0	138.0	139.0	140.0
Upper School Teachers	13.0	13.0	13.0	16.0	22.0	32.0	42.0	51.0	57.0
Reading Recovery Teacher	1.0	3.0	4.0	5.0	6.0	6.0	6.0	6.0	6.0
Receptionist	1.0	2.0	4.0	5.0	6.0	6.0	6.0	6.0	6.0
Student Information Coordinator	0.0	3.0	4.0	6.0	8.0	9.0	10.0	11.0	11.0
Program Ops Associate	2.0	2.0	3.0	4.0	6.0	9.0	11.0	13.0	15.0

	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Salaried Employees	**94.7**	**133.6**	**180.5**	**235.7**	**295.2**	**331.6**	**362.0**	**384.0**	**399.0**
Network School Staff Projections (hourly employees)									
Teaching Assistant	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other 4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other 5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Hourly Employees	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**	**5.0**
Network School-Level Employee Summary Statistics:									
Total Number of Teachers	63.2	91.1	123.0	161.2	201.2	225.6	246.0	260.0	271.0
Total Number of Principals & Assistant Principals	11.0	15.5	20.5	26.5	31.0	33.0	35.0	36.0	36.0
All Other School-Level Employees	25.5	32.0	42.0	53.0	68.0	78.0	86.0	93.0	97.0
Total Number of School-Level Employees	**99.7**	**138.6**	**185.5**	**240.7**	**300.2**	**336.6**	**367.0**	**389.0**	**404.0**
Central Office Staff Projections									
Chief Executive Officer	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
COO/President	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Executive Assistant	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Managing Director, Program	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0
Program Asst	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Program Director (ELA)	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Managing Director, Operations	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Director of Finance	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Bookkeeper	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0
Comptroller	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

Director of Operations	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Special Projects Assistant	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Director of Technology	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Operations Manager	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Managing Director of Talent	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Director of Recruitment	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Recruiter	0.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0
Benefits Manager	0.0	0.0	0.0	0.0	1.0	1.0	1.0	1.0	1.0
Recruitment Assistant	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Managing Director of Strategy	1.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
External Affairs Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Grant Writer	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total Central Office Staff	**11.5**	**14.0**	**16.0**	**20.0**	**21.0**	**21.0**	**21.0**	**21.0**	**21.0**

Central Office Staff

- this page consists of five central office staff-specific sections: staff projections, salaries, health insurance, pensions & other benefits, and payroll taxes.
- please input your own titles for your central office team members (rows 13-18, 22-31, 35-45, 49-60, and 64-72).
- future expenses are a product of current year expenses and the "% yearly increase" inputs. These future expenses are located in white cells & do not require data input; e.g., cell E84.
- inputs from this page feed into the "Central Office P&L" sheet.
- the last cell to be filled out is cell E353.

Academic & Fiscal Year	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
Central Office Staff Projections:									
Executive:									

Chief Executive Officer	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
COO/President			1.0	1.0	1.0	1.0	1.0	1.0	1.0
Executive Assistant				1.0	1.0	1.0	1.0	1.0	1.0
Total Executive Employees	1.0	1.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
Academics:									
Managing Director, Program	1.0	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0
Program Asst			1.0	1.0	1.0	1.0	1.0	1.0	1.0
Program Director (ELA)		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Program Director (Math)		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total Academic Employees	1.0	3.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0
Finance:									
Managing Director, Operations	1.0	1.0							
Director of Finance	1.0								
Bookkeeper				1.0	1.0	1.0	1.0	1.0	1.0
Comptroller		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Director of Financial Planning		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total Finance Employees	2.0	3.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0
Operations:									
Director of Operations	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Special Projects Assistant	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Director of Technology	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Operations Manager			1.0	1.0	1.0	1.0	1.0	1.0	1.0

Managing Director of Talent	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Director of Recruitment	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Recruiter		1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0
Benefits Manager					1.0	1.0	1.0	1.0	1.0
Recruitment Assistant	0.5	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total Operations Employees	5.5	7.0	8.0	9.0	10.0	10.0	10.0	10.0	10.0
Business Development:									
Managing Director of Strategy	1.0	1.0							
External Affairs Manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Grant Writer	0.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Director of Development			1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total Business Development Employees	2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
Total Central Office Staff	**11.5**	**16.0**	**19.0**	**23.0**	**24.0**	**24.0**	**24.0**	**24.0**	**24.0**
Central Office Salaries:									
% Yearly Increase in Salaries & Wages (COLA)		2.7 %	2.7 %	2.7 %	2.7 %	2.7 %	2.7 %	2.7 %	2.7 %
Executive:									
Chief Executive Officer	$165,000	$169,455	$174,030	$178,729	$183,555	$188,511	$193,601	$198,828	$204,196
COO/President	$140,000	$143,780	$147,662	$151,649	$155,743	$159,949	$164,267	$168,702	$173,257
Executive Assistant	$42,000	$43,134	$44,299	$45,495	$46,723	$47,985	$49,280	$50,611	$51,977
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
Total Executive Salaries (FTEs	$16	$16	$32	$37	$38	$39	$40	$41	$42

x Salaries)	5,000	9,455	1,692	5,873	6,021	6,444	7,148	8,141	9,431

Academics:

0		$0	$0	$0	$0	$0	$0	$0	$0
Managing Director, Program	$135,000	$138,645	$142,388	$146,233	$150,181	$154,236	$158,400	$162,677	$167,070
Program Asst	$50,000	$51,350	$52,736	$54,160	$55,623	$57,124	$58,667	$60,251	$61,878
Program Director (ELA)	$95,000	$97,565	$100,199	$102,905	$105,683	$108,537	$111,467	$114,477	$117,567
Program Director (Math)	$95,000	$97,565	$100,199	$102,905	$105,683	$108,537	$111,467	$114,477	$117,567
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
Total Academic Salaries (FTEs x Salaries)	$135,000	$333,775	$395,523	$552,435	$567,351	$582,670	$598,402	$614,559	$631,152

Finance:

Managing Director, Operations	$110,000	$112,970	$116,020	$119,153	$122,370	$125,674	$129,067	$132,552	$136,131
Director of Finance	$90,000	$92,430	$94,926	$97,489	$100,121	$102,824	$105,600	$108,452	$111,380
Bookkeeper	$50,000	$51,350	$52,736	$54,160	$55,623	$57,124	$58,667	$60,251	$61,878
Comptroller	$80,000	$82,160	$84,378	$86,657	$88,996	$91,399	$93,867	$96,401	$99,004
Director of Financial Planning	$90,000	$92,430	$94,926	$97,489	$100,121	$102,824	$105,600	$108,452	$111,380
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0

0		$0	$0	$0	$0	$0	$0	$0	$0
Total Finance Salaries (FTEs x Salaries)	$200,000	$287,560	$179,304	$238,305	$244,740	$251,348	$258,134	$265,104	$272,261
Operations:									
Director of Operations	$70,000	$71,890	$95,000	$97,565	$100,199	$102,905	$105,683	$108,537	$111,467
Special Projects Assistant	$45,000	$46,215	$47,463	$48,744	$50,060	$51,412	$52,800	$54,226	$55,690
Director of Technology	$85,000	$87,295	$89,652	$92,073	$94,559	$97,112	$99,734	$102,426	$105,192
Operations Manager	$60,000	$61,620	$63,284	$64,992	$66,747	$68,549	$70,400	$72,301	$74,253
		$0	$0	$0	$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0	$0	$0	$0
Managing Director of Talent	$130,000	$133,510	$137,115	$140,817	$144,619	$148,524	$152,534	$156,652	$160,882
Director of Recruitment	$77,250	$79,336	$81,478	$83,678	$85,937	$88,257	$90,640	$93,088	$95,601
Recruiter	$55,000	$56,485	$58,010	$59,576	$61,185	$62,837	$64,534	$66,276	$68,065
Benefits Manager	$50,000	$51,350	$52,736	$54,160	$55,623	$57,124	$58,667	$60,251	$61,878
Recruitment Assistant	$35,000	$35,945	$36,916	$37,912	$38,936	$39,987	$41,067	$42,176	$43,314
Total Operations Salaries (FTEs x Salaries)	$502,500	$754,845	$912,415	$1,132,027	$1,304,152	$1,339,364	$1,375,527	$1,412,666	$1,450,808
Business Development:									
Managing Director of Strategy	$130,000	$133,510	$137,115	$140,817	$144,619	$148,524	$152,534	$156,652	$160,882
External Affairs Manager	$50,000	$51,350	$52,736	$54,160	$55,623	$57,124	$58,667	$60,251	$61,878
Grant Writer	$45,000	$46,215	$47,463	$48,744	$50,060	$51,412	$52,800	$54,226	$55,690
Director of Development	$90,000	$92,430	$94,926	$97,489	$100,121	$102,824	$105,600	$108,452	$111,380

	0		$0	$0	$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0	$0	$0
-	0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total Business Development Salaries (FTEs x Salaries)		$180,000	$184,860	$195,125	$200,393	$205,804	$211,361	$217,067	$222,928	$228,947
-										
-										
-										
Total Central Office Staff Salaries		**$1,182,500**	**$1,730,495**	**$2,004,059**	**$2,499,034**	**$2,708,068**	**$2,781,186**	**$2,856,278**	**$2,933,397**	**$3,012,599**
Health Insurance:										
% Yearly Increase in Health Insurance Expenses			8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%	8.0%
Executive:										
Chief Executive Officer		$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
COO/President		$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Executive Assistant		$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
	0		$0	$0	$0	$0	$0	$0	$0	$0
	0		$0	$0	$0	$0	$0	$0	$0	$0
-	0	-	$0	$0	$0	$0	$0	$0	$0	$0
Total Executive Health Insurance Expense (based on FTEs)		$10,000	$10,800	$23,328	$37,791	$40,815	$44,080	$47,606	$51,415	$55,528
Academics:										
-	0	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Managing Director, Program		$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Program Asst		$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Program Director (ELA)		$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Program Director (Math)		$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
	0		$0	$0	$0	$0	$0	$0	$0	$0

0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
Total Academic Health Insurance Expense (based on FTEs)	$10,000	$32,400	$46,656	$62,986	$68,024	$73,466	$79,344	$85,691	$92,547

Finance:

Managing Director, Operations	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Director of Finance	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Bookkeeper	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Comptroller	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Director of Financial Planning	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
Total Finance Health Insurance Expense (based on FTEs)	$20,000	$32,400	$23,328	$37,791	$40,815	$44,080	$47,606	$51,415	$55,528

Operations:

Director of Operations	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Special Projects Assistant	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Director of Technology	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Operations Manager	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
0	$0	$0	$0	$0	$0	$0	$0	$0	$0
0	$0	$0	$0	$0	$0	$0	$0	$0	$0
0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Managing Director of Talent	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Director of Recruitment	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509

Recruiter	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Benefits Manager	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Recruitment Assistant	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Total Operations Health Insurance Expense (based on FTEs)	$90,000	$129,600	$163,296	$201,554	$244,888	$264,479	$285,637	$308,488	$333,167
Business Development:									
Managing Director of Strategy	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
External Affairs Manager	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Grant Writer	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
Director of Development	$10,000	$10,800	$11,664	$12,597	$13,605	$14,693	$15,869	$17,138	$18,509
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
0		$0	$0	$0	$0	$0	$0	$0	$0
Total Business Development Dept. Health Insurance Expense (based on FTEs)	$20,000	$21,600	$34,992	$37,791	$40,815	$44,080	$47,606	$51,415	$55,528
Total Central Office Health Insurance	**$150,000**	**$226,800**	**$291,600**	**$377,914**	**$435,356**	**$470,185**	**$507,800**	**$548,424**	**$592,298**
Pensions & Other Benefits (%of salary):									
% Yearly Increase in Pension & Other Benefits									
Executive:									
Chief Executive Officer	4%	4%	4%	4%	4%	4%	4%	4%	4%
COO/President	4%	4%	4%	4%	4%	4%	4%	4%	4%
Executive Assistant	3%	3%	3%	3%	3%	3%	3%	3%	3%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%

Total Executive Pension & Other Benefits (based on FTEs)	$6,600	$6,778	$12,868	$14,580	$14,974	$15,378	$15,793	$16,220	$16,657
Academics:									
0	4%	4%	4%	4%	4%	4%	4%	4%	4%
Managing Director, Program	4%	4%	4%	4%	4%	4%	4%	4%	4%
Program Asst	4%	4%	4%	4%	4%	4%	4%	4%	4%
Program Director (ELA)	4%	4%	4%	4%	4%	4%	4%	4%	4%
Program Director (Math)	4%	4%	4%	4%	4%	4%	4%	4%	4%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
Total Academic Pension & Other Benefits (based on FTEs)	$5,400	$13,351	$15,821	$22,097	$22,694	$23,307	$23,936	$24,582	$25,246
Finance:									
Managing Director, Operations	4%	4%	4%	4%	4%	4%	4%	4%	4%
Director of Finance	4%	4%	4%	4%	4%	4%	4%	4%	4%
Bookkeeper	3%	3%	3%	3%	3%	3%	3%	3%	3%
Comptroller	4%	4%	4%	4%	4%	4%	4%	4%	4%
Director of Financial Planning	4%	4%	4%	4%	4%	4%	4%	4%	4%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
Total Finance Pension & Other Benefits (based on FTEs)	$8,000	$11,502	$7,172	$8,991	$9,233	$9,483	$9,739	$10,002	$10,272
Operations:									
Director of Operations	4%	4%	4%	4%	4%	4%	4%	4%	4%
Special Projects Assistant	3%	3%	3%	3%	3%	3%	3%	3%	3%
Director of Technology	4%	4%	4%	4%	4%	4%	4%	4%	4%
Operations Manager	3%	3%	3%	3%	3%	3%	3%	3%	3%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
Managing Director of Talent	4%	4%	4%	4%	4%	4%	4%	4%	4%

Director of Recruitment	4%	4%	4%	4%	4%	4%	4%	4%	4%
Recruiter	3%	3%	3%	3%	3%	3%	3%	3%	3%
Benefits Manager	3%	3%	3%	3%	3%	3%	3%	3%	3%
Recruitment Assistant	3%	3%	3%	3%	3%	3%	3%	3%	3%
Total Operations Pension & Other Benefits (based on FTEs)	$16,625	$25,572	$30,590	$38,674	$44,824	$46,034	$47,277	$48,554	$49,864
Business Development:									
Managing Director of Strategy	4%	4%	4%	4%	4%	4%	4%	4%	4%
External Affairs Manager	3%	3%	3%	3%	3%	3%	3%	3%	3%
Grant Writer	3%	3%	3%	3%	3%	3%	3%	3%	3%
Director of Development	4%	4%	4%	4%	4%	4%	4%	4%	4%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
0		0%	0%	0%	0%	0%	0%	0%	0%
Total Business Development Pension & Other Benefits (based on FTEs)	$6,700	$6,881	$6,803	$6,987	$7,175	$7,369	$7,568	$7,772	$7,982
Total Central Office Pension & Other Benefits	**$43,325**	**$64,085**	**$73,254**	**$91,328**	**$98,900**	**$101,571**	**$104,313**	**$107,129**	**$110,022**
Payroll Taxes (% of salary):									
% Yearly Increase in Payroll Taxes									
Executive:									
Chief Executive Officer	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
COO/President	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Executive Assistant	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Executive Payroll Taxes	$14,	$15,	$28,	$33,	$34,	$35,	$36,	$37,	$38,

(based on FTEs)	850	251	952	829	742	680	643	633	649
Academics:									
0	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Managing Director, Program	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Program Asst	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Program Director (ELA)	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Program Director (Math)	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Academic Payroll Taxes (based on FTEs)	$12,150	$30,040	$35,597	$49,719	$51,062	$52,440	$53,856	$55,310	$56,804
Finance:									
Managing Director, Operations	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Director of Finance	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Bookkeeper	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Comptroller	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Director of Financial Planning	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Finance Payroll Taxes (based on FTEs)	$18,000	$25,880	$16,137	$21,447	$22,027	$22,621	$23,232	$23,859	$24,504

Operations:

Director of Operations	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Special Projects Assistant	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Director of Technology	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Operations Manager	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Managing Director of Talent	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Director of Recruitment	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Recruiter	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Benefits Manager	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Recruitment Assistant	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Total Operations Payroll Taxes (based on FTEs)	$45,225	$67,936	$82,117	$101,882	$117,374	$120,543	$123,797	$127,140	$130,573

Business Development:

Managing Director of Strategy	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
External Affairs Manager	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Grant Writer	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%
Director of Development	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%	9.00%

0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
0		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
- 0	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total Business Development Payroll Taxes (based on FTEs)	$16,200	$16,637	$17,561	$18,035	$18,522	$19,022	$19,536	$20,064	$20,605
-									
-									
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Total Central Office Payroll Taxes	**$106,425**	**$155,745**	**$180,365**	**$224,913**	**$243,726**	**$250,307**	**$257,065**	**$264,006**	**$271,134**

Attachment G: Terra Nove Data

		School
Reading	Class Avg AGL/BGL	AGL
	Percent of sts AGL	52.08%
	Percent of sts BGL	47.92%
	Avg NCE AGL	70
	Avg NCE BGL	33
	Avg NCE Difference AGL/BGL	37
	Avg NCE	52.0
	Avg NCE AGL change	16.8
	Avg NCE BGL change	-1.3
	Avg NCE Change	8.3
Math	Class Avg AGL/BGL	BGL
	Percent of sts AGL	50.69%
	Percent of sts BGL	49.31%
	Avg NCE AGL	63
	Avg NCE BGL	33
	Avg NCE Difference AGL/BGL	30
	AVG NCE Math	48.6
	Avg NCE AGL change	11.8
	Avg NCE BGL change	2.5
	Avg NCE Change	7.4

		K	1	2
Reading	Class Avg AGL/BGL	BGL	AGL	BGL
	Percent of sts AGL	51%	72%	35%
	Percent of sts BGL	49%	28%	65%
	Avg NCE AGL	61	80	60
	Avg NCE BGL	35	36	29
	Avg NCE Difference AGL/BGL	25	44	31
	Avg NCE	48.2	68.2	40.0
	Avg NCE AGL change	14.0	25.1	5.4
	Avg NCE BGL change	10.0	-4.5	-7.6
	Avg NCE Change	12.2	17.0	-3.1
Math	Class Avg AGL/BGL	BGL	AGL	BGL
	Percent of sts AGL	45%	74%	35%
	Percent of sts BGL	55%	26%	65%

	Avg NCE AGL	63	64	61
	Avg NCE BGL	39	31	30
	Avg NCE Difference AGL/BGL	24	33	31
	AVG NCE Math	49.6	55.9	40.6
	Avg NCE AGL change	13.3	7.4	18.8
	Avg NCE BGL change	9.1	-6.0	0.3
	Avg NCE Change	11.1	4.3	6.7

		KA	KB	1A	1B	2A	2B
Reading	Class Avg AGL/BGL	BGL	AGL	AGL	AGL	BGL	BGL
	Percent of sts AGL	41%	60%	52%	88%	27%	43%
	Percent of sts BGL	59%	40%	48%	12%	73%	57%
	Avg NCE AGL	62	60	65	88	61	60
	Avg NCE BGL	32	39	36	35	30	28
	Avg NCE Difference AGL/BGL	29	21	29	53	31	32
	Avg NCE	44.4	51.6	51.6	81.6	38.7	41.5
	Avg NCE AGL change	7.1	18.1	17.3	28.6	4.0	6.3
	Avg NCE BGL change	3.5	18.8	0.6	-30.0	-6.3	-9.5
	Avg NCE Change	5.0	18.4	9.0	23.8	-3.5	-2.6
Math	Class Avg AGL/BGL	BGL	AGL	AGL	AGL	BGL	BGL
	Percent of sts AGL	45%	44%	71%	77%	46%	22%
	Percent of sts BGL	55%	56%	29%	23%	54%	78%
	Avg NCE AGL	61	65	63	66	60	65
	Avg NCE BGL	39	39	29	33	30	30
	Avg NCE Difference AGL/BGL	22	26	34	32	30	35
	AVG NCE Math	49.0	50.2	53.1	58.2	43.6	37.3
	Avg NCE AGL change	7.4	10.7	12.0	-2.5	16.3	6.6
	Avg NCE BGL change	14.0	11.4	18.4	-28.5	7.4	0.6
	Avg NCE Change	11.2	11.0	15.2	-4.7	9.8	3.2

09 Breakdown							
		KA	KB	1A	1B	2A	2B
Reading	Class Avg AGL/BGL	BGL	BGL	BGL	AGL	BGL	BGL
	Percent of sts AGL	32%	28%	24%	85%	27%	48%
	Percent of sts BGL	68%	72%	76%	15%	73%	52%

	Avg NCE	40.6	34.3	40.3	61.4	42.2	44.1
	AGL Percent Change	9%	32%	29%	4%	0%	-4%
Math	**Class Avg AGL/BGL**	BGL	BGL	BGL	AGL	BGL	BGL
	Percent of sts AGL	32%	28%	33%	81%	8%	9%
	Percent of sts BGL	68%	72%	67%	19%	92%	91%
	AVG NCE Math	38.5	40.7	37.7	65.5	33.8	34.0
	AGL Percent Change	14%	16%	38%	-4%	38%	13%

Attachment H: Explore Schools Goals related to School

Operations:

IMPERATIVE	GUIDING PRINCIPLE	MD Operations	Dir Tech	Dir Finance	Dir Ops	Spec Proj Asst
Build operational capacity to drive organizational excellence	Schools have the operational tools and capacity to function as effective organizations	1. Network will define and codify fiscal, technology and operations model to implement in all schools.	1. Identify and develop skills of tech staff at each school for hardware support.	1. Create and standardize finance staff model(process) to account for new schools added to the	1. Schools will use a common Operations Manual/Procudure Guide codified and	1. Board meeting materials and logistics will be prepared in a timely manner to ensure
	Schools and ESI run with operational efficiency to ensure sustainability	1. Network will define and codify fiscal, technology and operations model to implement in all schools. 2. ESI will have internal control systems to improve communication, planning and sustainability.	1. Identify and develop skills of tech staff at each school for hardware support. 2. Ensure a smooth process with Network Outsource to meet the needs of all staff.	1. Create and standardize finance staff model(process) to account for new schools added to the network. 2. Develop Finance Process and Communication calendar to streamline commincation and expectations across network	1. Schools will use a common Operations Manual/Procudure Guide codified and implemented. 2. Operations Directors are supported with systems and guidance to improve efficiency and effectiveness	
	Schools and ESI will be financially self-sustaining and not rely on fundraising for core operations beyond periods of growth	1. Schools will have a transparent, smooth process for budget review and approval. 2. School Boards will adopt a 5-year financial plan.	1. Develop a thorough assessment of the network, and implement an IT strategy to support business and learning requirements, and future growth.	1. All organizations will approve an annual budget prior to June 30. 2. Audit Management Letter will be responded to and controls improved per recommendations.		
	ESI provides value-added support that strengthens the academic and operational success of our schools	1. All Exhibit A obligations are fulfilled for Explore and Empower	1. Exhibit A Technology obligations are fulfilled.	1. Exhibit A Financial obligations are fulfilled.	1. Exhibit A Operations obligations are fulfilled	1. Regular activity reports are prepared and communicated to all necessary parties.
	Data drives decision making and continuous improvement in all operational systems and processes	1. Schools and network will have systems and process for data collection, analysis and reporting 2. Schools and network will have a common sustem for student record management, attendance and report cards	1. Develop and implement a data management system, including common/centralized data warehouse.	1. Process is developed so that all network teams understand fiduciary responsibility and make decisions considering fiscal realities.	1. Schools are using Rediker to store all student information.	

Strategy/Fundraising:

IMPERATIVE	GUIDING PRINCIPLE	MD Strategy	External Affairs Mgr
Prove the possibility of school turnaround	Operate and sustain turnaround schools that outperform the neighborhood, city and state within three years of takeover		
	Deeply engage communities and districts to drive a collaborative and sustainable turnaround effort	With NYC DOE and SUNY, broker turnaround mechanism for Explore Schools in New York City that allows us to open a turnaround school in 2011 and beyond	
	Measure the success of our turnaround schools through annual external reviews and a standard approach to student assessment and data analysis		
	Create, implement and refine a turnaround school model and principal training program to drive turnaround school success	Support the school start-up processs for first turnaround school in New York, while building a replicable approach for future school start-ups in New York	
Build operational capacity to drive organizational excellence	Schools have the operational tools and capacity to function as effective organizations		
	Schools and ESI run with operational efficiency to ensure sustainability		
	Schools and ESI will be financially self-sustaining and not rely on fundraising for core operations beyond periods of growth		
	ESI provides value-added support that strengthens the academic and operational success of our schools	Successfully execute on "special projects" that drive ESI's organizational success and support of network schools	
	Data drives decision making and continuous improvement in all operational systems and processes		

Focus relentlessly on human capital as a key driver of organizational success	Continuously retain highest-performing staff		
	Maintain a flexible approach to providing career development opportunities for our highest performing staff		
	Effectively communicate Explore Schools' mission, vision, approach and values to attract qualified and aligned staff	Ensure positive media coverage for all new and existing network schools	
	Recruit and hire staff who prove successful in their network role		
	Maintain competitiveness through by offering staff a variety of benefits including, positive culture, total compensation and professional development opportunities		

Talent/Recruitment:

IMPERATIVE	GUIDING PRINCIPLE	MD Talent	Dir Recruitment
Prove the possibility of school turnaround	Operate and sustain turnaround schools that outperform the neighborhood, city and state within three years of takeover		
	Deeply engage communities and districts to drive a collaborative and sustainable turnaround effort		
	Measure the success of our turnaround schools through annual external reviews and a standard approach to student assessment and data analysis		
	Create, implement and refine a turnaround school model and principal training program to drive turnaround school success	Formalize staffing structure for new and existing schools, including position analyses and uniform job descriptions	
Build operational capacity to drive organizational excellence	Schools have the operational tools and capacity to function as effective organizations	A comprehensive HR manual and calendar will be utilized by all schools	
	Schools and ESI run with operational efficiency to ensure sustainability		
	Schools and ESI will be financially self-sustaining and not rely on fundraising for core operations beyond periods of growth		
	ESI provides value-added support that strengthens the academic and operational success of our schools		
	Data drives decision making and continuous improvement in all operational systems and processes		

Focus relentlessly on human capital as a key driver of organizational success	Continuously retain highest-performing staff	100% of the staff we wish to keep will stay (i.e. 0% regrettable turnover) Research and develop a comprehensive, network-wide diversity plan through the 2011-2012 academic year. Plan to include retention goals, communication strategies, and school-based involvement.	
	Maintain a flexible approach to providing career development opportunities for our highest performing staff	Develop a strategy and process to formalize the network's leadership pipeline	
	Effectively communicate Explore Schools' mission, vision, approach and values to attract qualified and aligned staff	All vacancies filled by pre-service in August.	All instructional positions filled by June 1st All open leadership positions for Excel and DC filled by June 1 300 qualified teachers (2+ years relevant exp, 50 qualified leaders
	Recruit and hire staff who prove successful in their network role	New hires rated as 7+ on a scale of 1 - 10 at December principal survey.	A teacher selection model for use at ph int stage is developed/revised A general selection model that assess org competencies is developed for use in all other ph interviews 66% of instructional applicants interviewed are offered positions 100% of leaders are Satisfied or Highly Satisfied with selection outcomes generally - ASSESSED 11-12 SCHOOL YEAR
	Maintain competitiveness through by offering staff a variety of benefits including, positive culture, total compensation and professional development opportunities	100% of offers will be accepted	

Program:

IMPERATIVE	GUIDING PRINCIPLE	MD Program
Support a network of schools that provides an outstanding public education to underserved students	Schools will consistently outperform neighborhood, city and state on standardized assessments	Coaching and support of Principals will result in data that show, per charter goals that the principal is effectively leading the schools Lead a review and decision making process that results in a shared network-wide agreement of an anchor math curriculum by the end of the year
	Schools will understand and respond to individualized student needs	Facilitate collaborative structures between network schools in order to drive an increase in student reading levels as measured by Fountas and Pinnell and state assessment scores
	Schools will develop communities that foster students' sense of efficacy and respect for self and others	
	Schools will collect, analyze and respond to data to drive continuous improvement	Find an appropriate assessment tool for ELA and implement data driven approach for all content areas (Math, Reading, Writing) that includes accountability plans (what teachers will do, how leaders will monitor and hold accountable) resulting in an increase of scores at Empower and Explore.
Prove the possibility of school turnaround	Operate and sustain turnaround schools that outperform the neighborhood, city and state within three years of takeover	
	Deeply engage communities and districts to drive a collaborative and sustainable turnaround effort	
	Measure the success of our turnaround schools through annual external reviews and a standard approach to student assessment and data analysis	
	Create, implement and refine a turnaround school model and principal training program to drive turnaround school success	Create and implement a turnaround leadership residency model that is measured by resident successfully opening a school and an artifact that is used for future residents

IMPERATIVE	GUIDING PRINCIPLE	MD Program
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	Schools will develop communities that foster students' sense of efficacy and respect for self and others	
	Schools will collect, analyze and respond to data to drive continuous improvement	Find an appropriate assessment tool for ELA and implement data driven approach for all content areas (Math, Reading, Writing) that includes accountability plans (what teachers will do, how leaders will monitor and hold accountable) resulting in an increase of scores at Empower and Explore.
Prove the possibility of school turnaround	Operate and sustain turnaround schools that outperform the neighborhood, city and state within three years of takeover	
	Deeply engage communities and districts to drive a collaborative and sustainable turnaround effort	
	Measure the success of our turnaround schools through annual external reviews and a standard approach to student assessment and data analysis	
	Create, implement and refine a turnaround school model and principal training program to drive turnaround school success	Create and implement a turnaround leadership residency model that is measured by resident successfully opening a school and an artifact that is used for future residents
Build operational capacity to drive organizational excellence	Schools have the operational tools and capacity to function as effective organizations	
	Schools and ESI run with operational efficiency to ensure sustainability	
	Schools and ESI will be financially self-sustaining and not rely on fundraising for core operations beyond periods of growth	
	ESI provides value-added support that strengthens the academic and operational success of our schools	
	Data drives decision making and continuous improvement in all operational systems and processes	
Focus relentlessly on human capital as a key driver of organizational success	Continuously retain highest-performing staff	
	Maintain a flexible approach to providing career development opportunities for our highest performing staff	
	Effectively communicate Explore Schools' mission, vision, approach and values to attract qualified and aligned staff	
	Recruit and hire staff who prove successful in their network role	
	Maintain competitiveness through by offering staff a variety of benefits including, positive	

ACADEMIC AND BUSINESS SERVICES AGREEMENT
By and Between
EXPLORE SCHOOLS, INC. and
EXPLORE EXCEED CHARTER SCHOOL

This Academic and Business Services Agreement (this "Agreement") is made and entered into as of July 1, 200X (the "Effective Date"), by and between Explore Schools, Inc., a New York not for profit corporation ("ESI") and Explore Exceed Charter School, a New York education corporation (the "School," and the School together with ESI, each a "Party" and collectively the "Parties").

WHEREAS, ESI was incorporated as a charitable organization to assist the School in its formation and in furthering its educational goals, including by working with educators to improve student performance, providing educational career development, leadership development and training for educators, providing data tools for educators to measure achievement and assist with analysis and assessment; and advancing the educational programs, plans and goals of such schools;

WHEREAS, the School desires to engage ESI to provide certain services to the School, and ESI desires to accept such engagement and provide such services;

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"Agreement" has the meaning set forth in the Preamble.

"Arbitration Rules" has the meaning set forth in Section 11.2(b).

"Authorizer" means the Board of Regents of the University of the State of New York, or the Department of Education of the City of New York, or both, as the context may require.

"Board of Trustees" means the Board of Trustees of the School.

"Charter Contract" means the School's contract with the Authorizer, which authorized the organization and operation of the School.

"Claims" has the meaning set forth in Section 9.2.

"Confidential Information" has the meaning set forth in Section 8.1(a).

"Cure Period" has the meaning set forth in Section 10.2(b).

"Derivatives" has the meaning set forth in Section 8.1(b).

"Director of Operations" means the senior-most School employee who manages non-instructional operations.

"Dispute" has the meaning set forth in Section 11.2(a).

"Effective Date" has the meaning set forth in the recitals.

"ESI" has the meaning set forth in the Preamble.

"ESI Core Values" means the framework developed by ESI to ensure success at the charter schools it manages, a copy of which is attached hereto as Exhibit B.

"FERPA" has the meaning set forth in Section 6.5.

"Indemnified Claims" has the meaning set forth in Section 9.2.

"Indemnified Party" has the meaning set forth in Section 9.6(a).

"Indemnifying Party" has the meaning set forth in Section 9.6(a).

"Initial Term" has the meaning set forth in Section 10.1.

"Marks" has the meaning set forth in Section 8.1(c).

"NYCCC" has the meaning set forth in Section 11.2(b).

"Party" and "Parties" has the meaning set forth in the Preamble.

"Principal" means the person in charge of the day-to-day operation of the School.

"Regulatory Authority" means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

"School" has the meaning set forth in the Preamble.

"School Indemnified Persons" has the meaning set forth in Section 9.2.

"Service Fee" has the meaning set forth in Section 7.4.

"State" means New York State.

"Student Confidential Information" means all personal and academic information and records pertaining to the students of the School.

"Term" has the meaning set forth in Section 10.1.

"Termination Assistance Period" has the meaning set forth in Section 10.7.

"Termination Notice" has the meaning set forth in Section 10.2(b).

"Third Party Claim" has the meaning set forth in Section 9.6.

"Threshold Amount" has the meaning set forth in Section 9.4.

"Use" means the right to load, execute, store, transmit, display, copy, disseminate, reproduce, maintain, modify, enhance, create derivative works, make and cause to be made.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of ESI.

ESI represents and warrants as follows:

(a) Organization. ESI is a non-stock, not for profit corporation duly organized under the laws of the State, with the legal ability to contract to provide to charter schools, including the School, the services contemplated by this Agreement.

(b) Authority. ESI has all requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement constitutes a valid and binding obligation of ESI, enforceable against ESI in accordance with its terms.

(c) Full Disclosure. No representation or warranty of ESI contained in this Agreement and no statement, information or certificate furnished or to be furnished by ESI pursuant to this Agreement contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained in this Agreement not misleading.

(d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of ESI, threatened before any Regulatory Authority to which ESI is a party or that may result in any judgment, order, decree, liability, award or other determination that will or may reasonably be expected to have an adverse effect upon ESI. No such judgment, order, decree or award has been entered against ESI that has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of ESI, threatened before any Regulatory Authority involving ESI that will or may reasonably be expected to prevent or hamper the performance by ESI of its covenants and obligations contemplated by this Agreement.

(e) Conduct of ESI. ESI has complied, and at all times during the Term will comply, with all local, state and federal laws and regulations that are applicable to ESI, including the Internal Revenue Code and the non-profit corporation law of the State. ESI has maintained and will maintain adequate records of the activities and decisions of ESI to ensure and document compliance with all such laws and regulations.

2.2 Representations and Warranties of the School.

The School represents and warrants as follows:

(a) Organization; Authorization; Tax Exempt Status. The School is, and at all times during the Term will be, an education corporation duly organized under the laws of the State, with the purpose and legal ability to contract to operate a charter school and to contract for educational management services. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Regardless of the delegation of any duties to ESI, the School shall at all times retain all rights and responsibilities under the Charter Contract. To the knowledge of the School, the School is a tax-exempt entity.

(b) Authority. The School has all requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its terms.

(c) Full Disclosure. No representation or warranty of the School contained in this Agreement and no statement, information or certificate furnished or to be furnished by the School pursuant to this Agreement contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained in this Agreement not misleading.

(d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority to which the School is a party or that may result in any judgment, order, decree, liability, award or other determination that will or may reasonably be expected to have an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School that has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School that will or may reasonably be expected to prevent or hamper the performance by the School of its covenants or obligations contemplated by this Agreement.

(e) Conduct of the School and the Board of Trustees. The School has complied, and at all times during the Term will comply, with all local, State and federal laws and regulations that are applicable to the School, including the Internal Revenue

Code, the non-profit corporation law of the State, the Charter Contract and the open records and meetings laws of New York. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide ESI with copies of all such records reasonably requested by ESI and to allow ESI to, at ESI's discretion, assist with the preparation and retention of such records.

3. AUTHORITY

3.1 Delegation of Authority to ESI.

The School hereby authorizes ESI to undertake the functions contemplated by this Agreement and to provide the Services (as defined below) to or on behalf of the School, as the case may be, it being understood that, at all times, ESI remains accountable and subject to the oversight of the School, the Board of Trustees, the Authorizer and State authorities, as provided for in this Agreement and by law. The School also authorizes ESI to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in ESI's good faith and reasonable judgment to properly and efficiently support the operation of the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Board of Trustees. ESI will give notice to the School prior to taking any such actions pursuant to this Section 3.1 that require approval of the Board of Trustees as described herein and in the Charter Contract and By-Laws of the School. Further, ESI will provide the School with a report on a bi-monthly basis (i.e., every two months) listing all actions undertaken on behalf of the School.

3.2 ESI Authority to Subcontract.

Except to the extent prohibited by law or this Agreement, ESI may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge ESI from any obligation or liability under this Agreement. Any such subcontract valued at over $25,000 requires the approval of the Board of Trustees, which approval shall not be unreasonably withheld, conditioned or delayed.

3.3 Board of Regents Authority.

Nothing in this Agreement shall be construed in any way to limit the authority of the Board of Regents of the University of the State of New York, including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the *New York Charter Schools Act of 1998*, as amended.

3.4 Conflict with Charter.

Subject to Section 13.5, to the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

4. DUTIES AND OBLIGATIONS OF ESI

In exchange for the Service Fee, as described in Section 7.4 and Exhibit C attached hereto, and paid by the School to ESI, ESI will provide the services set forth on Exhibit A attached hereto (the "Services"), as and to the extent required in ESI's good faith reasonable judgment and/or requested by the School. ESI may, but is not obligated to, provide additional services for additional compensation. ESI may perform functions off-site, except as prohibited by State law. ESI may utilize web-based systems to provide support and counsel to the School.

5. DUTIES AND OBLIGATIONS OF THE SCHOOL

In addition to any duties and obligations expressly set forth on Exhibit A, the School (and ESI) shall have the following duties and obligations:

5.1 Provision of Suitable School Facilities.

The location of the School is PS 138, Brooklyn, NY 11226. Should the School need to be moved in any subsequent year because of a need for more space, a dispute with the operators of the Facility or other reason, ESI shall use commercially reasonable efforts to assist the School in the identification of a Facility. The School will consult with ESI prior to entering into a lease or purchase of a Facility. ESI will assist the School in providing Facilities needed to expand the School in the future.

5.2 Annual Audit.

The School shall arrange and pay for an annual audit of the School to be conducted in compliance with State law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Board of Trustees of the School, who shall consult with ESI prior to selecting the certified public accountant.

5.3 Legal Services.

The School shall arrange and, if necessary, pay for its own legal services.

5.4 Accounting, Bookkeeping, Procurement, and other Financial Functions.

The School shall be responsible and accountable for the following financial, accounting, and bookkeeping functions:

(a) timely payment of invoices;

(b) payroll, in accordance with Section 5.5.

(c) monthly reconciliation of bank statements;

(d) debit and credit entries, using the financial management software selected by ESI; and

(e) procurement.

ESI shall provide initial training to the Director of Operations in the use of the financial management software selected by ESI, and shall provide support and oversight as may pertain to the functions listed above. ESI shall also work closely with the Director of Operations to ensure accurate and timely financial reporting to the Board of Trustees and funding agencies, including but not limited to the New York City Department of Education and the State Education Department of New York.

5.5 Payroll, Employee Salaries and Benefits.

The School shall be responsible and accountable for the funding and payment of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed at the School. All such payments shall be made on a timely basis, in accordance with all State and federal laws and regulations, including all tax requirements.

5.6 Power and Authority.

The School shall ensure that ESI has all power and authority necessary to carry out the duties of ESI under this Agreement. This shall include ensuring that no other entity or any individual, including any officer, agent or director of the School, has or exercises any authority that might interfere with the duties of ESI.

5.7 State and Federal Waivers.

The School shall, with ESI's assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the ESI Core Values.

6. OPERATION OF THE SCHOOL

6.1 Recruitment and Admission.

ESI and the School shall be jointly responsible for the recruitment of students and the administration of the enrollment lottery conducted by the School. The School and ESI shall encourage applications that will result in a student body reflecting the racial, ethnic, academic, and economic diversity of the community of Brooklyn which the School most directly serves.

6.2 School Day and Year for Students.

The School's calendar shall be developed annually by the Principal in consultation with ESI, and shall extend from on or about September 1 to on or about July 31, with scheduled vacations.

6.3 School Policies.

The School and ESI are committed to the success of the educational program set forth in the ESI Core Values, which are incorporated herein by reference. Consequently, ESI shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations,

procedures, personnel and budget, to enable the School to implement the ESI Core Values; and the School shall exercise good faith in considering and adopting ESI's recommendations, so that the ESI Core Values may be properly implemented. Any unsettled dispute between the recommendations of ESI and the consideration and adoption by the School of such recommendations will be brought promptly to the attention of the Board of Trustees, and if necessary, settled pursuant to Section 11.2(a).

6.4 Due Process.

The School shall provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records. The Principal shall have the authority to suspend a student as provided for in the Charter Contract or in subsequent policies adopted by the Board of Trustees. Only the Board of Trustees may expel a student, based on a recommendation by the Principal.

6.5 Family Educational Rights and Privacy Act.

The School hereby designates employees of ESI as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). ESI, its officers and employees shall comply with FERPA at all times.

7. FINANCIAL ARRANGEMENTS

7.1 Funding Eligibility.

The Director of Operations and the Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive from the New York City, State, and federal governments all applicable funds to which the School is entitled. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. ESI shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The School shall permit ESI to review any such applications and reports prior to their submission, and ESI shall have the right to assume control of the application and report process if and to the extent it deems it appropriate to do so.

7.2 Donations and Grants.

Both the School and ESI may solicit and receive grants and donations consistent with the mission of the School.

7.3 Extracurricular Fees.

Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

7.4 Service Fee.

The Service Fee payable by the School to ESI in exchange for the Services provided by ESI is described in Exhibit C attached hereto.

7.5 ESI Not Required to Make Loans or Advances.

ESI shall have no obligation to advance or loan any funds to the School. Loans as agreed to between the parties are permissible, subject to Section 9.9 herein.

8. PROPRIETARY AND CONFIDENTIAL INFORMATION

8.1 Certain Definitions.

(a) "Confidential Information" means:

(i) any and all technical and non-technical information, whether communicated orally or in writing, including, without limitation, patent, copyright, trade secret and proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, formulae, apparatus, equipment and biological materials related to the current, future and proposed products, services, or projects of ESI, and includes, without limitation, information concerning research, experimental work, development, design details and specifications, engineering, financial information, procurement requirements, purchasing, manufacturing, customer lists, business forecasts and sales and marketing plans, and any Derivatives of the foregoing whether created by ESI or the School;

(ii) any instructional materials, training materials, curriculum and lesson plans, and any other materials developed by ESI, its employees, agents or subcontractors, any individual working for or supervised by ESI, or any individual employed by the School working primarily at the School;

(iii) any information that ESI treats or maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally;

(iv) any information disclosed by ESI to the School or known by the School as a result of the relationship created by this Agreement, which information is not generally known or publicly available and that in any way relates to ESI's products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and

(v) all information received by ESI from third parties in confidence.

"Confidential Information" shall not include Student Confidential Information.

(b) "Derivatives" means:

(i) for copyrightable or copyrighted material, any translation, abridgement, revision or other form in which an existing work may be recast, transformed or adapted;

(ii) for patentable or patented material, any improvement thereon; and

(iii) for material that is protected by trade secret, any new material derived from such existing trade secret material, including new material which may be protected by copyright, patent, trade secret, and/or any other recognized proprietary right.

(c) "Marks" means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to ESI.

8.2 Treatment of Marks.

(a) Ownership of Marks. All Marks created or owned by ESI shall at all times remain the property of ESI, and no license or other right to use, modify and/or sell the Marks is granted or implied hereby, except as set forth in Section 8.2(b).

(b) License to the School. ESI hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to Use the Marks during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to Use the Marks, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants comply with the terms of this Article 8.

(c) Cease of Use of Marks. Upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the extent that any materials of the School include any of the Marks, the School shall (i) return to ESI or destroy such materials, as directed by ESI, and (ii) change such materials so that they do not include any of the Marks, or any portion of the Marks.

8.3 Treatment of Confidential Information.

(a) Ownership of Confidential Information. All Confidential Information and any Derivatives thereof, whether created by ESI or the School, remain the property of ESI, and no license or other right to use, modify and/or sell the Confidential Information and any Derivatives thereof is granted or implied hereby, except as set forth in Section 8.5(b).

(b) License to the School. ESI hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a

nonexclusive, nontransferable, limited right to have access to and Use the Confidential Information during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to have access to and Use the Confidential Information, solely to as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants agree in writing to comply with the terms of this Article 8.

(c) Use of Third Party Proprietary Information. The School will not knowingly infringe upon, or permit any of its employees or agents to knowingly infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement, and if the School becomes aware of any such infringement or alleged instance of infringement, the School agrees to notify ESI promptly in writing.

(d) Disclosure of Confidential Information. The School acknowledges that prior to the Term, ESI may have disclosed, and during the Term ESI may disclose, Confidential Information to the School, including information that is currently in existence and information that may be created in the future.

(i) The School agrees that it will not, at any time or in any manner, directly or indirectly, disclose any Confidential Information to any third party without the prior written consent of ESI. ESI agrees that it shall not unreasonably withhold such written consent.

(ii) The School shall treat all Confidential Information with the same degree of care as a reasonable and prudent person would accord his or her own confidential information, and shall use its best efforts to assure that it, its employees and its agents do not disclose or Use such Confidential Information, other than as may be reasonably necessary in connection with the performance of this Agreement.

(iii) To the extent a final order from a Regulatory Authority requires the School to disclose any Confidential Information, the School shall not be considered in breach of this Section 8.3(d); provided that the School provides prior notice to ESI, if permitted by the Regulatory Authority.

(e) Return of Confidential Information. Any and all Confidential Information and any Derivatives thereof, including all written and electronic copies, in the School's possession or control shall be, at ESI's discretion, either returned to ESI promptly upon termination or expiration of this Agreement or destroyed, at which time all rights of the School to Use such Confidential Information shall cease.

(f) Rights to Confidential Information. Except as required for the Parties' performance hereunder, nothing in this Agreement shall be construed to require

ESI to provide, or to entitle the School to obtain, any Confidential Information or any rights therein.

8.4 Specific Performance.

In addition to all of the remedies otherwise available to ESI, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 8, ESI shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 8. All of ESI's remedies for breach of this Article 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that ESI's rights under this Article 8 are special and unique and that any violation of this Article 8 by the School would not be adequately compensated by money damages alone.

9. INDEMNIFICATION

9.1 Representations and Warranties.

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties.

9.2 Indemnification of the School.

ESI shall hold the School and its trustees, officers, successors, assigns, and agents (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate of *The Wall Street Journal* from time to time prevailing (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of (i) ESI's gross negligence or willful misconduct or (ii) any breach or violation of ESI's representations, warranties, covenants, or agreements contained in this Agreement.

9.3 Indemnification of ESI.

The School shall hold ESI and its affiliates and the shareholders, directors, officers, partners, successors, assigns, and agents of each of them harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them resulting from or arising out of (i) the School's gross negligence or willful misconduct or (ii) any breach or violation of the School's representations, warranties, covenants and agreements contained in this Agreement.

9.4 Limitation on Claims of the School.

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and ESI shall have no obligations or liabilities pursuant to Section 9.2:

(a) until the aggregate of the Claims suffered or incurred by the School exceeds Five Thousand Dollars ($5,000) (the "Threshold Amount"). After the Threshold Amount has been met there shall be liability for the aggregate amount of all Claims, including the Claims used to reach the Threshold Amount. In computing the amount of the Claims incurred by the School, the amount of any income tax savings actually realized by the School as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;

(b) in excess of the Service Fee paid by the School to ESI during the academic year in which the action or omission giving rise to the Claim occurred;

(c) if such liabilities are covered by insurance, to the extent the amount of such liabilities exceeds the amount of any insurance proceeds received for the insured event giving rise to the liabilities; and

(d) if the claim for indemnification is made pursuant to Section 9.2 as a result of a breach of a representation or warranty made in this Agreement by ESI, to the extent that ESI can demonstrate that the School had actual knowledge, prior to the execution of this Agreement by the School, that the applicable representation or warranty was untrue or incomplete or had been breached.

9.5 Limitation on Claims of ESI.

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and the School shall have no obligations or liabilities pursuant to Section 9.3:

(a) until the aggregate of the Claims suffered or incurred by ESI exceeds the Threshold Amount; provided, however, that the limitation in this clause (a) shall not apply to Claims relating to misuse of intellectual property (including breach of Article 8). After the Threshold Amount has been met there shall be liability for the aggregate amount of all Claims, including the Claims used to reach the Threshold Amount. In computing the amount of the Claims incurred by ESI, the amount of any income tax savings actually realized by ESI as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;

(b) to the extent such liabilities exceed the Service Fee paid by the School during the academic year in which the action or omission giving rise to the Claim occurred; provided, however, that the limitation in this clause (b) shall not apply to Claims or other liabilities relating to misuse of intellectual property (including breach of Article 8);

(c) if such liabilities are covered by insurance, to the extent the amount of such liabilities exceeds the amount of any insurance proceeds received for the insured event giving rise to the liabilities; provided, however, that the limitation in this clause (c) shall not apply to Claims or other liabilities relating to misuse of intellectual property (including breach of Article 8); and

(d) if the claim for indemnification is made pursuant to Section 9.3 as a result of a breach of a representation or warranty made in this Agreement by the School, to the extent that the School can demonstrate that ESI had, prior to the execution of this Agreement by ESI, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached.

9.6 Indemnification of Third-Party Claims.

The obligations and liabilities of any Party to indemnify the other under this Article 9 with respect to a Claim relating to or arising from third parties (a "Third Party Claim") shall be subject to the following terms and conditions:

(a) Notice and Defense. The Party to be indemnified (the "Indemnified Party") shall give the Party from whom indemnification is sought (the "Indemnifying Party") prompt written notice of any such Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party's duty or obligations under this Article 9 except to the extent the Indemnifying Party is prejudiced by such failure. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Article 9 with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Claim and shall not conduct its own defense of such Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense.

(b) Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Claim and fails to defend such Claim actively and in good faith, then the Indemnified Party may (upon written notice to the Indemnifying Party) undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.

(c) Indemnified Party's Rights. Anything in this Article 9 to the contrary notwithstanding, (i) if there is a reasonable probability that a Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or

compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Claim.

9.7 Payment.

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 9. Upon judgment, determination, settlement or compromise of any Third Party Claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

9.8 Adjustment of Liability.

In the event an Indemnifying Party is required to make any payment under this Article 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount equal to (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

9.9 Loans from ESI to the School.

Any loan or advance made by ESI to the School shall not be subject to the foregoing provisions of this Article 9, and shall instead be subject to the terms of such loan or advance.

10. TERM AND TERMINATION

10.1 Term.

This Agreement shall have an initial term commencing on the Effective Date and ending on June 30, 2011 (the "Initial Term"). The Parties may renew this Agreement for subsequent one-year periods by mutual written agreement not later than 30 days prior to the expiration of this Agreement (each such additional one year period, together with the Initial Term, the "Term").

10.2 Termination by the School.

The School may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.2, the term "for cause" shall mean:

(i) ESI becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;

(ii) ESI has been found by an arbitrator to have been grossly negligent in the use of its funds;

(iii) a Regulatory Authority has revoked any license which my be required for ESI to carry on its business and perform its obligations and functions under this Agreement;

(iv) after a period of at least three years from the Effective Date of this Agreement, the School fails to make reasonable progress toward achievement of the goals and objectives outlined in the "Goals and Objectives" section of the Charter Contract;

(v) subject to Section 5.7, ESI violates any material provision of law with respect to the School from which the School was not specifically exempted and that results in material adverse consequences to the School;

(vi) ESI materially breaches any of the material terms and conditions of this Agreement;

(vii) the Authorizer or the State revokes the Charter Contract (in which case such termination shall be effective as of the date of such actual revocation); or

(viii) subject to Section 5.7, the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the Charter Contract materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.

(b) ESI Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), the School shall give ESI written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying for the termination and the requirements for correction of the breach. Upon receipt of

the Termination Notice, ESI shall have 60 business days to remedy the breach (the "Cure Period"). If the breach is not corrected within the Cure Period, the School may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 10.2, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the ESI Core Values, the School's termination right under Section 10.2(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 5.7. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of ESI, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of ESI and the School, the School's right to terminate, and ESI's right to cure, will be restored as set forth in Section 10.2(a) and Section 10.2(b).

10.3 Termination by ESI.

ESI may terminate this Agreement in accordance with the following provisions:

(a) Termination For Cause. Subject to the provisions of subparagraph (b) below, ESI may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.3, the term "for cause" shall mean that:

(i) the School materially breaches any of the material terms or conditions of this Agreement;

(ii) the School fails to comply with a material provision of its Bylaws or the Charter Contract;

(iii) subject to Section 5.7, the School violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to ESI or to the School;

(iv) the School takes any action that materially interferes with the ability of ESI to perform under this Agreement;

(v) the School refuses or willfully fails to follow any material direction of ESI related to implementation of the ESI Core Values, the Board of Trustees and ESI are unable to resolve any Dispute relating to such material direction, and such Dispute is not resolved pursuant to Section 11.2(a);

(vi) the Authorizer or the State revokes the Charter Contract (in which case such termination shall be effective as of the date of such actual revocation); or

(vii) the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the Charter Contract materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which ESI was a party on the Effective Date.

(b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.3(a), ESI shall give the School a Termination Notice specifying the section of this Agreement upon which ESI is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have until the end of the Cure Period to remedy the breach. If the breach is not corrected within the Cure Period, ESI may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 10.3, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the ESI Core Values, ESI's termination right under Section 10.3(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 5.7. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of ESI, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of ESI and the School, the ESI's right to terminate, and the School's right to cure, will be restored as set forth in Section 10.2(a) and Section 10.2(b).

10.4 Termination Upon Agreement of the Parties.

This Agreement may be terminated upon written agreement of the Parties.

10.5 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of this Article 10, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. If this Agreement is terminated by either Party during a school year, absent unusual and compelling circumstances, the termination will not become effective until the end of such school year.

10.6 Payment of Service Fee.

Upon termination of this Agreement, the School shall pay ESI any previously unpaid portion of the Service Fee for services performed by ESI until the time of termination, including

any termination pursuant to Section 10.5 above that has not become effective until the end of the School year.

10.7 Assistance Following Termination by ESI.

In the event of termination of this Agreement by ESI, ESI shall provide reasonable assistance to the School for the shorter of the remainder of the current school year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another plan for management of the School, whether by the School itself or by another entity. During the Termination Assistance Period, ESI will be entitled to receive, and the School shall continue to pay, the Service Fee, and the School shall reimburse ESI for all expenses incurred by ESI in providing such transition assistance.

10.8 Records upon Termination.

Upon termination or expiration of this Agreement for any reason, ESI shall give to the School all student, fiscal and other School records.

11. GOVERNING LAW, DISPUTE RESOLUTION, JURY WAIVER, AND VENUE

11.1 Governing Law.

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of the State, without giving effect to the principles of conflict of laws thereof; provided, however, that the *Federal Arbitration Act*, to the extent applicable and inconsistent, will supersede the laws of New York and shall govern.

11.2 Alternative Dispute Resolution.

(a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If a dispute arises in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or Claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a "Dispute"), except for a Claim by ESI relating to its intellectual property rights (including under Article 8), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty calendar days from delivery of the notice of intent to negotiate, either Party may give written notice to the other of a demand for arbitration, whereupon the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.

(b) Binding Arbitration Except With Respect to Intellectual Property and Loans from ESI to the School. Any Dispute, except for a Claim by ESI relating to its intellectual property rights (including under Article 8) or the School's repayment of a loan or advance from ESI to the School, will be resolved by binding

arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association (the "Arbitration Rules"), except as stated below in this clause (b). A Claim by ESI relating to its intellectual property rights (including under Article 8) or the School's repayment of loan or advance from ESI to the School shall not be subject to arbitration absent further agreement by the parties. Within seven calendar days following the giving by either Party of a written notice of a demand for arbitration, (1) each Party shall designate its panel representative and (2) the Party giving such notice shall also give notice to the New York City Charter Center ("NYCCC"), requesting that they designate the third panel member, who shall serve as the Chairperson. If the NYCCC is unwilling or unable to designate a third panel member within seven calendar days of being requested to do so, the Party representatives shall do so within seven additional calendar days. The arbitrators shall convene a hearing as soon as possible thereafter. Each Party may present witnesses, documentary, and other evidence on its behalf, but strict rules of evidence shall not apply. The arbitrators may permit the filing of briefs upon request of either Party. The arbitrators shall issue a written opinion concerning the Dispute, together with their award, within 30 days following the close of the hearing.

(c) Notices. All notices, demands, claims, responses, requests and documents will be sufficiently given or served if delivered in the manner described in Article 12 of this Agreement.

(d) No Punitive Damages. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, the arbitrators are not empowered to award punitive damages.

(e) Expense Shifting For Arbitration Avoidance. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, and except for a Claim by ESI relating to its intellectual property rights (including under Article 8) or the School's repayment of a loan or advance from ESI to the School, which Claim is not subject to arbitration, no Party may seek judicial relief regarding any Dispute. In the event a Party violates this provision by bringing any action for judicial relief in the first instance without pursuing arbitration prior thereto, such Party will be liable to the other Party for, among other things, all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such Party may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrators must grant, and the Party may seek immediately to confirm such award of costs and expenses. In addition, if either Party brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the Party bringing such action to vacate or modify or opposing confirmation, of such award does not prevail, such Party will pay all of the costs and expenses (including,

without limitation, court costs and attorneys' fees) incurred by the other Party in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost-shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or modification of an award, or any order on an appeal to which the preceding sentence applies.

11.3 Waiver of Jury Trial.

The Parties knowingly and willingly waive the right to a jury trial with respect to any Dispute, whether or not subject to the foregoing arbitration provision, and including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason.

11.4 Venue When Judicial Resort is Authorized.

Any action to confirm an arbitral award rendered pursuant to Section 11.2 shall be brought in the courts of New York located in the School's county or the courts of the United States serving New York City. The Parties agree that this Agreement concerns transactions involving commerce among the several states and, except as otherwise provided in Section 11.2(e), hereby irrevocably waive any objection which either may now or hereafter have to personal jurisdiction or the laying of venue for confirmation of an arbitral award in the courts referred to in the preceding sentence. The Parties hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum. Nothing herein shall limit the right of either Party, following the confirmation of an arbitral award, to seek to enforce such award in any appropriate state or federal court. Nothing herein shall limit the right of either Party to seek redress with respect to any Dispute not subject to the foregoing arbitration provision (including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason) in any state or federal court.

12. NOTICE

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

ESI:

Explore Schools, Inc.
1921 8th Avenue

Brooklyn, NY 11215
Attention: Morty Ballen

The School:

Explore Empower Charter School
[insert address]
Attention: School Principal
Facsimile:

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

13. INTERPRETATION AND CONSTRUCTION; AMENDMENT

13.1 Recitals and Exhibits.

The recitals and exhibits to this Agreement are hereby incorporated herein as an integral part of this Agreement. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibit, the terms and provisions of this Agreement shall control.

13.2 Defined Terms and Use of Terms.

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement. When used in this Agreement, the word "including" and words of similar import shall mean "including, without limitation," unless the context requires otherwise.

13.3 Section Headings.

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

13.4 Counterparts.

This Agreement may be executed and delivered in counterparts (including by facsimile or other electronic delivery), each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

13.5 Entire Agreement.

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, including that certain Memorandum of Understanding between the Parties, are superseded by this Agreement.

13.6 Modifications and Amendments; No Parol Evidence.

This Agreement may be altered, changed, added to, deleted from or modified only by agreement in writing duly executed by the Parties. Accordingly, no course of conduct or custom shall constitute an amendment to or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

13.7 Severability.

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

13.8 Negotiated Agreement.

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by both of the Parties, notwithstanding any presumptions at law to the contrary.

MISCELLANEOUS

13.9 Breach and Waiver.

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

13.10 No Third Party Beneficiary Rights.

With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or ESI in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

13.11 Inspection and Access to Records.

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

13.12 Assignment.

This Agreement, including the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or involuntarily, without the prior written consent of the other Party; provided, however, that ESI may assign its rights and obligations under this Agreement to a State not-for-profit organization that is (1) related to ESI by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

13.13 No Partnership.

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

13.14 Further Assurances.

The Parties agree to execute and deliver, or cause to be executed and delivered from time to time, such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

14. SURVIVAL

The provisions of Articles 2, 8, 9, 11, 12, 13 and this Article 15, Sections 3.3, 3.4, 10.6, 10.7, 10.8, 14.1, 14.2, 14.3, 14.4 and 14.5, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provision that is stated to extend for a specified period of time shall survive only for such specified period of time.

- SIGNATURES ARE ON THE FOLLOWING PAGE -

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES

EXPLORE SCHOOLS, INC.

By:_____

Title: _____

Date: _____

EXPLORE CHARTER SCHOOL

By:_____

Title: _____

Date: _____

EXHIBIT A

Services

Area of Service	Deliverable	Timeline
Talent Management	Revision and refinement of staff evaluation templates	Completed for school leadership by end of Term 1
	Design and implementation of a staff recruitment plan including the placement of ads, attendance at career fairs, letter-writing campaigns, open houses	Designed by end of Term 2; implemented in Terms 3-5
	Revision of the staff application and application review criteria	Staff application and rubric revised by Day 1, Term 3
	Refinement of the staff selection process, including recruitment and selection goals	Staff selection process outlined by end of Term 2; goals completed by Term 1
	Conduct initial phone interviews to recommend candidates to the school leaders	Ongoing/as needed
	Develop a leadership succession plan, in conjunction with the Board of Trustees	As needed, per leadership vacancies
	Create and execute a leadership recruitment and selection strategy that includes grooming of internal candidates, tapping into established leadership networks and the placement of ads	Ongoing
	Revise and refine the leadership selection process with the outcome of recommending primary school leader candidates to the Board of Trustees. Facilitate components of the secondary leader selection process, in collaboration with the School Principal, to queue up qualified candidates for the Principal's final selection.	Ongoing
	Revision and refinement of leadership evaluation templates	Ongoing

	Leadership coaching for primary school leaders on a regular basis; organization and facilitation of two leadership retreats throughout the school year,	Weekly 1:1 meeting with Director of Operations; Leadership meetings every other month; leadership retreats in August and February
	Support and supervision of school principal	Weekly 1:1 meetings (with ESI CEO Morty Ballen) and twice yearly evaluation (Mid-Year in February; Operating Values in August)
Strategic Planning around Explore Schools' Core Values	Facilitate the creation of a yearly priority plan based on input from the Board of Trustees and the Principal, and provide for approval by Board of Trustees	1st Draft reviewed at August leadership retreat; final draft completed by end of Term 1
	Network-wide staff engagement and development through two primary events: pre-service day and mid-year network day.	August and February
	Refinement and revision of observation tools to assess academic rigor, student investment, student safety	Focus on Walk-Through Document, Completed by end of Term 1
	Distribution, collection and analysis of mid-year staff satisfaction survey	Administered in February, with a turnaround time within one month
	School quality review: hire independent education expert and facilitate school quality review; facilitate cross-school review of project's findings	End of term 3
	Support the school to administer the Terra Nova standardized test--ESI to purchase an deliver tests and manage scoring and data analyis; school based staff to administer/schedule	
	Facilitate network-wide discussion to refine and revise the academic frameworks	Completed by the end of Term 5
	Coordinate cross-network opportunities to analyze student achievement and provide professional development	Developed in conjunction with school principals
	Coordinate, deliver and evaluate 3 "New To Explore" sessions for employees new to the network	All sessions completed by the end of Term 2

	Provide the school leader with student information database ("Reddiker") and other tools and technical assistance to maintain a school environment and school culture characterized by high academic expectations and a safe, orderly and nurturing environment (e.g., formats to review attendance and suspension data)	Ongoing
Governance Support	Facilitate the preparation and distribution of Board meeting materials	Prior to each Board meeting
	Assist, provide guidance and facilitate board development and committee development	As needed, per the Board of Trustees' goals
	Support Board recruitment through the facilitation of school visits for Board candidates	As needed, per the Board of Trustees' goals
	Point of contact for parents and other stake holders to investigate complaints, including student discipline	Ongoing
	Finalize Tax-Exempt status for school	
	Facilitation of Board retreats to build capacity	Yearly, based on Board goals
Finance Support		
	Prepare an annual budget, in conjunction with the School Principal, for Board approval	Preliminary Budget is due at the April Board meeting
	Provide technical assistance with the preparation and distribution of quarterly budget to actual reports	To be shared within the month following quarter end
	Facilitate finance committee meetings to review the quarterly financial reports	Quarterly Board meetings
	Provide tools and technical assistance to school-based personnel to provide budget-to-actual figures to key members of the school-based leadership team	Process to be launched in Term 1
	Serve as point person for the school to work with the auditors to prepare for the annual financial aduit	Summer/Fall 2009 = support for the 08-09 Audit
	Conduct periodic internal audits to confirm school-based staff is following the procedures outlined in the Finance Manual	
Human Resources Support		

	Revise the employee handbook template and review with employees	Compled prior to pre-service
	Provide technical assistance for staff discipline issues, including termination	
	Provide support to create staff handbook addenda, specific to the school	As needed, per school leadership
	Provide technical assistance to site-based leadership and staff with payroll	Ongoing, per each pay period
	Recommend an employee benefit plan, for approval by the Board of Trustees and school leaders	June - per procurement policy
	Recommend a salary scale, for approval by the Board of Trustees and school leaders	Completed prior to final passage of the budget
	Ongoing revision of the hire letter	As needed, per counsel
	Provide technical assistance in the area of benefits administration to school-based leadership	As needed by school leadership, based on employee needs
	Provide technical assistance and expertise in the collection, filing, maintenance, and upkeep of personnel information	As needed by school leadership
	Point person with counsel to ensure personnel issues are handled in compliance with the law	As needed
	Provide technical assistance to support the tracking of time and leave time	As needed
	Provide technical assistance with compliance requirements of teacher certification and fingerprinting	As needed
Student Enrollment and Information		
	Prepare a student-parent handbook template	
	Provide support and technical assistance to comply with the law and procedures regarding student suspension & expulsion(e.g. tools to communicate with Trustees), student enrollment (tools to track initial and ongoing enrollment) and student immunization	As needed

	Provide the school with technical assistance to maintain, collect, store and transfer student records in compliance with city and state data collection mandates	As needed
	Draft and recommend a yearly calendar, aligned to Explore Schools' extended year model, for approval by the school leader	Complete by end of Term 5
Reporting Requirements	Reporting Requirements	
	Facilitate the completion of annual report, annual site visit preparation, charter material changes	For school leader approval, prior to federal and state deadlines
	Assist the school in meeting the goals set forth in school's charter contract and any additional guidelines set forth by the school and the Board of Trustees	As needed
	Compliance	
	Provide technical assistance to ensure that internal vendor selection procedures comply with the organization's conflict-of-interest policy	As needed
	Provide technical assistance with compliance requirements of teacher certification and fingerprinting	As needed
Other Operations Support		
	Recommend liability, etc, insurance coverage and policies to the schools. Liase with insurance broker. Technical assistance to school-based staff on insurance policy issues	
	Support school's move to new location	Summer 2010
Advocacy, Policy & External Relations	Maintain communication with the NYCDOE regarding long-term space	Facilitate future site planning meeting with Office of Portfolio Development by completion of Term 2
	Plan and execute an external fundraising event	Term 4 or Term 5
	Send an annual newsletter and update to market the school's achievements	Completed no later than end of Term 3
	Maintain network website, including providing weekly updates to school's individual webpages at same time each week	ongoing

	Advocate for Explore at the city, state, and national level with funders, policymakers, elected officials, and NYCDOE decision-makers	Ongoing
	ESI to manage network-wide marketing materials, including the website; school to manage school-specific marketing needs	
Technology		
	Data management--facilitate network-wide support of Reddiker; school responsible to data entry and day-to-day data management; ESI is contact with vendor and project management for database rollout and training	
	Develop strategic vision in collaboration with School leadership, including network-wide technology planning such as purchasing/replacement schedule, inventory; network support; staff training in collaboration with School leadership	
	Manage on-site tech contractors and liase with School tech staff; act as point of contact for issues between school site and tech vendors	
Public Grant Support		
	Complete and submit to school leadership for approval: E-rate application, Title I application	Completion of applications for School approval one week prior to application deadlines
	Facilitate ongoing reporting and invoicing requirements for ARRA, CSP, Title grants and E-rate; provide school-based staff with reminders of deadlines and contract requirements; technical assistance with grant management/data delivery; school is responsible to data collection	

EXHIBIT B

ESI Core Values

- Students achieve when they are expected to continuously improve.
- Students achieve when the adults collaborate, reflect, enjoy autonomy and are held accountable.
- Students achieve in school defined by transparent and measurable goals.
- Students achieve when they feel safe.
- Students achieve when they love school.

EXHIBIT C

Service Fee

As soon as practicable after the Effective Date, the School will deliver to ESI an estimate of the number of pupils expected to be enrolled at the School during the succeeding school year. During the Initial Term, the School shall pay ESI an aggregate service fee equal to (a)(i) 11.5% of the per-pupil allocation amount allocated to the School by the State for the 2010-2011 school year multiplied by (ii) the number of students set forth in the School's estimate of enrollment, plus (b) $20,000 (collectively, the "Service Fee"); provided, however, that if, during the Initial Term, the State increases or decreases the per-pupil allocation amount previously allocated to the School, the Service Fee shall be increased or decreased by the corresponding amount, which increase or decrease in Service Fee shall be applied as of the date the corresponding increase or decrease in the per-pupil allocation amount is deemed effective by the State; and provided, further, that, because the Service Fee is based on an estimate of the number of students expected to be enrolled during each school year, if, at the end of the school year, the actual enrollment is greater or less than the enrollment estimated at the beginning of such school year (including any mid-year increases or decreases in enrollment), the School shall pay to ESI or ESI shall reimburse to the School, as applicable, promptly after the end of the school year, a lump sum payment equal to (x) 11.5% of the per-pupil allocation amount allocated to the School for the prior school year multiplied by (y) the difference between the number of students actually enrolled at the end of such school year and the number in the School's estimate. The applicable portion of the Service Fee shall be payable by the School every other month in advance, beginning on July 1, 2010. ESI and the School acknowledge that a portion of the Service Fee corresponds to amounts payable in respect of Services provided by ESI to organize, form and launch the School, including obtaining the Charter, and amounts advanced by ESI to third parties in connection with such organization, formation and launch.

Prior Management Contracts

Explore Schools and Empower Charter School 2010-2011 Contract. Empower Charter School applied for their 501c3 status in 2010 and has not yet received it.

ACADEMIC AND BUSINESS SERVICES AGREEMENT

By and Between

EXPLORE SCHOOLS, INC. and

EXPLORE EMPOWER CHARTER SCHOOL

This Academic and Business Services Agreement (this "Agreement") is made and entered into as of July 1, 2010 (the "Effective Date"), by and between Explore Schools, Inc., a New York not for profit corporation ("ESI") and Explore Empower Charter School, a New York education corporation (the "School," and the School together with ESI, each a "Party" and collectively the "Parties").

WHEREAS, ESI was incorporated as a charitable organization to assist the School in its formation and in furthering its educational goals, including by working with educators to improve student performance, providing educational career development, leadership development and training for educators, providing data tools for educators to measure achievement and assist with analysis and assessment; and advancing the educational programs, plans and goals of such schools;

WHEREAS, the School desires to engage ESI to provide certain services to the School, and ESI desires to accept such engagement and provide such services;

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"Agreement" has the meaning set forth in the Preamble.

"Arbitration Rules" has the meaning set forth in Section 11.2(b).

"Authorizer" means the Board of Regents of the University of the State of New York, or the Department of Education of the City of New York, or both, as the context may require.

"Board of Trustees" means the Board of Trustees of the School.

"Charter Contract" means the School's contract with the Authorizer, which authorized the organization and operation of the School.

"Claims" has the meaning set forth in Section 9.2.

"Confidential Information" has the meaning set forth in Section 8.1(a).

"Cure Period" has the meaning set forth in Section 10.2(b).

"Derivatives" has the meaning set forth in Section 8.1(b).

"Director of Operations" means the senior-most School employee who manages non-instructional operations.

"Dispute" has the meaning set forth in Section 11.2(a).

"Effective Date" has the meaning set forth in the recitals.

"ESI" has the meaning set forth in the Preamble.

"ESI Core Values" means the framework developed by ESI to ensure success at the charter schools it manages, a copy of which is attached hereto as Exhibit B.

"FERPA" has the meaning set forth in Section 6.5.

"Indemnified Claims" has the meaning set forth in Section 9.2.

"Indemnified Party" has the meaning set forth in Section 9.6(a).

"Indemnifying Party" has the meaning set forth in Section 9.6(a).

"Initial Term" has the meaning set forth in Section 10.1.

"Marks" has the meaning set forth in Section 8.1(c).

"NYCCC" has the meaning set forth in Section 11.2(b).

"Party" and "Parties" has the meaning set forth in the Preamble.

"Principal" means the person in charge of the day-to-day operation of the School.

"Regulatory Authority" means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

"School" has the meaning set forth in the Preamble.

"School Indemnified Persons" has the meaning set forth in Section 9.2.

"Service Fee" has the meaning set forth in Section 7.4.

"State" means New York State.

"Student Confidential Information" means all personal and academic information and records pertaining to the students of the School.

"Term" has the meaning set forth in Section 10.1.

"Termination Assistance Period" has the meaning set forth in Section 10.7.

"Termination Notice" has the meaning set forth in Section 10.2(b).

"Third Party Claim" has the meaning set forth in Section 9.6.

"Threshold Amount" has the meaning set forth in Section 9.4.

"Use" means the right to load, execute, store, transmit, display, copy, disseminate, reproduce, maintain, modify, enhance, create derivative works, make and cause to be made.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of ESI.

ESI represents and warrants as follows:

(a) Organization. ESI is a non-stock, not for profit corporation duly organized under the laws of the State, with the legal ability to contract to provide to charter schools, including the School, the services contemplated by this Agreement.

(b) Authority. ESI has all requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement constitutes a valid and binding obligation of ESI, enforceable against ESI in accordance with its terms.

(c) Full Disclosure. No representation or warranty of ESI contained in this Agreement and no statement, information or certificate furnished or to be furnished by ESI pursuant to this Agreement contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained in this Agreement not misleading.

(d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of ESI, threatened before any Regulatory Authority to which ESI is a party or that may result in any judgment, order, decree, liability, award or other determination that will or may reasonably be expected to have an adverse effect upon ESI. No such judgment, order, decree or award has been entered against ESI that has, or may reasonably be expected to have, such effect. There is no

claim, action or proceeding now pending or , to the knowledge of ESI, threatened before any Regulatory Authority involvi ng ESI that will or m ay reasonably be expected to prevent or ham per the pe rformance by ESI of its covenants and obligations contemplated by this Agreement.

(e) Conduct of ESI. ESI has co mplied, and at all tim es during the Term will comply, with all loc al, sta te and f ederal laws and regula tions tha t ar e applicab le to ESI, including the Internal R evenue Code a nd the non-profit cor poration law of the State. ESI has maintained and will maintain adequate records of the activities and decisions of ESI to ens ure and docum ent compliance with all such laws and regulations.

2.2 Representations and Warranties of the School.

The School represents and warrants as follows:

(a) Organization; Authorization; Tax E xempt Status. The School is, and at all tim es during the T erm will be, an educatio n corporation duly o rganized under the laws of the State, with th e p urpose and legal ability to con tract to operate a charter school and to contract for educational management services. The S chool is authorized to organize and operate the School and is vested by the Authorizer with all po wers neces sary to carry out the ed ucational p rogram outlined in the Charter Contract. Regardless of the delegation of any duties to ESI, the School shall at all tim es retain all rights and re sponsibilities under the Charter Contract. To the knowledge of the School, the School is a tax-exempt entity.

(b) Authority. The School has all requisite pow er and au thority to ex ecute and deliver this Agreement and to perform its obligations hereunder. This Agreement constitutes a valid and binding oblig ation of the School, enforceab le ag ainst th e School in accordance with its terms.

(c) Full Disclosure. No representation or warranty of the Sc hool contained in this Agreement and no statem ent, inform ation or certificate furnished or to be furnished by the School pursuant to this Agreement contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained in this Agreement not misleading.

(d) Litigation. There is no suit, claim , ac tion o r proceeding no w pending or, to th e knowledge of the School, threatened befo re any Regulatory Authority to which the Schoo l is a pa rty or that m ay result in any judgm ent, order, decree, liability, award or other de termination that will o r may reasonably be expec ted to h ave an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School that has, or may reasonably be expected to have, such effect. There is no claim , acti on o r pro ceeding no w pending or, to the knowledge of the School, threatened befo re any Regulatory Authority involving the School that will or m ay reasonably be expected to prevent or hamper the

performance by the School of its covenants or obligations contemplated by this Agreement.

(e) Conduct of the School and the Board of Trustees. The School has complied, and at all times during the Term will comply, with all local, State and federal laws and regulations that are applicable to the School, including the Internal Revenue Code, the non-profit corporation law of the State, the Charter Contract and the open records and meetings laws of New York. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide ESI with copies of all such records reasonably requested by ESI and to allow ESI to, at ESI's discretion, assist with the preparation and retention of such records.

3. AUTHORITY

3.1 Delegation of Authority to ESI.

The School hereby authorizes ESI to undertake the functions contemplated by this Agreement and to provide the Services (as defined below) to or on behalf of the School, as the case may be, it being understood that, at all times, ESI remains accountable and subject to the oversight of the School, the Board of Trustees, the Authorizer and State authorities, as provided for in this Agreement and by law. The School also authorizes ESI to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in ESI's good faith and reasonable judgment to properly and efficiently support the operation of the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Board of Trustees. ESI will give notice to the School prior to taking any such actions pursuant to this Section 3.1 that require approval of the Board of Trustees as described herein and in the Charter Contract and By-Laws of the School. Further, ESI will provide the School with a report on a bi-monthly basis (i.e., every two months) listing all actions undertaken on behalf of the School.

3.2 ESI Authority to Subcontract.

Except to the extent prohibited by law or this Agreement, ESI may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge ESI from any obligation or liability under this Agreement. Any such subcontract valued at over $25,000 requires the approval of the Board of Trustees, which approval shall not be unreasonably withheld, conditioned or delayed.

3.3 Board of Regents Authority.

Nothing in this Agreement shall be construed in any way to limit the authority of the Board of Regents of the University of the State of New York, including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the *New York Charter Schools Act of 1998*, as amended.

3.4 Conflict with Charter.

Subject to Section 13.5, to the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

4. DUTIES AND OBLIGATIONS OF ESI

In exchange for the Service Fee, as described in Section 7.4 and Exhibit C attached hereto, and paid by the School to ESI, ESI will provide the services set forth on Exhibit A attached hereto (the "Services"), as and to the extent required in ESI's good faith reasonable judgment and/or requested by the School. ESI may, but is not obligated to, provide additional services for additional compensation. ESI may perform functions off-site, except as prohibited by State law. ESI may utilize web-based systems to provide support and counsel to the School.

5. DUTIES AND OBLIGATIONS OF THE SCHOOL

In addition to any duties and obligations expressly set forth on Exhibit A, the School (and ESI) shall have the following duties and obligations:

5.1 Provision of Suitable School Facilities.

The location of the School is PS 138, Brooklyn, NY 11226. Should the School need to be moved in any subsequent year because of a need for more space, a dispute with the operators of the Facility or other reason, ESI shall use commercially reasonable efforts to assist the School in the identification of a Facility. The School will consult with ESI prior to entering into a lease or purchase of a Facility. ESI will assist the School in providing Facilities needed to expand the School in the future.

5.2 Annual Audit.

The School shall arrange and pay for an annual audit of the School to be conducted in compliance with State law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Board of Trustees of the School, who shall consult with ESI prior to selecting the certified public accountant.

5.3 Legal Services.

The School shall arrange and, if necessary, pay for its own legal services.

5.4 Accounting, Bookkeeping, Procurement, and other Financial Functions.

The School shall be responsible and accountable for the following financial, accounting, and bookkeeping functions:

(a) timely payment of invoices;

(b) payroll, in accordance with Section 5.5.

(c) monthly reconciliation of bank statements;

(d) debit and credit entries, using the financial management software selected by ESI; and

(e) procurement.

ESI shall provide initial training to the Director of Operations in the use of the financial management software selected by ESI, and shall provide support and oversight as may pertain to the functions listed above. ESI shall also work closely with the Director of Operations to ensure accurate and timely financial reporting to the Board of Trustees and funding agencies, including but not limited to the New York City Department of Education and the State Education Department of New York.

5.5 Payroll, Employee Salaries and Benefits.

The School shall be responsible and accountable for the funding and payment of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed at the School. All such payments shall be made on a timely basis, in accordance with all State and federal laws and regulations, including all tax requirements.

5.6 Power and Authority.

The School shall ensure that ESI has all power and authority necessary to carry out the duties of ESI under this Agreement. This shall include ensuring that no other entity or any individual, including any officer, agent or director of the School, has or exercises any authority that might interfere with the duties of ESI.

5.7 State and Federal Waivers.

The School shall, with ESI's assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the ESI Core Values.

6. OPERATION OF THE SCHOOL

6.1 Recruitment and Admission.

ESI and the School shall be jointly responsible for the recruitment of students and the administration of the enrollment lottery conducted by the School. The School and ESI shall encourage applications that will result in a student body reflecting the racial, ethnic, academic, and economic diversity of the community of Brooklyn which the School most directly serves.

6.2 School Day and Year for Students.

The School's calendar shall be developed annually by the Principal in consultation with ESI, and shall extend from on or about September 1 to on or about July 31, with scheduled vacations.

6.3 School Policies.

The School and ESI are committed to the success of the educational program set forth in the ESI Core Values, which are incorporated herein by reference. Consequently, ESI shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations, procedures, personnel and budget, to enable the School to implement the ESI Core Values; and the School shall exercise good faith in considering and adopting ESI's recommendations, so that the ESI Core Values may be properly implemented. Any unsettled dispute between the recommendations of ESI and the consideration and adoption by the School of such recommendations will be brought promptly to the attention of the Board of Trustees, and if necessary, settled pursuant to Section 11.2(a).

6.4 Due Process.

The School shall provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records. The Principal shall have the authority to suspend a student as provided for in the Charter Contract or in subsequent policies adopted by the Board of Trustees. Only the Board of Trustees may expel a student, based on a recommendation by the Principal.

6.5 Family Educational Rights and Privacy Act.

The School hereby designates employees of ESI as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). ESI, its officers and employees shall comply with FERPA at all times.

7. FINANCIAL ARRANGEMENTS

7.1 Funding Eligibility.

The Director of Operations and the Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive from the New York City, State, and federal governments all applicable funds to which the School is entitled. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. ESI shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The School shall permit ESI to review any such applications and reports prior to their submission, and ESI shall have the right to assume control of the application and report process if and to the extent it deems it appropriate to do so.

7.2 Donations and Grants.

Both the School and ESI may solicit and receive grants and donations consistent with the mission of the School.

7.3 Extracurricular Fees.

Consistent with local practice and as allo wed by law, the School m ay charge fees to students for extra services such as summ er ac tivities, extracurricular clubs and after school athletics.

7.4 Service Fee.

The Service Fee payable by the School to ESI in exchange for the Services provided by ESI is described in Exhibit C attached hereto.

7.5 ESI Not Required to Make Loans or Advances.

ESI shall have no obligation to advance or lo an any funds to the School. Loans as agreed to between the parties are permissible, subject to Section 9.9 herein.

8. PROPRIETARY AND CONFIDENTIAL INFORMATION

8.1 Certain Definitions.

(a) "Confidential Information" means:

(i) any and all technical and non-technical inform ation, whether communicated orally or in writing, including, without limitation, patent, copyright, trade secret and proprietary inform ation, techniques, sketches, drawings, models, inventions, know-how , processes, form ulae, apparatus, equipment and biological m aterials re lated to the cur rent, f uture an d proposed products, services, or project s of ESI, and includes, without limitation, inform ation concerning research, experim ental work, development, design details and sp ecifications, engineering, financial information, procurement requirem ents, pur chasing, manufacturing, customer lists, busin ess forecasts an d sales and m arketing plans, and an y Derivatives of the foregoing whether created by ESI or the School;

(ii) any instruc tional m aterials, train ing m aterials, curricu lum and lesson plans, and any other m aterials developed by ESI, its em ployees, agents or subcontractors, any individual working for or supervised by ESI, or any individual employed by the School working primarily at the School;

(iii) any inf ormation that ES I trea ts or m aintains as conf idential, proprie tary, restricted, or otherwise as not to be disclosed generally;

(iv) any information disclosed by ESI to the School or known by the School as a result of the relationship created by this Agreem ent, which inf ormation is not generally known or publicly available and that in any way relates to ESI's products; services; techniques or know-how; trade secrets; ideas; processes; com puter program s; docum ents; m aterials; business

information; marketing materials (including costs, pricing, and customer lists); and

(v) all information received by ESI from third parties in confidence.

"Confidential Information" shall not include Student Confidential Information.

(b) "Derivatives" means:

(i) for copyrightable or copyrighted material, any translation, abridgement, revision or other form in which an existing work may be recast, transformed or adapted;

(ii) for patentable or patented material, any improvement thereon; and

(iii) for material that is protected by trade secret, any new material derived from such existing trade secret material, including new material which may be protected by copyright, patent, trade secret, and/or any other recognized proprietary right.

(c) "Marks" means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to ESI.

8.2 Treatment of Marks.

(a) Ownership of Marks. All Marks created or owned by ESI shall at all times remain the property of ESI, and no license or other right to use, modify and/or sell the Marks is granted or implied hereby, except as set forth in Section 8.2(b).

(b) License to the School. ESI hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to Use the Marks during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to Use the Marks, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants comply with the terms of this Article 8.

(c) Cease of Use of Marks. Upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the extent that any materials of the School include any of the Marks, the School shall (i) return to ESI or destroy such materials, as directed by ESI, and (ii) change such materials so that they do not include any of the Marks, or any portion of the Marks.

8.3 Treatment of Confidential Information.

(a) Ownership of Confidential Information. All Confidential Information and any Derivatives thereof, whether created by ESI or the School, remain the property of ESI, and no license or other right to use, modify and/or sell the Confidential Information and any Derivatives thereof is granted or implied hereby, except as set forth in Section 8.5(b).

(b) License to the School. ESI hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to have access to and Use the Confidential Information during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to have access to and Use the Confidential Information, solely to as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants agree in writing to comply with the terms of this Article 8.

(c) Use of Third Party Proprietary Information. The School will not knowingly infringe upon, or permit any of its employees or agents to knowingly infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement, and if the School becomes aware of any such infringement or alleged instance of infringement, the School agrees to notify ESI promptly in writing.

(d) Disclosure of Confidential Information. The School acknowledges that prior to the Term, ESI may have disclosed, and during the Term ESI may disclose, Confidential Information to the School, including information that is currently in existence and information that may be created in the future.

(i) The School agrees that it will not, at any time or in any manner, directly or indirectly, disclose any Confidential Information to any third party without the prior written consent of ESI. ESI agrees that it shall not unreasonably withhold such written consent.

(ii) The School shall treat all Confidential Information with the same degree of care as a reasonable and prudent person would accord his or her own confidential information, and shall use its best efforts to assure that it, its employees and its agents do not disclose or Use such Confidential Information, other than as may be reasonably necessary in connection with the performance of this Agreement.

(iii) To the extent a final order from a Regulatory Authority requires the School to disclose any Confidential Information, the School shall not be considered in breach of this Section 8.3(d); provided that the School provides prior notice to ESI, if permitted by the Regulatory Authority.

(e) Return of Confidential Information. Any and all Confidential Information and any Derivatives thereof, including all written and electronic copies, in the School's possession or control shall be, at ESI's discretion, either returned to ESI promptly upon termination or expiration of this Agreement or destroyed, at which time all rights of the School to Use such Confidential Information shall cease.

(f) Rights to Confidential Information. Except as required for the Parties' performance hereunder, nothing in this Agreement shall be construed to require ESI to provide, or to entitle the School to obtain, any Confidential Information or any rights therein.

8.4 Specific Performance.

In addition to all of the remedies otherwise available to ESI, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 8, ESI shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 8. All of ESI's remedies for breach of this Article 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that ESI's rights under this Article 8 are special and unique and that any violation of this Article 8 by the School would not be adequately compensated by money damages alone.

9. INDEMNIFICATION

9.1 Representations and Warranties.

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties.

9.2 Indemnification of the School.

ESI shall hold the School and its trustees, officers, successors, assigns, and agents (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate of *The Wall Street Journal* from time to time prevailing (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of (i) ESI's gross negligence or willful misconduct or (ii) any breach or violation of ESI's representations, warranties, covenants, or agreements contained in this Agreement.

9.3 Indemnification of ESI.

The School shall hold ESI and its affiliates and the shareholders, directors, officers, partners, successors, assigns, and agents of each of them harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them

resulting from or arising out of (i) the School's gross negligence or willful misconduct or (ii) any breach or violation of the School's representations, warranties, covenants and agreements contained in this Agreement.

9.4 Limitation on Claims of the School.

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and ESI shall have no obligations or liabilities pursuant to Section 9.2:

(a) until the aggregate of the Claims suffered or incurred by the School exceeds Five Thousand Dollars ($5,000) (the "Threshold Amount"). After the Threshold Amount has been met there shall be liability for the aggregate amount of all Claims, including the Claims used to reach the Threshold Amount. In computing the amount of the Claims incurred by the School, the amount of any income tax savings actually realized by the School as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;

(b) in excess of the Service Fee paid by the School to ESI during the academic year in which the action or omission giving rise to the Claim occurred;

(c) if such liabilities are covered by insurance, to the extent the amount of such liabilities exceeds the amount of any insurance proceeds received for the insured event giving rise to the liabilities; and

(d) if the claim for indemnification is made pursuant to Section 9.2 as a result of a breach of a representation or warranty made in this Agreement by ESI, to the extent that ESI can demonstrate that the School had actual knowledge, prior to the execution of this Agreement by the School, that the applicable representation or warranty was untrue or incomplete or had been breached.

9.5 Limitation on Claims of ESI.

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and the School shall have no obligations or liabilities pursuant to Section 9.3:

(a) until the aggregate of the Claims suffered or incurred by ESI exceeds the Threshold Amount; provided, however, that the limitation in this clause (a) shall not apply to Claims relating to misuse of intellectual property (including breach of Article 8). After the Threshold Amount has been met there shall be liability for the aggregate amount of all Claims, including the Claims used to reach the Threshold Amount. In computing the amount of the Claims incurred by ESI, the amount of any income tax savings actually realized by ESI as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;

(b) to the extent such liabilities exceed the Service Fee paid by the School during the academic year in which the action or omission giving rise to the Claim occurred; provided, however, that the limitation in this clause (b) shall not apply to Claims

or other liabilities relating to misuse of intellectual property (including breach of Article 8);

(c) if such liabilities are covered by insurance, to the extent the amount of such liabilities exceeds the amount of any insurance proceeds received for the insured event giving rise to the liabilities; provided, however, that the limitation in this clause (c) shall not apply to Claims or other liabilities relating to misuse of intellectual property (including breach of Article 8); and

(d) if the claim for indemnification is made pursuant to Section 9.3 as a result of a breach of a representation or warranty made in this Agreement by the School, to the extent that the School can demonstrate that ESI had, prior to the execution of this Agreement by ESI, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached.

9.6 Indemnification of Third-Party Claims.

The obligations and liabilities of any Party to indemnify the other under this Article 9 with respect to a Claim relating to or arising from third parties (a "Third Party Claim") shall be subject to the following terms and conditions:

(a) Notice and Defense. The Party to be indemnified (the "Indemnified Party") shall give the Party from whom indemnification is sought (the "Indemnifying Party") prompt written notice of any such Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party's duty or obligations under this Article 9 except to the extent the Indemnifying Party is prejudiced by such failure. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Article 9 with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Claim and shall not conduct its own defense of such Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense.

(b) Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Claim and fails to defend such Claim actively and in good faith, then the Indemnified Party may (upon written notice to the Indemnifying Party) undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter

have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.

(c) Indemnified Party's Rights. Anything in this Article 9 to the contrary notwithstanding, (i) if there is a reasonable probability that a Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Claim.

9.7 Payment.

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 9. Upon judgment, determination, settlement or compromise of any Third Party Claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

9.8 Adjustment of Liability.

In the event an Indemnifying Party is required to make any payment under this Article 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount equal to (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

9.9 Loans from ESI to the School.

Any loan or advance made by ESI to the School shall not be subject to the foregoing provisions of this Article 9, and shall instead be subject to the terms of such loan or advance.

10. TERM AND TERMINATION

10.1 Term.

This Agreement shall have an initial term commencing on the Effective Date and ending on June 30, 2011 (the "Initial Term"). The Parties may renew this Agreement for subsequent one-year periods by mutual written agreement not later than 30 days prior to the expiration of this Agreement (each such additional one year period, together with the Initial Term, the "Term").

10.2 Termination by the School.

The School may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.2, the term "for cause" shall mean:

(i) ESI becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;

(ii) ESI has been found by an arbitrator to have been grossly negligent in the use of its funds;

(iii) a Regulatory Authority has revoked any license which may be required for ESI to carry on its business and perform its obligations and functions under this Agreement;

(iv) after a period of at least three years from the Effective Date of this Agreement, the School fails to make reasonable progress toward achievement of the goals and objectives outlined in the "Goals and Objectives" section of the Charter Contract;

(v) subject to Section 5.7, ESI violates any material provision of law with respect to the School from which the School was not specifically exempted and that results in material adverse consequences to the School;

(vi) ESI materially breaches any of the material terms and conditions of this Agreement;

(vii) the Authorizer or the State revokes the Charter Contract (in which case such termination shall be effective as of the date of such actual revocation); or

(viii) subject to Section 5.7, the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such

enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the Charter Contract materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.

(b) ESI Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), the School shall give ESI written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, ESI shall have 60 business days to remedy the breach (the "Cure Period"). If the breach is not corrected within the Cure Period, the School may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 10.2, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the ESI Core Values, the School's termination right under Section 10.2(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 5.7. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of ESI, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of ESI and the School, the School's right to terminate, and ESI's right to cure, will be restored as set forth in Section 10.2(a) and Section 10.2(b).

10.3 Termination by ESI.

ESI may terminate this Agreement in accordance with the following provisions:

(a) Termination For Cause. Subject to the provisions of subparagraph (b) below, ESI may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.3, the term "for cause" shall mean that:

(i) the School materially breaches any of the material terms or conditions of this Agreement;

(ii) the School fails to comply with a material provision of its Bylaws or the Charter Contract;

(iii) subject to Section 5.7, the School violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to ESI or to the School;

(iv) the School takes any action that materially interferes with the ability of ESI to perform under this Agreement;

(v) the School refuses or willfully fails to follow any material direction of ESI related to implementation of the ESI Core Values, the Board of Trustees and ESI are unable to resolve any Dispute relating to such material direction, and such Dispute is not resolved pursuant to Section 11.2(a);

(vi) the Authorizer or the State revokes the Charter Contract (in which case such termination shall be effective as of the date of such actual revocation); or

(vii) the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the Charter Contract materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which ESI was a party on the Effective Date.

(b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.3(a), ESI shall give the School a Termination Notice specifying the section of this Agreement upon which ESI is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have until the end of the Cure Period to remedy the breach. If the breach is not corrected within the Cure Period, ESI may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 10.3, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the ESI Core Values, ESI's termination right under Section 10.3(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 5.7. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of ESI, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of ESI and the School, the ESI's right to terminate, and the School's right to cure, will be restored as set forth in Section 10.2(a) and Section 10.2(b).

10.4 Termination Upon Agreement of the Parties.

This Agreement may be terminated upon written agreement of the Parties.

10.5 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of this Article 10, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. If this Agreement is terminated by either Party during a school year, absent unusual and compelling circumstances, the termination will not become effective until the end of such school year.

10.6 Payment of Service Fee.

Upon termination of this Agreement, the School shall pay ESI any previously unpaid portion of the Service Fee for services performed by ESI until the time of termination, including any termination pursuant to Section 10.5 above that has not become effective until the end of the School year.

10.7 Assistance Following Termination by ESI.

In the event of termination of this Agreement by ESI, ESI shall provide reasonable assistance to the School for the shorter of the remainder of the current school year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another plan for management of the School, whether by the School itself or by another entity. During the Termination Assistance Period, ESI will be entitled to receive, and the School shall continue to pay, the Service Fee, and the School shall reimburse ESI for all expenses incurred by ESI in providing such transition assistance.

10.8 Records upon Termination.

Upon termination or expiration of this Agreement for any reason, ESI shall give to the School all student, fiscal and other School records.

11. GOVERNING LAW, DISPUTE RESOLUTION, JURY WAIVER, AND VENUE

11.1 Governing Law.

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of the State, without giving effect to the principles of conflict of laws thereof; provided, however, that the *Federal Arbitration Act*, to the extent applicable and inconsistent, will supersede the laws of New York and shall govern.

11.2 Alternative Dispute Resolution.

(a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If a dispute arises in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or Claim arising out of or relating to

this Agreement or the relationship resulting in or from this Agreement (a "Dispute"), except for a Claim by ESI relating to its intellectual property rights (including under Article 8), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty calendar days from delivery of the notice of intent to negotiate, either Party may give written notice to the other of a demand for arbitration, whereupon the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.

(b) Binding Arbitration Except With Respect to Intellectual Property and Loans from ESI to the School. Any Dispute, except for a Claim by ESI relating to its intellectual property rights (including under Article 8) or the School's repayment of a loan or advance from ESI to the School, will be resolved by binding arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association (the "Arbitration Rules"), except as stated below in this clause (b). A Claim by ESI relating to its intellectual property rights (including under Article 8) or the School's repayment of loan or advance from ESI to the School shall not be subject to arbitration absent further agreement by the parties. Within seven calendar days following the giving by either Party of a written notice of a demand for arbitration, (1) each Party shall designate its panel representative and (2) the Party giving such notice shall also give notice to the New York City Charter Center ("NYCCC"), requesting that they designate the third panel member, who shall serve as the Chairperson. If the NYCCC is unwilling or unable to designate a third panel member within seven calendar days of being requested to do so, the Party representatives shall do so within seven additional calendar days. The arbitrators shall convene a hearing as soon as possible thereafter. Each Party may present witnesses, documentary, and other evidence on its behalf, but strict rules of evidence shall not apply. The arbitrators may permit the filing of briefs upon request of either Party. The arbitrators shall issue a written opinion concerning the Dispute, together with their award, within 30 days following the close of the hearing.

(c) Notices. All notices, demands, claims, responses, requests and documents will be sufficiently given or served if delivered in the manner described in Article 12 of this Agreement.

(d) No Punitive Damages. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, the arbitrators are not empowered to award punitive damages.

(e) Expense Shifting For Arbitration Avoidance. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, and except for a Claim by ESI relating to its intellectual property rights (including under Article 8) or the School's repayment of a loan or advance from ESI to the School, which Claim is not subject to arbitration, no Party may seek judicial relief regarding any Dispute. In the event a Party violates this provision by bringing any action for judicial relief in the first instance without pursuing arbitration prior thereto, such Party

will be liable to the other Party for, among other things, all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such Party may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrators must grant, and the Party may seek immediately to confirm such award of costs and expenses. In addition, if either Party brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the Party bringing such action to vacate or modify or opposing confirmation, of such award does not prevail, such Party will pay all of the costs and expenses (including, without limitation, court costs and attorneys' fees) incurred by the other Party in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost-shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or modification of an award, or any order on an appeal to which the preceding sentence applies.

11.3 Waiver of Jury Trial.

The Parties knowingly and willingly waive the right to a jury trial with respect to any Dispute, whether or not subject to the foregoing arbitration provision, and including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason.

11.4 Venue When Judicial Resort is Authorized.

Any action to confirm an arbitral award rendered pursuant to Section 11.2 shall be brought in the courts of New York located in the School's county or the courts of the United States serving New York City. The Parties agree that this Agreement concerns transactions involving commerce among the several states and, except as otherwise provided in Section 11.2(e), hereby irrevocably waive any objection which either may now or hereafter have to personal jurisdiction or the laying of venue for confirmation of an arbitral award in the courts referred to in the preceding sentence. The Parties hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum. Nothing herein shall limit the right of either Party, following the confirmation of an arbitral award, to seek to enforce such award in any appropriate state or federal court. Nothing herein shall limit the right of either Party to seek redress with respect to any Dispute not subject to the foregoing arbitration provision (including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason) in any state or federal court.

12. NOTICE

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

ESI:

Explore Schools, Inc.
1921 8th Avenue
Brooklyn, NY 11215
Attention: Morty Ballen

The School:

Explore Empower Charter School
[insert address]
Attention: School Principal
Facsimile:

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

13. INTERPRETATION AND CONSTRUCTION; AMENDMENT

13.1 Recitals and Exhibits.

The recitals and exhibits to this Agreement are hereby incorporated herein as an integral part of this Agreement. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibit, the terms and provisions of this Agreement shall control.

13.2 Defined Terms and Use of Terms.

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this

Agreement. When used in this Agreement, the word "including" and words of similar import shall mean "including, without limitation," unless the context requires otherwise.

13.3 Section Headings.

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

13.4 Counterparts.

This Agreement may be executed and delivered in counterparts (including by facsimile or other electronic delivery), each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

13.5 Entire Agreement.

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, including that certain Memorandum of Understanding between the Parties, are superseded by this Agreement.

13.6 Modifications and Amendments; No Parol Evidence.

This Agreement may be altered, changed, added to, deleted from or modified only by agreement in writing duly executed by the Parties. Accordingly, no course of conduct or custom shall constitute an amendment to or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

13.7 Severability.

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

13.8 Negotiated Agreement.

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by both of the Parties, notwithstanding any presumptions at law to the contrary.

MISCELLANEOUS

13.9 Breach and Waiver.

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

13.10 No Third Party Beneficiary Rights.

With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or ESI in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

13.11 Inspection and Access to Records.

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

13.12 Assignment.

This Agreement, including the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or involuntarily, without the prior written consent of the other Party; provided, however, that ESI may assign its rights and obligations under this Agreement to a State not-for-profit organization that is (1) related to ESI by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

13.13 No Partnership.

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

13.14 Further Assurances.

The Parties agree to execute and deliver, or cause to be executed and delivered from time to time, such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

14. SURVIVAL

The provisions of Articles 2, 8, 9, 11, 12, 13 and this Article 15, Sections 3.3, 3.4, 10.6, 10.7, 10.8, 14.1, 14.2, 14.3, 14.4 and 14.5, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provision that is stated to extend for a specified period of time shall survive only for such specified period of time.

- SIGNATURES ARE ON THE FOLLOWING PAGE -

IN W ITNESS W HEREOF, the P arties have ca used this A greement to be signed and delivered by their duly authorized representatives.

THIS AGREEMENT CONTAI NS A BINDI NG ARBITRATION PROVISI ON WHICH MAY BE ENFORCED BY THE PARTIES

EXPLORE SCHOOLS, INC.

By: _____

Title: _____

Date: _____

EXPLORE CHARTER SCHOOL

By: _____

Title: _____

Date: _____

EXHIBIT A

Services

Area of Service	Deliverable	Timeline
Talent Management	Revision and refinement of staff evaluation templates	Completed for school leadership by end of Term 1
	Design and implementation of a staff recruitment plan including the placement of ads, attendance at career fairs, letter-writing campaigns, open houses	Designed by end of Term 2; implemented in Terms 3-5
	Revision of the staff application and application review criteria	Staff application and rubric revised by Day 1, Term 3
	Refinement of the staff selection process, including recruitment and selection goals	Staff selection process outlined by end of Term 2; goals completed by Term 1
	Conduct initial phone interviews to recommend candidates to the school leaders	Ongoing/as needed
	Develop a leadership succession plan, in conjunction with the Board of Trustees	As needed, per leadership vacancies
	Create and execute a leadership recruitment and selection strategy that includes grooming of internal candidates, tapping into established leadership networks and the placement of ads	Ongoing
	Revise and refine the leadership selection process with the outcome of recommending primary school leader candidates to the Board of Trustees. Facilitate components of the secondary leader selection process, in collaboration with the School Principal, to queue up qualified candidates for the Principal's final selection.	Ongoing
	Revision and refinement of leadership evaluation templates	Ongoing

	Leadership coaching for primary school leaders on a regular basis; organization and facilitation of two leadership retreats throughout the school year,	Weekly 1:1 meeting with Director of Operations; Leadership meetings every other month; leadership retreats in August and February
	Support and supervision of school principal	Weekly 1:1 meetings (with ESI CEO Morty Ballen) and twice yearly evaluation (Mid-Year in February; Operating Values in August)
Strategic Planning around Explore Schools' Core Values	Facilitate the creation of a yearly priority plan based on input from the Board of Trustees and the Principal, and provide for approval by Board of Trustees	1st Draft reviewed at August leadership retreat; final draft completed by end of Term 1
	Network-wide staff engagement and development through two primary events: pre-service day and mid-year network day.	August and February
	Refinement and revision of observation tools to assess academic rigor, student investment, student safety	Focus on Walk-Through Document, Completed by end of Term 1
	Distribution, collection and analysis of mid-year staff satisfaction survey	Administered in February, with a turnaround time within one month
	School quality review: hire independent education expert and facilitate school quality review; facilitate cross-school review of project's findings	End of term 3
	Support the school to administer the Terra Nova standardized test--ESI to purchase an deliver tests and manage scoring and data analyis; school based staff to administer/schedule	
	Facilitate network-wide discussion to refine and revise the academic frameworks	Completed by the end of Term 5
	Coordinate cross-network opportunities to analyze student achievement and provide professional development	Developed in conjunction with school principals
	Coordinate, deliver and evaluate 3 "New To Explore" sessions for employees new to the network	All sessions completed by the end of Term 2

	Provide the school leader with student information database ("Reddiker") and other tools and technical assistance to maintain a school environment and school culture characterized by high academic expectations and a safe, orderly and nurturing environment (e.g., formats to review attendance and suspension data)	Ongoing
Governance Support	Facilitate the preparation and distribution of Board meeting materials	Prior to each Board meeting
	Assist, provide guidance and facilitate board development and committee development	As needed, per the Board of Trustees' goals
	Support Board recruitment through the facilitation of school visits for Board candidates	As needed, per the Board of Trustees' goals
	Point of contact for parents and other stake holders to investigate complaints, including student discipline	Ongoing
	Finalize Tax-Exempt status for school	
	Facilitation of Board retreats to build capacity	Yearly, based on Board goals
Finance Support		
	Prepare an annual budget, in conjunction with the School Principal, for Board approval	Preliminary Budget is due at the April Board meeting
	Provide technical assistance with the preparation and distribution of quarterly budget to actual reports	To be shared within the month following quarter end
	Facilitate finance committee meetings to review the quarterly financial reports	Quarterly Board meetings
	Provide tools and technical assistance to school-based personnel to provide budget-to-actual figures to key members of the school-based leadership team	Process to be launched in Term 1
	Serve as point person for the school to work with the auditors to prepare for the annual financial aduit	Summer/Fall 2009 = support for the 08-09 Audit
	Conduct periodic internal audits to confirm school-based staff is following the procedures outlined in the Finance Manual	
Human Resources Support		

	Revise the employee handbook template and review with employees	Compled prior to pre-service
	Provide technical assistance for staff discipline issues, including termination	
	Provide support to create staff handbook addenda, specific to the school	As needed, per school leadership
	Provide technical assistance to site-based leadership and staff with payroll	Ongoing, per each pay period
	Recommend an employee benefit plan, for approval by the Board of Trustees and school leaders	June - per procurement policy
	Recommend a salary scale, for approval by the Board of Trustees and school leaders	Completed prior to final passage of the budget
	Ongoing revision of the hire letter	As needed, per counsel
	Provide technical assistance in the area of benefits administration to school-based leadership	As needed by school leadership, based on employee needs
	Provide technical assistance and expertise in the collection, filing, maintenance, and upkeep of personnel information	As needed by school leadership
	Point person with counsel to ensure personnel issues are handled in compliance with the law	As needed
	Provide technical assistance to support the tracking of time and leave time	As needed
	Provide technical assistance with compliance requirements of teacher certification and fingerprinting	As needed
Student Enrollment and Information		
	Prepare a student-parent handbook template	
	Provide support and technical assistance to comply with the law and procedures regarding student suspension & expulsion(e.g. tools to communicate with Trustees), student enrollment (tools to track initial and ongoing enrollment) and student immunization	As needed

	Provide the school with technical assistance to maintain, collect, store and transfer student records in compliance with city and state data collection mandates	As needed
	Draft and recommend a yearly calendar, aligned to Explore Schools' extended year model, for approval by the school leader	Complete by end of Term 5
Reporting Requirements	Reporting Requirements	
	Facilitate the completion of annual report, annual site visit preparation, charter material changes	For school leader approval, prior to federal and state deadlines
	Assist the school in meeting the goals set forth in school's charter contract and any additional guidelines set forth by the school and the Board of Trustees	As needed
Compli	ance	
	Provide technical assistance to ensure that internal vendor selection procedures comply with the organization's conflict-of-interest policy	As needed
	Provide technical assistance with compliance requirements of teacher certification and fingerprinting	As needed
Other Operations Support		
	Recommend liability, etc, insurance coverage and policies to the schools. Liase with insurance broker. Technical assistance to school-based staff on insurance policy issues	
	Support school's move to new location	Summer 2010
Advocacy, Policy & External Relations	Maintain communication with the NYCDOE regarding long-term space	Facilitate future site planning meeting with Office of Portfolio Development by completion of Term 2
	Plan and execute an external fundraising event	Term 4 or Term 5
	Send an annual newsletter and update to market the school's achievements	Completed no later than end of Term 3
	Maintain network website, including providing weekly updates to school's individual webpages at same time each week	ongoing

	Advocate for Explore at the city, state, and national level with funders, policymakers, elected officials, and NYCDOE decision-makers	Ongoing
	ESI to manage network-wide marketing materials, including the website; school to manage school-specific marketing needs	
Technology		
	Data management--facilitate network-wide support of Reddiker; school responsible to data entry and day-to-day data management; ESI is contact with vendor and project management for database rollout and training	
	Develop strategic vision in collaboration with School leadership, including network-wide technology planning such as purchasing/replacement schedule, inventory; network support; staff training in collaboration with School leadership	
	Manage on-site tech contractors and liase with School tech staff; act as point of contact for issues between school site and tech vendors	
Public Grant Support		
	Complete and submit to school leadership for approval: E-rate application, Title I application	Completion of applications for School approval one week prior to application deadlines
	Facilitate ongoing reporting and invoicing requirements for ARRA, CSP, Title grants and E-rate; provide school-based staff with reminders of deadlines and contract requirements; technical assistance with grant management/data delivery; school is responsible to data collection	

EXHIBIT B

ESI Core Values

- Students achieve when they are expected to continuously improve.
- Students achieve when the adults collaborate, reflect, enjoy autonomy and are held accountable.
- Students achieve in school defined by transparent and measurable goals.
- Students achieve when they feel safe.
- Students achieve when they love school.

EXHIBIT C

Service Fee

As soon as practicable after the Effective Date, the School will deliver to ESI an estimate of the number of pupils expected to be enrolled at the School during the succeeding school year. During the Initial Term, the School shall pay ESI an aggregate service fee equal to (a)(i) 11.5% of the per-pupil allocation amount allocated to the School by the State for the 2010-2011 school year multiplied by (ii) the number of students set forth in the School's estimate of enrollment, plus (b) $20,000 (collectively, the "Service Fee"); provided, however, that if, during the Initial Term, the State increases or decreases the per-pupil allocation amount previously allocated to the School, the Service Fee shall be increased or decreased by the corresponding amount, which increase or decrease in Service Fee shall be applied as of the date the corresponding increase or decrease in the per-pupil allocation amount is deemed effective by the State; and provided, further, that, because the Service Fee is based on an estimate of the number of students expected to be enrolled during each school year, if, at the end of the school year, the actual enrollment is greater or less than the enrollment estimated at the beginning of such school year (including any mid-year increases or decreases in enrollment), the School shall pay to ESI or ESI shall reimburse to the School, as applicable, promptly after the end of the school year, a lump sum payment equal to (x) 11.5% of the per-pupil allocation amount allocated to the School for the prior school year multiplied by (y) the difference between the number of students actually enrolled at the end of such school year and the number in the School's estimate. The applicable portion of the Service Fee shall be payable by the School every other month in advance, beginning on July 1, 2010. ESI and the School acknowledge that a portion of the Service Fee corresponds to amounts payable in respect of Services provided by ESI to organize, form and launch the School, including obtaining the Charter, and amounts advanced by ESI to third parties in connection with such organization, formation and launch.

Explore Schools and Explore Charter School 2010-2011 Agreement to Renew Contract. Explore Charter School has received 501c3 status and it is included below the contract.

AMENDMENT NO. 2 TO ACADEMIC AND BUSINESS SERVICES AGREEMENT

THIS AMENDMENT NO. 2 TO THE ACADEMIC AND BUSINESS SERVICES AGREEMENT, dated as of June 29, 2010 (this "Amendment"), by and between Explore Schools, Inc., a New York not for profit corporation ("ESI"), and Explore Charter School, a New York education corporation (the "School"). The School and ESI are referred to herein collectively as the "Parties" and individually as a "Party." Capitalized terms used herein without definition shall have the meanings ascribed to such terms in the Services Agreement (as hereinafter defined).

W I T N E S S E T H:

WHEREAS, the Parties entered into the Academic and Business Services Agreement, dated as of July 1, 2009, and amended by Amendment No. 1 on December 21, 2009 (the "Services Agreement");

WHEREAS, the Parties desire to renew the Services Agreement, in accordance with the terms therein;

WHEREAS, the Parties desire to amend the Services Agreement as set forth herein; and

WHEREAS, the Parties desire to waive the requirement in Section 10.1 of the Services Agreement which requires that the Services Agreement be renewed no later than 30 days prior to June 30, 2010.

NOW, THEREFORE, in consideration of the mutual promises and covenants made herein and of the mutual benefits to be derived herefrom, the Parties hereto agree as follows:

1. Renewal of Services Agreement.

Subject to Section 2 and Section 3 hereof, the Services Agreement is hereby renewed in accordance with the terms thereof.

2. Amendment of the Services Agreement. The Services Agreement is hereby amended as follows:

(a) Section 2.3(f)(iv) of the Services Agreement is hereby amended to delete the following language: "naming the School as additional insured";

(b) Section 2.3(f)(v) of the Services Agreement is hereby amended to read in its entirety as follows:

"to the extent a special event is to be held at a venue, including the Facility, that requires insurance coverage in excess of that maintained by ESI, a special event policy in an amount that, when aggregated with ESI's commercial general liability limits, provides aggregate coverage required by such venue, including the Facility;";

(c) Section 7.2(a) of the Services Agreement is hereby amended to read in its entirety as follows:

"During the renewal Term ending on June 30, 2011, the School shall pay ESI an aggregate service fee equal to (i) 11.5% of the per-pupil allocation amount allocated to the School for the 2010-2011 school year multiplied by (ii) 470 (the "Service Fee"); provided, however, that if, during such renewal Term, the State increases the per-pupil allocation amount previously allocated to the School, the Service Fee shall be increased by the corresponding amount, which increase shall be applied retroactively to the Effective Date. The Service Fee shall be paid by the School to ESI in six equal installments every other month in advance, provided that the School has received the per-pupil allocation from the State for the months related to the Services to be rendered at least ten days prior to the payment date.";

(d) Section 7.2(b) of the Services Agreement is hereby amended to (i) delete each occurrence of the number "437" and replace each such occurrence with the number "445", (ii) delete each occurrence of the number "487" and replace each occurrence with the number "495", and (iii) delete each occurrence of the percentage "11 percent (11%)" and replace each occurrence with the percentage "11 and one half percent (11.5%)"; and

(e) Exhibit A of the Services Agreement is hereby amended, in its entirety, as set forth in Exhibit A hereto.

3. Waiver of Section 10.1 of the Services Agreement.

Pursuant to Section 14.1 of the Services Agreement, the requirement in Section 10.1 of the Services Agreement which requires that the Services Agreement be renewed no later than 30 days prior to June 30, 2010, is hereby waived by the Parties; provided

that such waiver shall not constitute a continuing or future waiver of such provision, unless otherwise agreed in writing by the Parties.

4. Miscellaneous.

Except to the extent expressly provided for herein, nothing contained in this Amendment shall amend or modify, constitute a waiver of, or otherwise affect any provision of the Services Agreement. This Amendment may not be amended or modified except by an instrument in writing signed by each of the Parties.

This Amendment will be governed by, and construed in accordance with, the laws of the State, without giving effect to the principles of conflict of law thereof.

This Amendment may be executed and delivered in counterparts (including by electronic delivery), each of which shall be deemed to be an original and both together shall be deemed to be one and the same Amendment.

[*Signature Page Follows*]

IN WITNESS WHEREOF, the Parties have caused this Amendment to be signed and delivered by their duly authorized representatives.

EXPLORE SCHOOLS, INC.

By: _____

Title: COO

Date: 6/29/2010

EXPLORE CHARTER SCHOOL

By: _____

Title: _____

Date: _____

IN WITNESS WHEREOF, the Parties have caused this Amendment to be signed and delivered by their duly authorized representatives.

EXPLORE SCHOOLS, INC.

By: _____

Title: _____

Date: _____

EXPLORE CHARTER SCHOOL

By: _____

Title: Chairman - Board of Trustees

Date: 6-29-10

EXHIBIT A

Explore Exhibit A:
Scope of Services
2010-2011

Area of Service	Deliverable	Timeline
Talent Management	Revision and refinement of staff evaluation templates	Ongoing/As Needed
	Design and implementation of a staff recruitment plan including the placement of ads, attendance at career fairs, letter-writing campaigns, open houses	Designed by end of Term 2; implemented in Terms 3-5
	Revision of the staff application and application review criteria	Staff application and rubric revised by Day 1, Term 3
	Refinement of the staff selection process, including recruitment and selection goals	Staff selection process outlined by end of Term 2; goals completed by Term 1
	Conduct initial phone interviews to recommend candidates to the school leaders	Ongoing/as needed
	Develop a leadership succession plan, in conjunction with the Board of Trustees	As needed, per leadership vacancies
	Create and execute a leadership recruitment and selection strategy that includes grooming of internal candidates, tapping into established leadership networks and the placement of ads. Strategy will be network-wide, as well as school-specific, depending upon need	Ongoing
	Revise and refine the leadership selection process with the outcome of recommending primary school leader candidates to the Board of Trustees. Facilitate components of the secondary leader selection process, in collaboration with the School Principal, to queue up qualified candidates for the Principal's final selection.	Ongoing
	Revision and refinement of leadership evaluation templates	Ongoing
	Leadership coaching for primary school leaders on a regular basis; organization and facilitation of two leadership retreats throughout the school year,	Leadership meetings every other month; leadership retreats in August and February

Explore Exhibit A:
Scope of Services
2010-2011

Area of Service	Deliverable	Timeline
	Support and supervision of school principal	Weekly 1:1 meetings and twice yearly evaluation (Mid-Year in February; Operating Values in August)
Strategic Planning around Explore Schools' Core Values	Facilitate the creation of a yearly priority plan based on input from the Board of Trustees and the Principal, and provide for approval by Board of Trustees	1st Draft reviewed at August leadership retreat; final draft completed by end of Term 1
	Network-wide staff engagement and development through two primary events: pre-service day and mid-year network day.	August and February
	Refinement and revision of observation tools to assess academic rigor, student investment, student safety	Focus on Walk-Through Document, Completed by end of Term 1
	Distribution, collection and analysis of mid-year staff satisfaction survey	Administered in February, with a turnaround time within one month
	School quality reivew: hire independent education expert and facilitate school quality review; facilitate cross-school review of project's findings	End of term 3
	Support the school to administer the Terra Nova standardized test	
	Facilitate network-wide discussion to refine and revise the academic frameworks	Completed by the end of Term 5
	Coordinate cross-network opportunities to analyze student achievement and provide professional development	Developed in conjunction with school principals
	Coordinate, deliver and evaluate 3 "New To Explore" sessions for instructional employees new to the network	All sessions completed by the end of Term 2

Explore Exhibit A:
Scope of Services
2010-2011

Area of Service	Deliverable	Timeline
	Provide the school leader with tools and technical assistance to maintain a school environment and school culture characterized by high academic expectations and a safe, orderly and nurturing environment (e.g., formats to review attendance and suspension data)	Ongoing
Governance Support	Facilitate the preparation and distribution of Board meeting materials	Prior to each Board meeting
	Assist, provide guidance and facilitate board development and committee development	As needed, per the Board of Trustees' goals
	Support Board recruitment through the facilitation of school visits for Board candidates	As needed, per the Board of Trustees' goals
	Facilitation of Board retreats to build capacity	Yearly, based on Board goals
	Point of contact for parents and other stake holders to investigate complaints, including student discipline	Ongoing
Finance Support		
	Prepare an annual budget, in conjunction with the School Principal, for Board approval	Per board meeting calendar
	Provide technical assistance with the preparation and distribution of quarterly budget to actual reports	To be shared within the month following quarter end
	Facilitate finance committee meetings to review the quarterly financial reports	Per board meeting calendar
	Provide tools and technical assistance to school-based personnel to provide budget-to-actual figures to key members of the school-based leadership team	Process to be launched in Term 1

Explore Exhibit A:
Scope of Services
2010-2011

Area of Service	Deliverable	Timeline
	Serve as point person for the school to work with the auditors to prepare for the annual financial aduit	Summer/Fall 2010 = support for the 09-10 Audit
	Conduct periodic internal audits to confirm school-based staff is following the procedures outlined in the Finance Manual	
Human Resources Support		
	Revise the employee handbook template and review with employees	Completed prior to pre-service
	Provide technical assistance for staff discipline issues, including termination	As needed
	Provide support to create staff handbook addenda, specific to the school	As needed, per school leadership
	Provide technical assistance to site-based leadership and staff with payroll	Ongoing, per each pay period
	Recommend an employee benefit plan, for approval by the Board of Trustees and school leaders	June - per procurement policy
	Recommend a salary scale, for approval by the Board of Trustees and school leaders	Completed prior to final passage of the budget
	Ongoing revision of the hire letter	As needed, per counsel
	Provide technical assistance in the area of benefits administration to school-based leadership	As needed by school leadership, based on employee needs
	Provide technical assistance and expertise in the collection, filing, maintenance, and upkeep of personnel information	As needed by school leadership

Explore Exhibit A:
Scope of Services
2010-2011

Area of Service	Deliverable	Timeline
	Point person with counsel to ensure personnel issues are handled in compliance with the law	As needed
	Provide technical assistance to support the tracking of time and leave time	As needed
	Provide technical assistance with compliance requirements of teacher certification and fingerprinting of all staff members	As needed
Student Enrollment and Information		
	Prepare a student-parent handbook template	
	Provide support and technical assistance to comply with the law and procedures regarding student suspension & expulsion(e.g. tools to communicate with Trustees), student enrollment (tools to track initial and ongoing enrollment) and student immunization	As needed
	Provide the school with technical assistance to maintain, collect, store and transfer student records in compliance with city and state data collection mandates	As needed
	Draft and recommend a yearly calendar, aligned to Explore Schools' extended year model, for approval by the school leader	Complete by end of Term 5
	Ongoing refinement of the network's marketing materials; school-specific marketing materials are revised by school-based staff	As needed
Reporting Requirements	Reporting Requirements Facilitate the completion of annual report, annual site visit preparation, charter material changes	For school leader approval, prior to federal and state deadlines

Explore Exhibit A:
Scope of Services
2010-2011

Area of Service	Deliverable	Timeline
	Assist the school in meeting the goals set forth in school's charter contract and any additional guidelines set forth by the school and the Board of Trustees	As needed
Other Operations Support		
	Recommend liability, etc, insurance coverage and policies to the schools. Liase with insurance broker. Technical assistance to school-based staff on insurance policy issues	Coverage recommendations in June. Technical assistance ongoing.
	Manage the completion of the Charter renewal application in conjuction with school-based staff	Per deadlines provided by NYC DOE and NYS Regents
Advocacy, Policy & External Relations	Maintain communication with the NYCDOE regarding long-term space	Facilitate future site planning meeting with Office of Portfolio Development by completion of Term 2
	Plan and execute an external fundraising event	Term 4 or Term 5
	Send an annual newsletter and update to market the school's achievements	Completed no later than end of Term 3
	Maintain network website, including updates as relevant to school's individual pages	ongoing
	Advocate for Explore at the city, state, and national level with funders, policymakers, elected officials, and NYCDOE decision-makers	Ongoing
Technology		
	Data management--facilitate network-wide support of Reddiker	Ongoing
	Strategic vision, including network-wide technology planning such as purchasing/replacement schedule, inventory; network support; staff training	Ongoing

Explore Exhibit A:
Scope of Services
2010-2011

Area of Service	Deliverable	Timeline
	Manage on-site tech staff and contractors; act as point of contact for issues between school site and tech vendors	Ongoing
Public Grant Support		
	Complete and submit to school leadership for approval; E-rate application, Title I application,	Per funder requirements.
	Facilitate ongoing reporting and invoicing requirements for CSP, Title grants and E-rate; provide school-based staff with reminders of deadlines and contract requirements; technical assistance with grant management/data delivery	Ongoing
	Advise school staff regarding grant requirements	Ongoing

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 24 2003

EXPLORE CHARTER SCHOOL
C/O STEPHEN L BROWN
WILMER CUTLER & PICKERING
399 PARK AVENUE
NEW YORK, NY 10022

Employer Identification Number:
13-4124616
DLN:
17053045044043
Contact Person:
VICTORIA LAHEY ID# 31304
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

EXPLORE CHARTER SCHOOL

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

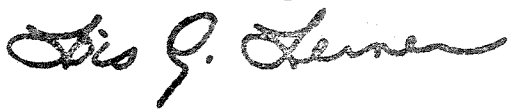
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

EXPLORE CHARTER SCHOOL

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Explain <u>and</u> provide evidence of the following:

- **the methods used to inform stakeholders in the intended community about the proposed charter school;**
- **the strategies used to solicit community input regarding the educational and programmatic needs of students and your proposal to meet those needs; and**
- **the form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal.**

- *Per Education Law subdivision 2852(9-a)(b)(ii), the SUNY Trustees are not to consider any proposal that does not reflect a meaningful public review process designed "to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic need of students." In order to recommend a school for approval, the proposal must demonstrate:*
    - *the community was informed of the proposed school in a timely fashion;*
    - *the community had meaningful opportunities for input; and*
    - *there was a thoughtful process for considering community feedback and incorporating it into the final proposal.*
- *While the first item above should have been described when the Letter of Intent to Apply was submitted, activities to inform the public likely have continued afterward and therefore evidence of the entire outreach process should be described in your proposal.*
- *Your response should include the number, type, locations and forms of outreach, a complete or summary record of comments received and the school's responses to those comments. It should also define what community was used by the school, which should include at a minimum the school district of location or in New York City, the CSD of proposed location and may include a more specific geographic location as well as a sub-population within the general geographic area.*
- *Strategies for engaging the community in which the school is to be located and incorporating that community's input might include: partnering with community based organizations; holding planning meetings with community leaders; in New York city addressing the local Community Education Council, meeting with groups of local parents; and/or interacting with community members in their native language.*
- *Community stakeholders can include not only potential parents of students attending the school, but also educators, politicians, leaders and other citizens in the community. Applicants should allow enough time prior to submitting its proposal to the Institute for stakeholders to become aware of the proposal and provide input and for the founding group to consider and incorporate the feedback into their proposal. As noted in the guidance for the Letter of Intent, all outreach should clearly reference that an application is being submitted and allow for comments.*
- *Evidence of public outreach might include dated invitations to discuss the proposal with stakeholders, correspondence between the founders and community members, copies of local media coverage, including newspapers, blogs or television, presentations at or hosting of public events, marketing plans and materials, etc.*
- *In addition to being a minimum eligibility requirement for recommending a proposal for approval, the response to this request will also contribute to the evaluation of the public outreach criteria on the preference scoring rubric.*

As requested, all evidence of community engagement is in a separate attachment (Attachment 7 – Evidence of Community Outreach). We utilized a variety of methods to inform the public of our plan to reopen a public school slated for closure by the Department of Education due to poor performance. In addition to meeting with key district stakeholders—such as superintendents and Community Education Council members—we also shared our plans online and hosted an open discussion to ensure we reached as many people as possible who may be affected by the opening of our school.

While we have not received input thus far on our proposal, the founding group will carefully consider all feedback received. In examining feedback we will devote special attention to concerns regarding academics, admission, and community engagement to help us craft a proposal that meets the concerns of the community in which we seek to operate.

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If so, provide:

- **the name of the proposed charter school when previously submitted;**
- **the application cycle date of the previous submission;**
- **a summary of what has changed in the proposal since its previous submission and the reasons therefore.**

A proposal for Explore Exceed Charter School has not been previously submitted to the SUNY Trustees. Therefore it has never been withdrawn from or rejected by the SUNY Trustees.

Indicate whether you have previously or currently have applied for a charter from a charter entity other than the SUNY Trustees. If so, provide:

- **the name of the charter entity**
- **the name(s) of the proposed school(s) and the date(s) when the application(s) were submitted; and**
- **the status of those applications. If the application was denied by a charter entity other than the SUNY Trustees, provide a copy of the letter from the charter entity stating the reasons for denial. If the application was withdrawn from consideration, please provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.**

Simultaneous submissions will not be considered for review by the Institute. Simultaneous submission refers to a substantially similar proposal with a substantially similar applicant team (applicant, proposed board members and/or administrative staff) being under review by the Board of Regents.

Two charters have previously been applied for and approved by the New York City Department of Education by the lead applicant.

Explore Charter School
Application submitted: October, 2000
Initially chartered: June, 2001
5-Year Charter Renewal Granted: April 25, 2006

Explore Empower Charter School
Application submitted: June, 2008
Initially chartered: December, 2008

Explain <u>and</u> provide evidence of the following:

- **the methods used to inform stakeholders in the intended community about the proposed charter school;**
- **the strategies used to solicit community input regarding the educational and programmatic needs of students and your proposal to meet those needs; and**
- **the form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal.**

- *Per Education Law subdivision 2852(9-a)(b)(ii), the SUNY Trustees are not to consider any proposal that does not reflect a meaningful public review process designed "to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic need of students." In order to recommend a school for approval, the proposal must demonstrate:*
    - *the community was informed of the proposed school in a timely fashion;*
    - *the community had meaningful opportunities for input; and*
    - *there was a thoughtful process for considering community feedback and incorporating it into the final proposal.*
- *While the first item above should have been described when the Letter of Intent to Apply was submitted, activities to inform the public likely have continued afterward and therefore evidence of the entire outreach process should be described in your proposal.*
- *Your response should include the number, type, locations and forms of outreach, a complete or summary record of comments received and the school's responses to those comments. It should also define what community was used by the school, which should include at a minimum the school district of location or in New York City, the CSD of proposed location and may include a more specific geographic location as well as a sub-population within the general geographic area.*
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- *Community stakeholders can include not only potential parents of students attending the school, but also educators, politicians, leaders and other citizens in the community. Applicants should allow enough time prior to submitting its proposal to the Institute for stakeholders to become aware of the proposal and provide input and for the founding group to consider and incorporate the feedback into their proposal. As noted in the guidance for the Letter of Intent, all outreach should clearly reference that an application is being submitted and allow for comments.*
- *Evidence of public outreach might include dated invitations to discuss the proposal with stakeholders, correspondence between the founders and community members, copies of local media coverage, including newspapers, blogs or television, presentations at or hosting of public events, marketing plans and materials, etc.*
- *In addition to being a minimum eligibility requirement for recommending a proposal for approval, the response to this request will also contribute to the evaluation of the public outreach criteria on the preference scoring rubric.*

The following methods have been used thus far to inform stakeholders in CSD 17 and CSD 18 about the proposed charter school as well as to solicit feedback:

- **Solicitation of comments for Explore Exceed via facebook. Document explaining plans and asking for input is attached.**


facebook
Search
Home
Profile
Account
Explore Schools
Wall
Info
Photos
Discussions
Email Signup
Events
Share:
Status
Photo
Link
Video
Write something...
Explore Schools + Others
Just Explore Schools
Just Others
Spam
Settings
Explore Schools A compelling article written by one of our own parents and Explore Charter School board member Kisha Adams for the Brooklyn Paper http://brooklynpaper.com/stories/34/3/al
l_opedschoolclosingspro_2011_01_21_bk.html
Yes, let's close bad schools
www.brooklynpaper.com
Explore Schools A big thank you DoneWaiting.org for sharing the Gotham Schools article about Explore being a possible option for students attending a closing school http://ow.ly/3H9r7
In a First, New Charter to Absorb Students Leaving Closing School
www.donewaiting.org
Explore Schools The Department of Education recently named Explore as a possible option for students attending a closing school. Read more in this write up about us in Gotham Schools! GothamSchools http://ow.ly/3G3AM
In a first, new charter to absorb students leaving closing school | GothamSchools
Explore Schools We would like to open a fourth school Explore Exceed and need your input! Click here to read about our plans and share your thoughts! http://ow.ly/3CywA
Edit Page
Promote with an Ad
Suggest to Friends
Add to My Page's Favorites
Learn more about our network of schools at www.explorenetwork.org
Insights
See All
203 Monthly Active Users
1 Daily New Likes
262 Daily Post Views
0 Daily Post Feedback
9 Friends Like This
See All
Keith Vigneaux
Cora Johnson Smalls
Lauren Rice
Anand Sharma
Bhawna Gupta
Ben Herbst
429 People Like This
See All
Create an Ad
Lucky Brand
Like us and join the Lucky few to enjoy the best sales on blue jeans.
Like
Nonprofit Website Issues?
Download this free e-book and learn how to plan and create a better nonprofit website... without the web committee.
Brooklyn Bucket List
365 Things to do in Brooklyn before you die.
Law Firm Marketing
Trying to reach prospective clients online? High Performance Marketing from Total Attorneys can help lawyers in and around NYC.

- **Solicitation of feedback on website: http://explorenetwork.org/parents**



- **Public meeting to discuss Explore Exceed planned for January 28, 2011 and advertised in local paper (AM-NY) on January 21, 2011.**



- **Mr. Ballen met with District 17 Superintendent Rhonda Hurdle Taylor on November 3rd 2010 to discuss plans to open Explore Exceed Charter School and solicit input.**

-----Original Message-----
From: Hurdle Taylor Rhonda [mailto[redacted]]
Sent: Tuesday, October 26, 2010 11:23 AM
To: Morty Ballen
Subject: RE: Request for Meeting

Wednesday at 12:00 works for me. I look forward to seeing you then.

In Service For Children

Rhonda H. Taylor
Community Superintendent
The Maggie L. Walker Campus
1224 Park Place
Brooklyn, NY 11213
[redacted]

"Many things can wait. Children cannot. Today their bones are being formed, their blood is being made, their senses are being developed. To them we cannot say 'tomorrow.' Their name is today."
- Gabriela Mistral

_____

From: Hurdle Taylor Rhonda
Sent: Tue 10/26/2010 8:45 AM
To: Morty Ballen
Subject: RE: Request for Meeting

Thank you. I have one prior appointment to place on my calendar once it has been confirmed and I will email you as to which of your times work best.

In Service For Children

Rhonda H. Taylor
Community Superintendent
The Maggie L. Walker Campus
1224 Park Place
Brooklyn, NY 11213
[redacted]

"Many things can wait. Children cannot. Today their bones are being formed, their blood is being made, their senses are being developed. To them we cannot say 'tomorrow.' Their name is today."
- Gabriela Mistral

From: Morty Ballen [mailto:[redacted]
Sent: Tue 10/26/2010 8:19 AM
To: Hurdle Taylor Rhonda
Subject: Re: Request for Meeting

Super - I could come to you monday or tuesday at 4 pm, wed between 12 and 2, thursday after 3, or friday before noon.

Morty
Morty Ballen
Explore Schools | CEO & Founder
[redacted] http://www.explorenetwork.org
<http://www.explorenetwork.org/>

Explore Schools is a network of high-performing schools providing 700 students in Brooklyn with the outstanding public education they deserve. Our mission is to provide our students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school.

----- Original Message -----
From: Hurdle Taylor Rhonda <[redacted]>
To: Morty Ballen
Sent: Tue Oct 26 08:07:07 2010

Subject: RE: Request for Meeting

Good Morning Mr. Ballen,

Please send me some days and times next week that you will be available to come to the district office. Looking forward to seeing you.

In Service For Children

Rhonda H. Taylor
Community Superintendent
The Maggie L. Walker Campus
1224 Park Place
Brooklyn, NY 11213
[redacted]

"Many things can wait. Children cannot. Today their bones are being formed, their blood is being made, their senses are being developed. To them we cannot say 'tomorrow.' Their name is today."
- Gabriela Mistral

From: Morty Ballen [mailto:[redacted]
Sent: Mon 10/25/2010 4:40 PM
To: Hurdle Taylor Rhonda
Subject: Request for Meeting

Good afternoon, Superintendent Hurdle Taylor -

I hope you've had a smooth school start-up!

I wanted to catch you up on what we've been up to and some of our future goals and I was hoping to find a time to meet with you. I could easily come to your office, or any location that is convenient.

Warmly,
Morty
Morty Ballen
Explore Schools | CEO & Founder
[redacted] http://www.explorenetwork.org

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- **The following agenda for the December 6th CEC 18 meeting includes Mr. Ballen demonstrating his attendance and plans to speak about Exceed.**

Community District Education Council 18
NYC Department of Education

Community Education Council District 18

James A. Dandridge	*Rhonda F. Joseph*	*Kimbleanna Sumair-Kirton*	*Allison John-William*	*Carlton Richardson*
President	**First Vice President**	**Second Vice President**	**Rec. Secretary**	**Treasurer**

Council Members:
Derek S. Booker
Eusebio Hooke
Beverly Edinboro-Scott
Clerry R. Phillip, Sr.
Darlene Scott

Beverly A. Wilkins
District 18 Community Superintendent
Joanne Rubano
District 18 Family Advocate
Ann Browne-Caesar
Administrative Assistant

BUSINESS & CALENDAR MEETING AGENDA
Date: *Monday, December 6, 2010*
Time: *7:00 P.M. to 9:00 P.M.*
Location: *District 18 Office*
Address: *1106 East 95th Street – Lower Level*

Anyone wishing to speak during the Public Agenda session must sign the speaker's sheet provided at the front desk. You will be allowed up to three minutes speaking time.

1. **Business Meeting call to order and Roll Call**
   - New Business
   - Old Business
   - Adjournment of Business Meeting

2. **Calendar Meeting call to order and Roll Call**
   - Approval of Minutes – November 1, 2010 meeting
   - Guest Speakers:
     1) *NYCDOE/SCA – 2010-2014 Five Year Capital Plan*
     2) *Explore Charter School – Morty Ballen*
     3) *NYCDOE UU list & New Schools Pipeline*
   - President's Report
   - Council Member's Report
   - Superintendent's Report
   - District Family Advocate's (DFA) Report
   - Committees Report
   - Open Agenda Session

3. **Adjournment of Calendar Meeting**

The next CEC 18 meeting - Monday January 3, 2011 @ the District 18 office, 7PM

COMMITTED TO EXCELLENCE IN EDUCATION

- The following email exchange demonstrates that Mr. Ballen met with Margaret Kelly, Brooklyn Borough President Education Analyst on December 8th 2010 to discuss plans to open Explore Exceed Charter School and solicit input; that Mr. Ballen met with CEC 17 member Claudette Agard on November 8th 2010 to discuss plans to open Explore Exceed Charter School and solicit input; and that Mr. Ballen was scheduled to present at the December 8th CEC 18 meeting.

From: Kelley, Margaret [mailto:[redacted]]
Sent: Monday, November 29, 2010 3:24 PM
To: Morty Ballen; PC Agard
Cc: Allison Jones
Subject: RE:

Yes, I could me on:
Thursday, Dec. 2
Tuesday, Dec. 7
Wednesday, Dec. 8

The best time is 10:00am here at Borough Hall, 209 Joralemon Street.
Let me know if any of the above dates work for you.
Best,
Margaret Kelley

From: Morty Ballen [mailto[redacted]
Sent: Monday, November 29, 2010 2:21 PM
To: PC Agard
Cc: Kelley, Margaret; Allison Jones
Subject: RE:

Thanks for this e-mail, Ms. Agard - I had a great Thanksgiving; thank you for asking and I hope yours was good, too.

Margaret - I sent you an e-mail right after meeting with Ms. Agard outlining our plans at Explore Schools to work with Tweed and NYSED to turnaround failing schools (schools slated for closure) in central Brooklyn. In order to execute on this strategy, we've been engaging different constituencies to best invest community stakeholders(CEC members in 17,18,19), superintendents.

During my meeting with Ms. Agard, she reminded me that your office appoints 2 members to each CEC - which could be great contacts for us to meet with as we discuss our strategy.

Can we schedule a time to meet for 30 minutes over the next week or two? I'd like to share with you our goals and find out who/how to most strategically invest stakeholders -

Morty

Morty Ballen
Explore Schools | CEO & Founder
[redacted]
http://www.explorenetwork.org

Explore Schools is a network of high-performing schools providing 700 students in Brooklyn with the outstanding public education they deserve. Our mission is to provide our students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school.

From: PC Agard
Sent: Mon 11/29/2010 2:16 PM
To: Morty Ballen
Cc: Margaret Kelley; Allison Jones
Subject:
Good afternoon Mr. Balen,

Hope you had a wonderful Thanksgiving.

I just wanted to follow-up on our discussion a few weeks ago. As usual, it was informative and insightful. During our conversation, I mentioned that you could reach out to Margaret Kelley and possibly have further dialogue with her in reference to engaging CEC's. Subsequently, I did briefly mention to Ms. Kelley that we had met and she said she is open to speaking with you in more detail. I don't know if you have already reached out to Ms. Kelley and had a conversation as yet so I have included her on this e-mail just in case.

I also see that you are scheduled to present at the CEC 18 meeting. Please let me know how that goes.

In addition, do you have any idea as yet as to which schools have been identified as possible candidates for your turnaround model?

Look forward to hearing from you.

Claudette Agard
CEC 17
[redacted]

- **The following email exchange demonstrates intent to appear at CEC 19 meeting on Tuesday December 21st to discuss our plans:**

From: Cec19 D19 [mailto:[redacted]]
Sent: Tuesday, December 21, 2010 11:42 AM
To: Allison Jones
Subject: RE: December 21st Meeting

Thank you and I look forward to seeing you all there.

From: Allison Jones [mailto:[redacted]
Sent: Tuesday, December 21, 2010 11:28 AM
To: Cec19 D19
Subject: RE: December 21st Meeting

We will be attending the meeting tonight. Thank you so much for the information!

Allison

From: Cec19 D19 [mailto:[redacted]
Sent: Thursday, December 16, 2010 3:38 PM
To: Allison Jones
Subject: RE: December 21st Meeting

I am so sorry. Please see the attached flyer. Thank you for your time.

From: Allison Jones [mailto:[redacted]
Sent: Thursday, December 16, 2010 3:30 PM
To: Cec19 D19
Subject: RE: December 21st Meeting

Great! Thanks for the information!

The flyer says January 4th—is there a meeting happening December 21st?

Thanks so much!

Allison

From: Cec19 D19 [mailto:[redacted]]
Sent: Thursday, December 16, 2010 3:34 PM
To: Allison Jones
Subject: RE: December 21st Meeting

I am sorry that I didn't attach the flyer. Please see the attachment. At our meetings we have a spot on the agenda where the public can speak. Otherwise, the council would have to vote on it.

From: Allison Jones [mailto:[redacted]
Sent: Thursday, December 16, 2010 3:17 PM
To: Cec19 D19
Subject: RE: December 21st Meeting

I'm sorry but I don't think the flyer for the meeting was not attached to the email—may you please resend.

We would like to share with the community information about our organization and our schools. Is this possible?

From: Cec19 D19 [mailto:[redacted]]
Sent: Thursday, December 16, 2010 3:09 PM
To: Allison Jones
Subject: RE: December 21st Meeting

Good afternoon Ms. Jones,
Please see the attached flyer for the information regarding the meeting scheduled for Tuesday December 21, 2010. As far as an item being added to the agenda; can you tell me what is it that you are trying to add to the agenda?

From: Allison Jones [mailto[redacted]
Sent: Thursday, December 16, 2010 2:24 PM
To: Cec19 D19
Subject: December 21st Meeting

Greetings!

I wanted to confirm the time and location of the calendar meeting on Tuesday December 21st. Also, is it possible to add an item to the agenda?

Thank you!

Allison Jones

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Allison Jones
Explore Schools | External Affairs Manager
[redacted]
http://www.explorenetwork.org
|Join us on facebook

Explore Schools is a network of high-performing schools providing 700 students in Brooklyn with the outstanding public education they deserve. Our mission is to provide our students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school.

Copy of flier distributed at CEC meetings and online. Can be found online as well:
http://explorenetwork.org/sites/default/files/ContactUsExceed_0.pdf

explore SCHOOLS

Explore Schools is a network of high-performing schools providing 700 students in Brooklyn with the outstanding public education they deserve. Our mission is to provide our students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. We have an active community of parents, teachers, and students who support our work and each other. Their dedication ensures that we fulfill our mission.

We Want your Feedback! Proposed Plan for New Charter School: Explore Exceed

Explore Schools would like to open Explore Exceed in 2012. The school will be a turnaround school: we will take a failing public school, keep the same students in the same building, and make changes in academics, staff, and culture to ensure the school becomes high-performing.

Location: Central Brooklyn-CEC Districts 17, 18, or 19.

Intended population: The students will reflect the community in which it is located: primarily low income, minority children, many of whom may have special needs or need ELL services. Additionally, given that this will be a turnaround school, the students served will those already enrolled in the failing school that we will replace.

Proposed grades and enrollment: We will open with K-3 with 224 and grow until we reach K-8 and serve 516 students.

Mission: Our mission is to provide our students with the academic skills and critical thinking abilities they need to succeed in a college preparatory high school.

Academic Program: Our academic program has the following hallmarks to ensure our students succeed:

- Curriculum aligned with the New York State Standards for learning.
- Longer school day and year that includes 90 minutes of Math instruction and 180 minutes of literacy instruction daily.
- Co-teacher model and small class size for individualized attention.
- Support services for students who need extra help.
- Extra-curricular programs to keep students engaged.

To share your comments, questions, or concerns, please contact Allison Jones, External Affairs Manager [redacted]

Explore Schools is a network of high performing public schools in Brooklyn, NY. Our mission is to provide our students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school.

While we have not received input thus far on our proposal, the founding group will carefully consider all feedback received. We look for patterns in comments to help us craft a proposal that meets the concerns of the community in which we seek to operate.

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If so, provide:

- **the name of the proposed charter school when previously submitted;**
- **the application cycle date of the previous submission;**
- **a summary of what has changed in the proposal since its previous submission and the reasons therefore.**

A proposal for Explore Exceed Charter School has not been previously submitted to the SUNY Trustees. Therefore it has never been withdrawn from or rejected by the SUNY Trustees.

Indicate whether you have previously or currently have applied for a charter from a charter entity other than the SUNY Trustees. If so, provide:

- **the name of the charter entity**
- **the name(s) of the proposed school(s) and the date(s) when the application(s) were submitted; and**
- **the status of those applications. If the application was denied by a charter entity other than the SUNY Trustees, provide a copy of the letter from the charter entity stating the reasons for denial. If the application was withdrawn from consideration, please provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.**

Simultaneous submissions will not be considered for review by the Institute. Simultaneous submission refers to a substantially similar proposal with a substantially similar applicant team (applicant, proposed board members and/or administrative staff) being under review by the Board of Regents.

Two charters have previously been applied for and approved by the New York City Department of Education by the lead applicant.

Explore Charter School
Application submitted: October, 2000
Initially chartered: June, 2001
5-Year Charter Renewal Granted: April 25, 2006

Explore Empower Charter School
Application submitted: June, 2008
Initially chartered: December, 2008

Provide a concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success.

- *Key design elements should provide insight into the proposed school model and help illustrate what students and staff will experience in the school.*
- *Key design elements will vary by school, but might include:*
- *specific subject focus or theme (e.g., math/science, the arts, technology, sustainability, health sciences, etc.)*
- *unique student populations (e.g., students with autism, gifted and talented, bilingual or over-age and under-credit students, etc.)*
- *specific programs (e.g., college prep, vocational, International Baccalaureate, etc.)*
- *unique calendar or schedule (e.g., extended day or year or year-round calendar, extended literacy/numeracy blocks, etc.)*
- *particular pedagogical approaches (e.g., direct instruction, team teaching, collaborative or project-based learning, etc.)*
- *program features (e.g., skill grouping, inter-disciplinary classes, integrated curriculum, etc.)*
- *school culture (e.g., unique behavioral expectations, core values, discipline system, character education program, etc.)*
- *staffing (e.g., teachers with specific skills or experience, co-teaching models, mentoring or professional development models, etc.)*
- *assessment systems (e.g., interim or benchmark assessments, data analysis programs, portfolios, data-driven action planning, progress monitoring, program evaluation, etc.)*
- *student supports or interventions (e.g., targeted assistance program, academic intervention services, extracurricular activities or after school programs, tutoring, counseling or mentoring programs, Saturday or summer school, etc.)*
- *special education settings (e.g., collaborative team teaching, resource room, self-contained programs, etc.) and services.*
- *The strongest charter school proposals are ones where all aspects of the proposed charter school from staffing (including required areas of certification) and scheduling to finances and facility are fully in alignment with and support the implementation of the school's key design elements. Applicants should seek to develop a proposal where there is continuity within and between program elements and no discrepancies between the proposed academic program and the school's budget.*

Rationale

Explore Exceed Charter School aims to meet the critical need in New York City for more outstanding public schools that hold its students to the highest of academic expectations. Explore Exceed Charter School, similar to its sister network schools, Explore, Empower and Excel will be founded to increase learning opportunities for all students, including, in particular, to expand learning opportunities for children "at risk" of academic failure.

Specifically, Explore Exceed Charter School seeks to open its school in a building where the traditional public school failed and was closed by the New York City Department of Education. Explore Exceed will replace the failing school and the students who attended the closed school will be recruited, and given preference when legally permissible, to attend Explore Exceed. Therefore, the same students who attended the failing school will have access to an outstanding education option without losing their community-based school. By opening with multiple grades and by seeking to serve the same students in the same building, Explore Exceed Charter School will provide a transformative academic experience for students who had been attending a failing public school.

Our rationale for pursuing this strategy is as follows: Though there are an increasing number of high-quality educational options available to students through charter schools at the city, state and national level, millions of students are still trapped in failing traditional public schools. There are not enough high performing schools – charter or otherwise – to serve all of these students. There are over 5,000 persistently failing public schools nation-wide[1] and the Obama Administration has identified school turnaround as a major education priority over the next five years. Explore Exceed Charter School seeks to answer the President and Secretary Duncan's call for charter schools to take an active role in school turnaround and aims to work in partnership with SUNY the NYC DOE in order to do so.

[1] Mass Insight study on failing schools

Over the past two years, Explore Schools' team has researched school turnaround practitioners and their methodologies. Those groups include Mastery Schools in Philadelphia, AUSL in Chicago, First Line Schools in New Orleans, and Friends of Bedford in Washington D.C. Through this research, several key start-up practices were identified as leading to success, and will be implemented with Explore Exceed .

1. **Time:** We believe that ample pre-start up planning time is needed in order for Explore Exceed Charter School to be successful.
    a. Explore Exceed's school leader will be hired by August, 2011 in order for that person to have a full year to fine-tune all the details necessary to have a school start-up that will result in student success.
    b. It is our understanding that the Chancellor will announce the schools that she plans to close for the 2012-2013 school year in January of 2012. We will use the next eight months to engage students, families and the community. Through comprehensive outreach, community meetings, and "face time" in the community, our founding team will invest the community in Explore Exceed's plan to replace their closing school with a high-quality charter option. The Explore Exceed leadership team will share its plans with the community for supporting the students in the school when it opens in August in an effort to gain community trust and garner support for the new charter school.
    c. Finally, we will use the planning period to conduct a thorough assessment of the closing school in order to gain a deep understanding of the school and the community's resources and strengths. This approach is further described below.

2. **Strengths-Based Approach**: It is our belief that that there are assets in the closed school and the community that can be leveraged to support Explore Exceed. Therefore, the Explore Exceed leadership team will engage in a thorough analysis of the school and the community beginning in January of 2012 to learn more about the school and the community. This comprehensive review of the school will enable our founding team to identify the successful practices in place at the closing school that can be adopted by Explore Exceed as a new charter school.

3. **Enrollment of Students**: It is our goal to provide as many students as possible who are affected by the school closure with the opportunity to attend Explore Exceed. In fact, the rationale for Exceed's founding is to lessen the deleterious and destabilizing effects of school closure on its students by serving a portion of the population that will be impacted by the Chancellor's decision to close the neighborhood school. Explore Exceed's goal of implementing a school replacement strategy is driven by our desire to provide a high-quality option for students who had been attending a failing school that will be closed by the NYC DOE for poor performance. Through our work to serve students who had attended the closed failing school, our founding team will work with the Institute's General Counsel to ensure that the school's admissions policies are within the provisions of the Act and any other applicable laws, rules and/or regulations.

Explore Schools designed a research-based academic approach that is founded on the premise of serving the students who are at a significant academic risk due to their previous enrollment at a failing school. Explore Exceed's decision to partner with Explore Schools to create a high-performing charter school has been made on the basis of this approach. Given this, Explore Exceed

has not developed an alternative facility plan for our school. Operating outside of an NYC DOE facility that has been closed for poor performance would significantly depart from the goals and objectives of the vision and mission of Explore Exceed.

We seek to open Explore Exceed Charter School in order to provide more educationally under-served students with the high-quality public education that they deserve. Explore Schools currently supports two high-quality public charter schools in Flatbush, Brooklyn. Explore Exceed Charter School will be modeled after Explore Charter School (Explore) which currently enrolls 468 Kindergarten through 8th grade students and Explore Empower Charter School (Empower), which opened in the fall of 2009 and serves 225 students in Kindergarten through 3rd grade. Excel Charter School, the network's third school, will open in August 2011. Last year, 67% of Explore's students scored proficient or advanced on the Math portion of the New York State Exam and 43% scored proficient or advanced on the English portion of the exam, outperforming their peers in district 17 and in New York City. Currently, there are close to 2,500 families on the waiting list to attend either Explore Charter School or Explore Empower Charter School. According to the New York City Charter Center, the waiting list for charter schools in New York City has reached 40,000 students.

Approximately 75% of Explore and Empower's students are low-income and nearly 15% have special needs. Over 95% of Explore and Empower's students are African-American or Latino. As we are attempting to site Explore Exceed Charter School in the same, or nearby Community School Districts (CSD) as Explore, Empower and Excel, we expect Explore Exceed Charter School's demographics to be similar.

Mission in Action

The mission of Explore Exceed Charter School is for its students to demonstrate the academic skills and critical-thinking abilities they need to be successful in a college-preparatory high school. We expect to achieve this mission by providing an educational program based on the following beliefs:

We believe that our students have the ability, desire, and right to achieve. We expect that they will achieve.

- Students with different academic needs are supported through in-class, flexible, skill-based groups.
- A small class-size enables small-group and individualized instruction to take place.

We believe students achieve when a variety of instructional strategies are used to balance skills-instruction with instruction that encourages critical-thinking and problem-solving.

- Explore Exceed Charter School's school-wide approach to instruction balances explicit skills-instruction with lessons and units that reinforce critical-thinking and problem-solving.
- Teachers will use a wide range of instructional strategies to meet the different learning styles of students, including, but not limited to, one-on-one instruction, small-group instruction, large group instruction and cooperative learning groups.

We believe students achieve when they are assessed often and regularly against the academic goals and when the information from these assessments is used to drive instruction.

- Clear scope of academic objectives, aligned with curricular materials at each grade level.
- The administration of regular assessments that gauge a variety of skills provide data that are used to target instruction to best meet the needs of each student.
- Teachers will use a range of assessment tools such as portfolios, tests, and projects to measure student progress against the goals.

We believe students achieve in a school that is safe and has a distinct culture.

- The school community meets regularly to celebrate the accomplishments of students and staff.
- Teachers and administrators share and express common behavioral expectations to reinforce the values of hard work and respect, within Explore Exceed Charter School and between all schools in the Explore network.
- Positive behavior is rewarded through membership in the "Respect Corps"; fighting and disrespect is discouraged through clear consequences.
- Students wear uniforms and staff members wear professional dress.

We believe students achieve when parents are involved in their children's education.

- Teachers and administrators communicate weekly with parents and guardians.
- Parents are informed of their child's academic performance through progress reports, report cards, and parent-teacher conferences.
- An annual "State of the School" is presented each year to inform parents and guardians about the school's academic program, its financial stability, student attendance, and governance.
- Grade-level teachers plan regular parent nights to explain specific academic goals, and strategies that parents can use to support the goals at home.

We believe students achieve when the staff has regular and on-going opportunities for professional growth.

- Staff members participate in early release days to share best practices, meet with literacy and math consultants, and to plan.
- A full-time literacy and math specialist are on site to provide teachers with opportunities for growth in reading and math instruction.
- Teachers will participate in determining the kinds of professional development they need to best serve their students.

We expect and believe that *all* of our students will succeed at Explore Exceed Charter School. The following are the design elements we will utilize to ensure that our students reach their potential.

Beginning Young:

Explore Exceed Charter School will work with students beginning in Kindergarten. We believe that students will be better prepared for grade-level work at the intermediate level if we are able to work with them at the beginning of their academic experience.

Continuing through 8th Grade:

Students and families will be at Explore Exceed Charter School for more than half of their school experience. The K-8 continuity will allow for the delivery of a clear and consistent scope of academic work. Many middle schools have to take time to discover the academic abilities of entering students. At Explore Exceed Charter School, we will already have a sense of each student's strengths and challenges and will be able to quickly evaluate each student's academic needs. Because of the physical, social, and developmental changes that puberty brings, middle school can be a trying time for students. We will have already made connections with both students and their parents that will help to ease our students' transition to adulthood.

Longer School Day and Year:

Students at Explore Exceed Charter School will be in school from August through June. The school day will begin at 7:50 a.m. and will end at 4:20 p.m. Our students will have nearly 25% more time for learning than if they attended a seven hour-a-day, 180 day-a-year school. The purpose of the extended day and extended year is based on the belief that students will retain more skills and knowledge in a consistent year-round schedule, as opposed to having a two month summer break that is traditionally offered. Explore Exced Charter School will be in session for approximately 192 school days each year.

Small Class Size:

A small class size is one way we provide each student with a quality education. The small class size (28 in K-5 with two teachers per classroom, and 20 students per class in 6-8) will enable teachers to work with students in small groups to individualize and tailor instruction.

Meeting the Needs of At-Risk Students:

Explore Exceed Charter School's approach to meeting the needs of students at-risk of academic failure is a combination of high academic expectations, standards-based instruction, extended time to teach math and ELA, and ongoing and regular assessments to measure student achievement of the standards, and re-allocating resources based on the data yielded by the assessments. Explore Exceed Charter School will use a range of diagnostic instruments, based on the students' age and grade level to identify and assess students who are performing below grade level. Throughout their K-8 career at Explore Exceed Charter School, students' reading comprehension and accuracy will be assessed utilizing the Fountas & Pinnell reading assessment. In math, students will be assessed at all grade levels through math interim assessments that are aligned to the New York State math standards. The data from all of these assessments will provide teachers and administration with regular ways to identify students who are performing below grade level. Remedial instruction at Explore Exceed Charter School will be provided through a range of methods and strategies. Explore Exceed Charter School's learning support team will work with students in small, flexible groups to provide re-teaching of specific standards, based on the data on the assessments. In addition, students may be provided with extended math and literacy instruction through a range of research-based remediation programs such as Soar to Success and Fast For Word in literacy, and Fast Math and Number Words

in math.

Continuous Research to Drive Improvement:

Explore Exceed Charter School will employ a repertoire of best practices to continually refine and improve our instructional approach. We will use strategies that include, but are not limited to:

- Accessing research-based professional development through organizations such as Urban Education Exchange, the AUSSIES, The National Council of the Teaching of Mathematics.
- Reading current research about effective instructional practices and then piloting those instructional practices.
- Visiting and reading about high-achieving schools across the city and the country that are "getting it done" – where students in low-income communities are achieving their state's standards at high levels.

Instructional Decision Making:

The school principal, the academic director, the classroom teacher, and members of the learning support team will all be involved in the instructional decision-making process. The teacher will administer the classroom assessment. Within a week, the data from the assessment will be "crunched" and a data meeting will be held with the teacher and the instructional leader (the principal and/or the academic director). During the data meeting, the results will be analyzed and discussed to determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. The teacher and the instructional leader will discuss the implications for instruction and make a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific standard, or reviewing difficult concepts. Students who repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the learning support team. This team – in conjunction with instructional leadership – will determine the types of remedial support best suited to the students' needs. Achievement data of the students receiving the additional support will be closely monitored to determine the extent to which they will require the additional time with the learning support team.

Governance and Organizational Design:

The financial, programmatic, and compliance aspects of Explore Exceed Charter School will be monitored by the Board of Trustees. Explore Exceed Charter School's Board of Trustees is composed of individuals with a variety of perspectives and skill sets. Members include individuals with expertise and experience in law, finance, management, the community, education and Principalship. Other Trustees will include community and parent representation. Explore Exceed Charter School's day-to-day programmatic and operational management will be primarily managed by a full-time Principal and Director of Operations at the school level.

Explore Exceed Charter School's organizational design also includes a robust partnership with Explore Schools, a non-profit school management organization that currently supports two charter schools and is planning the launch of a third in August 2011, in Brooklyn, New York. Explore Schools will provide support to Explore Exceed Charter School in key areas including, but not

limited to, teacher recruitment and selection, budget preparation and monitoring, compliance, operations, leadership evaluation and professional development, and fundraising. The staff at Explore Schools holds expertise in academics and pedagogy, finance, fundraising, operations, technology and talent recruitment.

Explain how these elements specifically will allow the school to achieve its mission with the student population(s) it intends to serve and how the educational program will increase student achievement and decrease student achievement gaps, especially in English language arts and mathematics. Provide any research or examples of existing programs that support your claims.

Note that the 2010 revisions to the Act give preference to schools that:

- *Have the ability to increase student achievement and decrease the achievement gaps in English language arts and mathematics;*
- *Increase high school graduation for students particularly at risk of not graduating; and*
- *Focus on the academic achievement of middle school students.*
- *If the proposal is to establish a charter middle school, please discuss the anticipated effect of the proposed charter school's academic program on preparing students for high school. The proposal should reflect an understanding of the particular challenges of serving an adolescent population and provide details on how such students will be prepared to succeed in high school. Schools that are specifically designed to meet the needs of middle school students will receive additional points on the preference scoring rubric.*
- *If the proposal is to establish a charter high school, please discuss how the program will prepare students to obtain a Regents diploma and succeed in higher education or work after they graduate. Schools that are specifically designed to meet the needs of high school students at risk of not graduating will receive additional points on the preference scoring rubric.*
- *A strong proposal will include the presentation of multiple research studies, if available, that offer conclusive evidence that the school's educational program is likely to lead to increased student learning and achievement with the school's anticipated student population.*
- *The applicant may also wish to cite specific research and examples of successful implementation of the academic program or elements in other responses to other requests or reference the research here in response to those requests, (e.g., requests related to curriculum or pedagogy).*
- *The applicant should be able to point to schools in which the program described has been successful and to demonstrate that the same elements of that program will be in place in the proposed charter school and that the student populations are similar.*

Because Explore Exceed seeks to replace a traditional zoned public school that has been closed for low performance, we anticipate that the students we will serve will mirror the district where the school is being phased out and will have high levels of students who are not performing on grade level, have special needs, and may be at-risk of academic failure. To support these students and increase their academic achievement, the educational approach of Explore Exceed Charter School is based on the approach used by the other schools in the Explore Schools Network. 100% of the network's eighth grade graduates attend college preparatory high schools where at more than 75% of students graduate from high school within four years and more than 85% of those students must gain acceptance to four year colleges. Additionally, last year 86% of Explore Charter School's eight graders scored proficient or above on the New York State Math exam and 54% scored proficient or above on the New York State ELA exam, outperforming students in the district, city, and state. Explore Exceed Charter School seeks academic results that are at least as good as those of Explore Charter School.

In order to best serve our population, Explore Exceed Charter School will provide an educational program that balances explicit skills-instruction with a curriculum that encourages students to be critical thinkers and problem-solvers. Instruction will be based on a curriculum that uses specific end-of-year benchmarks, based on the New York State Standards for learning. We define "skills-instruction" as instruction which provides our students with the basic tools they need to be literate in both English and math. For example, our early literacy program features a phonics component which provides students with the ability to decode the sounds that make up words, to recognize the letters of the alphabet, to identify the sounds those letters make, and to put letters together to make words. In math, for example, skills-instruction means that our early elementary math program will ensure that students are able to perform basic operations such as the ability to count, perform mathematical operations, and recognize patterns of both numbers and shapes.

We define "instruction that encourages students to be critical thinkers and problem-solvers" as instruction which provides our students with opportunities to apply concepts to new situations. For example, reading comprehension in our early literacy program is achieved through a range of

activities. Students have the opportunity to explain how a story or poem is relevant to their own life, to dramatize a text with peers, or to design and use puppets to re-tell a story. To support critical-thinking in math, for example, students may conduct projects such as polling their classmates about a an issue of importance, predicting the results of the survey, organizing the data in a chart, comparing their predictions to the actual results, making a decision based on the results.

Our selected anchor curriculum of Journeys for ELA and Investigations (TERC) for Math also mirror our commitment to building both students' basic and criticial thinking skils. Further, both curricula align to the Common Core standards that are being adopted by the state for Math and ELA. Additional information about our use of these anchor curricula can be found in Attachment 10.

Co-Teaching Model

At Explore Exceed, we view co-teaching as a specific approach to teaching that is fundamentally based on collaboration. Co-teaching is designed to meet the educational needs of students with diverse learning options and students at all academic levels benefit from greater teacher attention. This approach has demonstrated significant benefits for many students and school districts across the country. The Greenbier School District in Arkansas, for example, noted how co-teaching resulted in:

- Decreased referrals to intensive special education services
- Increased overall student achievement
- Fewer disruptive problems
- Increased number of students qualified for gifted and talented education
- Decreased referrals for behavioral problems[1]

As we anticipate serving a population that will have high levels of special needs and at risk students, implementing a co-teaching model increases our chances of success. Further, co-teaching has been successfully implemented at the network's second school, Empower, and will be implemented at the network's third school, Excel; therefore, Explore Schools has experience with successful implementation of this model, which will be used to ensure successful implementation at Exceed.

Curriculum: Description of Curriculum and Curriculum Implementation:

Explore Exceed Charter School will utilize a balanced curricular approach at each grade level. Literacy will be taught for approximately 180 minutes each day. The specific components of Explore's instructional approach will include: large group read-aloud; small-group guided reading; individual independent reading; large-group writing instruction; individual independent writing; vocabulary work; decoding and phonemic awareness. The anchor curriculum that Exceed will use for ELA is Journeys. Journeys is a K-12 reading program that provides instruction and implementation support for teachers working with learners who have different needs and are on different reading levels. Math will be taught for approximately 90 minutes each day. The specific components math include a daily morning math routine, the introduction of new math material, problem-solving, spiral review, and fact fluency. The anchor curriculum that Exceed will use for ELA is Investigations in Number, Data, and Space, a K-5 mathematics curriculum designed to help children understand fundamental ideas of number and operations, geometry, data, measurement and early algebra and is aligned with New York State Common Core Standards.

[1] Greenbier School District Teaching Handbook http://gps.k12.ar.us/parents/docs/co-teaching%20handbook.pdf

In Social Studies, the New York State standards are taught at each grade level, under the umbrella of different grade-level themes. Explore Exceed Charter School's instructional approach to the teaching of Social Studies creates a strong and clear link to literacy. In Science, the New York State standards are taught at each grade level and broken down into specific content strands. Science, like Social Studies, is connected to Explore Exceed Charter School's literacy goals. A wide variety of fiction and non-fiction print resources are utilized.

Explain how the school is likely to materially further one or more of the following purposes of the Charter Schools Act (Education Law § 2850(2)):

- **Improve student learning and achievement;**
- **Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;**
- **Encourage the use of different and innovative teaching methods;**
- **Create new professional opportunities for teachers, school administrators and other school personnel;**
- **Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and**
- **Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.**
- *While the Proposal asks the applicant to provide information that will be helpful in allowing the SUNY Trustees to make the findings in Education Law § 2852(2) (when applicable, as determined by the Institute), the SUNY Trustees would make this finding after a holistic review of the entire proposal, and not merely the applicant's response to this Request.*

Improving Learning and Achievement for At-Risk Students

For students who are at risk of academic failure, Explore Exceed will combine high academic expectations, standards-based instruction, extended time to teach math and ELA, and ongoing and regular assessments to measure student achievement of the standards. These strategies will support students in need of remediation, students with IEP's and ELL students. Explore Exceed Charter School will use a range of diagnostic instruments, based on the students' age and grade level to identify and assess students who need additional support for any of the reasons stated above and will then provide support that is tailored to the specific needs of the student.

In order to serve students at-risk of academic failure, Explore Exceed will follow Explore Schools' approach to continuous improvement. Teachers, special education certified learning specialists and other members of the school's support services team, which includes a Reading Recovery Specialist and Academic Intervention teachers, (please see Attachment 15 for specific definitions of these positions) will work in conjunction to support at-risk students. Specifically,

- All students will be assessed on their mastery of the New York State Standards of Learning/Common Core in math and ELA every six to eight weeks on interim assessments. These interim assessments have been implemented at both Explore and Empower Charter School and demonstrate a high correlation to the standards that students are assessed on the NYS ELA and math exams.
- Within a week of the interim assessment being administered, the data are crunched and discussed with both the classroom teachers and members of the support services team. Specific attention is paid to the individual students' mastery of the standards and re-teaching techniques are discussed.
- Based on the data, individual students are taught individually or in small groups with either the classroom teacher or members of the support services team. Instruction in these small groups focus on the specific skills, as identified by the interim assessment results, which require additional instruction.
- Students may be provided with extended math and literacy instruction through a range of research-based remediation programs such as Soar to Success and in literacy, and Fast Math and Number Words in math both in class and during pull-outs with members of the support services team.
- Students with IEPs will work with learning specialists, certified in special education. The learning specialist will either push-in or provide pull-out instruction. This will remain flexible based on the needs of the students.

- In addition to the classroom teachers and the special-education certified learning specialists, Academic Intervention teachers will provide students who are in need of remediation, and therefore at risk of academic failure, with small-group instruction. This small-group instruction may be push-in.
- Starting in year one, depending on student need, one of the special education certified learning specialists may be certified to work with ELL/LEP students. In addition, we will seek to hire at least one classroom teacher annually who is ESL certified. These members of the team will provide in-class, and as needed, pull-out services to support our ELL/LEP population.

Other strategies and structures Explore Exceed will employ to successfully serve students at-risk of academic failure include:

- A longer school day and a longer school year to ensure that students will have more time on task to learn the New York State Standards.
- Teachers and Academic Intervention teachers provide tutoring throughout the day to those students who require additional instruction. Opportunities for tutoring time may include enrichment, lunch and breakfast tutoring groups and at the end of the day (after spiral review and before dismissal). The timing and frequency of tutoring will be determined on a student-by-student basis by classroom teachers and members of the support services team based on student data.
- Professional development for all staff, during pre-service and throughout the year, which addresses effective teaching strategies for students at risk of academic failure. For example, professional development may include strategies for engaging ELLs in literacy (such as QTEL), or effective math remediation strategies for struggling learners.

The budget for Explore Exceed Charter School has been designed with the needs of students at-risk of academic failure, including students who require remediation, students with IEP's and ELL students. The number of staff members budgeted for each year will mean a low student-teacher ratio and the ability for teachers to work with small groups of at-risk students. In addition, the school support services team (which includes special education certified staff, staff with ELL certification, Reading Recovery Specialists and Academic Intervention teachers) has been budgeted for at an augmented level for each year of the charter term to ensure that specialists are available to work with at risk students as the student population grows. Finally, the materials budget for the school includes the assumption that curricular materials, as described above to support the needs of at-risk students will be purchased by the school.

Increasing Educational Options for Students and Families

As previously mentioned, performance on state exams indicates that many schools in Districts 17 18, 19 and 23 where Explore Exceed may open are not providing students with a high quality education. However, schools in the Explore Network have consistently outperformed schools in both districts and have a waiting list of almost 2,500 families, indicating academic rigor and demand by local parents for better school options.

Providing Support and Increasing Accountability for Achievement

Beyond implementing a rigorous curriculum, it is important Explore Exceed has the tools to measure progress. To that end we have established a data driven culture and process for incorporating results into the curriculum on an ongoing basis:

Explore Exceed Charter School's focus on continuous improvement means that assessment data will be used on a regular basis. Data will be used to assess student progress against the academic goals, including mastery of a curriculum aligned to New York State Standards/Common Core, and to drive programmatic adjustments and changes. We will also use assessment data regularly to track whether Explore Exceed is meeting the benchmarks prescribed by our Accountability Plan.

The school principal, the academic director, the classroom teacher, and members of the learning support team will all be involved in the process of using data on a regular basis to inform decisions related to teaching and learning. Explore Exceed Charter School will use a formulaic approach to ensure that data is collected and analyzed on a regular basis. First, teachers will administer classroom assessments regularly. Within a week, data from any student assessment will be "crunched" and a data meeting will be held with the teacher and one of the school's instructional leaders (the principal and/or the academic director). During the data meeting, test results will be analyzed and discussed to determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. The teacher and the instructional leader will discuss the implications for instruction and make a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific standard, or reviewing difficult concepts. Students that repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the learning support team, which consists of licensed special educators and teachers with expertise in reading recovery and other proven remediation strategies. This team – in conjunction with instructional leadership – will determine the types of remedial support best suited to the students' needs. Achievement data of the students receiving the additional support will be closely monitored to determine the extent to which they will require the additional time with the learning support team.

Explore Exceed will also use a "step back" each term to meet as a group and assess all data that has been collected during the term. Each term, all teachers will meet with instructional leadership to review all assessment data as a group so that all members of the academic community share an understanding of the data and its implications for changes in the classroom and to the curriculum. The teachers' role in this process is to identify which standards they need to re-teach, and to provide differentiated, individualized instruction for specific students, based on the data. The role of the principal in this process is to: ensure that assessments are given on schedule; expeditiously manage the data-crunching process so that teachers have timely results; facilitate data meetings with the teachers and provide guidance as to which standards need to be prioritized; re-allocate resources in the areas of money, time and personnel to ensure that students are given proper levels of instructional support, based on the results of the assessments and monitor lesson plans and lesson execution to ensure that prioritized learning objectives are being effectively re-taught.

Further, specific information about Exceed's approach to and use of assessments is include in Attachment 12.

Provide a copy of the proposed school's calendar for its first year of operation, including:

- **total number of days of instruction for the school year;**
- **first and last day of classes;**
- **organization of the school year (i.e. semesters, trimesters, quarters, etc.), especially important for schools that will ultimately include 9th through 12th grades;**
- **all planned holidays and other days off, as well as planned half days; and**
- **dates for summer school, if planned.**
- *Charter schools must provide at least as much instruction time during a school year as required of other public schools (§ 2851(2)(n)). In this regard, please note that public schools are generally required to provide 180 days of instruction with the following minimum hours of instruction per day:*
    - *2.5 hours per day for half- day kindergarten;*
    - *5 hours per day for full day kindergarten and grades 1-6, exclusive of lunch and recess time; and*
    - *5.5 hours per day for grades 7-12 exclusive of lunch time.*
- *Accordingly, the minimum number of hours of instruction that a charter school can provide in a year is 180 multiplied by the minimum number of required hours of instruction per day for the grade at issue. While a charter school need not, therefore, provide instruction for a minimum number of days as a matter of law, any school providing fewer days of instruction than the district in which it is located must provide a compelling case for doing so.*

All students at Explore Exceed Charter School will be in school from August through June. The school day will begin at 7:50 a.m. and will end at 4:20 p.m. Our students will have 25% more time for learning than if they attended a seven hour-a-day, 180 day-a-year school. The purpose of the extended day and extended year is based on the belief that students will retain more skills and knowledge in a consistent year-round schedule, as opposed to having a two month summer break that is traditionally offered. Explore Exceed Charter School will be in session for approximately 192 school days each year. The first day of classes for students is August 22, 2010 and the last day is June 29, 2011.

The proposed calendar for the 2012-13 academic year follows and includes all planned holiday, other days off, and planned half days:

EXPLORE EXCEED CHARTER SCHOOL
Academic Year 2012-2013

Term I: 34 Days | Term II: 42 Days | Term III: 32 Days | Term IV: 35 Days | Term V: 48 Days | Total: 191 Days

AUGUST

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	***22***	23	24	25
26	27	28	***29***	30	31	

SEPTEMBER

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	***5***	6	7	8
9	10	11	***12***	13	14	15
16	17	18	***19***	20	21	22
23	24	25	***26***	27	28	29
30						

OCTOBER

Su	M	Tu	W	Th	F	Sa
	1	2	***3***	4	5	6
7	8	9	10	11	12	13
14	15	16	***17***	18	19	20
21	22	23	***24***	25	26	27
28	29	30	31			

NOVEMBER

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	***7***	8	9	10
11	12	*13*	***14***	15	16	17
18	19	20	21	22	23	24
25	26	27	***28***	29	30	

DECEMBER

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	***5***	6	7	8
9	10	11	***12***	13	14	15
16	17	18	***19***	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	***9***	10	11	12
13	14	15	***16***	17	18	19
20	21	22	***23***	24	25	26
27	28	29	***30***	31		

FEBRUARY

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	***6***	7	8	9
10	11	12	***13***	14	15	16
17	18	19	20	21	22	23
24	25	26	***27***	28		

MARCH

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	***6***	7	8	9
10	11	12	***13***	14	15	16
17	18	19	***20***	21	22	23
24	25	26	***27***	28	29	30
31						

APRIL

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	***10***	11	12	13
14	15	16	***17***	18	19	20
21	22	23	24	25	26	27
28	*29*	*30*				

MAY

Su	M	Tu	W	Th	F	Sa
			1	*2*	*3*	4
5	6	7	***8***	*9*	*10*	11
12	13	14	***15***	*16*	*17*	18
19	20	21	***22***	23	24	25
26	27	*28*	***29***	*30*	31	

JUNE

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	***5***	6	7	8
9	10	11	***12***	13	14	15
16	17	18	***19***	20	21	22
23	24	25	***26***	27	28	29
30						

JULY

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

LEGEND

	NO SCHOOL for Students and Teachers
	HALF DAY for students; 12:30PM Dismissal
3	Dates with bolded, italicized numbers indicate Wednesday Early Release when dismissal is at 2:00pm
	Parent Teacher Conference Week
	Light blue shaded boxes indicate no school for sudents, but an inservice for teachers and staff.

SCHOOL HOLIDAYS AND BREAKS

Aug-11	New Teachers Report	Nov 22-23	No School: Thanksgiving Holiday	Apr 15-19	Term Break
Aug-11	All Teachers Report	Dec-11	No School: Staff in Service	Apr-11	No School: Staff in Service
Aug-11	First Day of School	Dec-11	1/2 Day: 12:30PM Dismissal	May-11	No School: Memorial Day
Sep-11	No School: Labor Day Holiday	Dec 24-Jan 2	Term Break	Jun-11	1/2 Day: 12:30PM Dismissal
Sep-11	No School: Staff in Service	Jan-11	No School: MLK Jr. Day	Jun-11	1/2 Day: 12:30PM Dismissal
Oct 8-12	Term Break	Feb 18-22	Term Break	Jun-11	No School: Staff in Service
Oct 15-19	Parent Teacher Conferences	Feb 25-Mar 1	Parent Teacher Conferences		
Oct-11	1/2 Day: 12:30PM Dismissal	Apr-11	1/2 Day: 12:30PM Dismissal		

Provide and explain sample school schedules for a typical week of instruction, including:

- **sample weekly schedule for teachers;**
- **sample weekly schedule for students;**
- **Your narrative should include:**
- **length of the school day (including the approximate start and dismissal times of the school day);**
- **for schools that will ultimately include all or select grades within the kindergarten through 8th grade range, the minimum number of hours the school will devote to core academic subjects in each grade, i.e., English language arts, mathematics, science, and social studies, and the total number of hours/minutes of instruction per week (exclusive of lunch, recess, study hall, etc.); and**
- **for schools that will ultimately include 9th through 12th grades (or select grades within that range), the course structure(s) that will allow students to fulfill high school graduation requirements established by the Board of Regents.**
- *If the school will use fundamentally different schedules for different grade spans, it should include samples of each. For example, elementary schedules showing all of the subjects taught by a classroom teacher versus middle school schedules showing distinct classes taught by different teachers.*
- *Student and teacher schedules are an effective way to illustrate the design of the school. Sample teacher schedules should indicate when teachers are involved in classroom instruction and what they will do at other times, i.e., planning, lunch, advising, tutoring, professional development, etc. Similarly, the student schedules should indicate when students are involved in instruction as well as other activities such as lunch, recess, academic interventions, enrichment activities, advisory, etc.*
- *If the school is chartered, the number of days of instruction will be binding on the school in the first school year in which the school provides instruction. However, the school will have the discretion to (i) provide ten percent or ten (10) fewer days of instruction, whichever is less, than the number of days set forth in the proposal, and (ii) lengthen the school day and school year as it deems necessary and appropriate so long as the school provides timely notice to parents and the Institute of such changes, and notes such changes on the school's annual report.*
- *If the school will offer summer instruction in June, July, or August, please specify if the instruction will be for all students or only for students identified as in need of additional academic support. Please provide similar information regarding any all-year or 12-month program.*

Daily and Weekly Schedule

Explore Exceed Charter School's scheduling will ensure that students receive sufficient instruction to meet the requirements of the New York State Standards for Learning. The schedule will also ensure that teachers have adequate time to plan and prepare their lessons. The starred (*) subjects will be taught by a person other than the classroom teacher, and will provide the teacher with a time to prepare lessons.

The rationale behind the schedule is to ensure that students have ample time in each subject to meet and exceed the New York State Standards of Learning. ELA standards will be taught both during the shared reading, read-aloud, word study, reading mini-lesson and writing blocks thus connecting reading and writing. In addition, ELA standards will be taught through science and social studies, which will also help to connect reading and writing through review of, and written response to historical and scientific text. Students will engage in a variety of comprehension activities through non-fiction text in those subjects. Three days a week, the writing block is adjacent to science and social studies (separated by recess) in order for students to make seamless connections between reading, writing and science and social studies content.

Sample K-5 Daily and Weekly Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:50	Breakfast/ Morning Work	Breakfast/ Morning Work	Breakfast/ Morning Work	Breakfast/ Morning Work	Breakfast/ Morning Work
8:20 **8:30** **8:45**	Morning Meeting (CDOS) / Calendar Math	Morning Meeting / Calendar Math	Morning Meeting (FCS)/ Calendar Math	Morning Meeting / Calendar Math	Morning Meeting / Calendar Math
  9:00 **9:15** **9:30**	Reading Mini-Lesson	Reading Mini-Lesson	Reading Mini-Lesson	Reading Mini-Lesson	Reading Mini-Lesson
  9:45	Word Study	Word Study	Word Study	Word Study	
  10:00 **10:15** **10:30**	Physical Education *	Math – Explain Your Thinking	Art *	Music *	Word Study Math
  10:45	Shared Reading		Shared Reading	Shared Reading	
11:00 **11:15** **11:30**	Lunch *	Lunch *	Lunch *	Lunch *	Lunch *
	Science *	LOTE *	Social Studies	Science *	Math – Explain Your

11:45					Thinking
12:00					
12:15					
	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Writing
12:30					
12:45	Math	Math	Math	Math	
1:00					Read Aloud
1:15					
1:30	Social Studies	Social Studies	Science*	Technology*	Math – Spiral Review
1:45	Recess	Recess	Recess	Recess	Recess
2:00					
2:15	Writing	Writing	Writing	Writing	Physical Education*
2:30					
2:45					
3:00					Read Aloud
3:15	Math – Spiral Review	Math – Spiral Review	Math – Spiral Review	Math – Spiral Review	Free Time

3:30					
4:00					
	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
4:20					

Sample Middle School Daily and Weekly Schedule

The schedule below represents a student's schedule. However, our goal is to show an ELA teacher's perspective, as well. Single stars (*) indicate when the ELA teacher would be teaching – either the class of this particular student, or the other section of ELA. A double star (**) indicates when the ELA teacher would have a preparation period.

Duration	Monday	Tuesday	Wednesday	Thursday	Friday
15 minutes	Advisory * CDOS	Community Circle *	Advisory * CDOS	Advisory *	Community Circle *
40 minutes	Social Studies *	Social Studies *	LOTE **	Social Studies *	Social Studies *
60 minutes	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *	ELA: Reading Comp (Class wide Genre Study) *
90 minutes	Math *	Math *	Math *	Math *	Math *
45 minutes	PE **	Introduction to Tech **	PE (20 Weeks) FCS (20 Weeks) **	Math Lab **	Health **
45 minutes	Lunch **	Lunch & PE (Group Games) **	Lunch **	Lunch & PE (Group Games) **	Lunch **
45 minutes	Physical Science *	LOTE **	Physical Science * & Technology Lab	Physical Science *	Physical Science * & Lab
45 minutes	Math Technology ** Lab	Art **		Music **	
60 minutes	Reading/ Grammar / Mechanics/ Writing Lab *	Writing Technology Lab *	Reading/ Grammar / Mechanics/ Writing Lab *	Reading/ Grammar / Mechanics/ Writing Lab *	Reading/ Grammar / Mechanics/ Writing Lab *

Discuss the process that will be used to further develop and implement the school's curriculum. More specifically:

- **Explain how the curriculum has been aligned to the Common Core State Standards (CCSS) and/or the New York State Core Curriculum;**
- **Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g., curriculum frameworks, maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources;**
- **Describe the instructional materials that will be used in the classroom. If commercial or other pre-existing programs or materials will be used, explain the process for their selection. If any have already been selected, provide any evidence regarding their alignment to the school's curriculum framework (representing alignment to the CCSS and the New York Core Curriculum) and effectiveness with the intended student population. If instructional materials will be created, explain the process for their development and who will be responsible for it.**
- **Explain how the curriculum will be appropriate for the students the school intends to serve, as well as students with disabilities, English language learners and students below or above grade level. Explain how teachers will use the curriculum materials that are developed to meet the needs of these students.**
- **Describe the process the school will use to evaluate, review and revise the curriculum on at least an annual basis to ensure its effectiveness, alignment to state standards and alignment from grade to grade. Describe who will be responsible for this process and how teachers will be involved.**
- **Describe the process the school will use to create or select new curriculum resources and instructional materials for new grades or courses, including who will be involved.**
- **Describe the school's procedures for evaluating whether the curriculum is successfully implemented and effective for all students.**

The response discussing curriculum should reflect at a minimum the school's mission, target population, key design elements, approach to serving at-risk students, and staffing plan. The response should be consistent with responses to other requests of the proposal that present the overall educational program. For example, a proposed college prep high school targeting dropouts with a technology oriented program must explain how its curriculum will allow its teachers to accelerate student learning such that they can achieve a Regents diploma by the time they graduate.
The Institute places significant emphasis on determining the extent to which a proposal reflects both an understanding of the importance of curriculum review and development and a commitment to ensuring that both are a part of the fabric of the proposed charter school.

Anchor Curriculum and Teaching

Explore Exceed Charter School will use Journeys for literacy and Investigations in Number, Data, and Space for math as curriculum anchors. Both of these curricula are aligned with the Common Core Standards for ELA and Math that New York State is adopting, thereby ensuring that our students are learning materials deemed important by state requirements.

To ensure that our teachers are aware of what standards to teach and when to teach them, pedagogical personnel at the network level will work closely with literacy and math coordinators at the school level on the following:

- Creating a scope and sequence that is aligned with Journeys for literacy and Investigations in Math, Data, and Space for math. As previously noted, Journeys and Investigations are aligned with Common Core State Standards.
- Developing a pacing calendar for our teachers to demonstrate when and how teachers should be using certain approaches and lessons.
- Selecting and providing supplemental resources as needed for teachers if there are any gaps in Common Core State Standards and student progress.
- Leveraging pacing guides/calendars that are in use at other network schools and adapting them, as needed, to meet the specific needs of the schools, as revealed by interim assessment data.

Journeys was selected as the anchor curriculum for literacy and Investigations in Math, Data, and Space for math because they are aligned to the Common Core Standards which New York is adopting for Math and ELA; they have a balanced and comprehensive approach to learning which matches our mission of providing students with both academic and critical thinking skills; and they provide a variety of strategies for supporting students behind grade level, on grade level, and above grade level, allowing teachers to tailor their lessons to fit students' individual needs. Further, both have included within them, assessments that can be used as quick-checks and for more comprehensive assessments, to ensure that students are gaining the skills and knowledge they need to perform against state adopted standards for learning.

For both curricula to be implemented and used effectively it is critical that teachers know their students well. To that end, Explore Exceed will be using a co-teaching model which lowers the student to teacher ratio so teachers can work with students in smaller groups, know their learning needs more fully and best implement the curriculum anchors to meet their students' needs.

To ensure that all of our students are progressing, Explore Network will work closely with Explore Exceed to identify gaps in student learning and offer recommendations for supplemental materials. Explore Exceed will choose which materials to use based on individual student need as revealed by data.

Meeting the Needs of the Student Population

Because Explore Exceed will replace a school slated for closure because of consistently low performance, we anticipate serving a student body with a significant number of special needs and students below grade level. We have selected our anchor curricula with this student population in mind.

The literacy curriculum has leveled texts for each lesson: below, on, and above reading level and includes strategies for guided and independent work. The math curriculum, Investigations in Math, Data, and Space includes extension and remedial activities and provides specific intervention strategies that teachers can use to pre-teach and re-teach students who need additional support. Additionally, ELL support is built into both curricula so that no student is left behind.

Evaluating Effectiveness/Responding to Data

For both math and literacy the school will use a data-driven approach to tracking and amending, as needed, our curricular approach. Weekly assessments are components of both anchor curricula and each provides guidelines on how to assess what students are learning from week to week. Should gaps emerge demonstrating that there is a disconnect between the implementation of the lessons and

what students are learning, we will use the remediation tools within the curricula to get students back on track. Further, Explore Schools' Managing Director of Progam will meet with the principal weekly to review assessment data and strategize on school-level, grade-level or classroom level changes that need to be made.

Explore Exceed's staff will examine student data every 8 weeks and review and revise curriculum materials as needed to meet student need. School based leadership team with support from network, will memorialize changes that need to happen in real time based on data.

Teachers are closely involved in the curriculum review process on an on-going basis. Teachers gather data and review the data with the school's academic leadership team on a quarterly basis. The data inform what changes the network and the schools will make to the curriculum during the year, but also over the summer to prepare for the following school year. For more real-time conversations, there are regularly scheduled extended data meetings throughout the year to review data with teachers. These meetings are used to reflect as a group on data before changes are made.

Additionally, all schools in the Explore Network are part of the Achievement Network. The Achievement Network is a non-profit provider of interim assessment that works with schools to provide high-quality standards-aligned assessments; tools to analyze assessment results and identify student-learning gaps, and to create action plans to address these gaps. Achievement Network also facilitates networks of peer schools to collaborate to improve their use of data. Explore Schools is currently piloting the Achievement Network's assessments and analyses for New York, and Explore Exceed will also adopt the Achievement Network program, assuming the first year analysis of use at the other network schools reveals that the program has successfully driven student achievement.

In the spring before the start of a new grade level, leadership team at the school level will work with the Explore Schools network to develop new curriculum for that grade. Decisions will be based on real time data at the school and will leverage expertise of the network schools that already serve those additional grades. Data used to inform Explore Exceed's curricular selections will come from our annual program audit (attachment 18), Achievement Network data, New York State assessment data, and data gathered throughout the year.

Throughout the year, other key school stakeholders, including parents and the school's board will have the opportunity to evaluate and respond to school data, New York State assessment data, feedback from the programmatic audit, and Achievement Network data will be reviewed by these key stakeholders at formal meetings held throughout the year.

Exhibit B: Explore Exceed Curriculum Information

Provide evidence that the proposed school's education program (described in the Executive Summary and other responses) would allow students to meet or exceed the performance standards currently established by the Board of Regents. An adequate showing can be made in one of two ways. Submit the curriculum framework for each grade level for which the proposed school would be authorized to provide instruction, and for each learning standard area established by the Board of Regents (all 28 learning standards). In addition, the applicant should provide a curriculum for any other subject areas for which the school will provide instruction.

Please note the following if selecting Option 2.• The advantage of Option 2 is that if done well, the applicant would not bar the possibility of approval of the proposed charter by the Board of Regents. Accordingly, the delay occasioned by return of the charter (assuming no other issues) would not be incurred. The disadvantage of this approach, however, is that having laid out the curriculum for all28 learning standards in the seven learning standards areas, the school would be required to implement that curriculum. In other words, and critically, this is not simply a demonstration of the ability of the applicant(s) and founding team to develop a curriculum in each content area, but also an agreement by the school to provide the time, staff and other resources to teach these areas fully and completely, possibly even at the expense of devoting greater time to literacy, math and other core curriculum areas.

Regardless of which option is chosen, the curriculum framework should be preceded by the appropriate list of state standards (please refer to Appendix B, Part 4).

Please note the following in responding to Request No. 14.

• Education Law subdivision 2851(2)(b) mandates that the school's educational program allow students to meet or exceed the student performance standards set by the Board of Regents. To demonstrate that the proposed school's educational program would meet that standard, Request No. 14 requires you to make (no matter which option you undertake, though the evidence you submit would differ) two separate but interrelated presentations.

First, you are required to set out the proposed school's specific curriculum, consistent with your selected option. In laying out all or part of the curriculum (depending on the option you employ), you must provide the relevant NYS curriculum standards and performance indicators, as well as formal and informal assessments. You may also add any local standards with related performance indicators and assessments. Second, you must demonstrate that the curriculum the proposed school would employ would enable your students to meet the Board of Regents' established performance standards, i.e., students in grades 3-8 would be capable of scoring a "3" or "4" on the State's assessments or, if your school would offer a senior high school program, passing the required Regents high school examinations. The State Learning Standards that correlate to the Regents' assessments are in the following areas: English Language Arts; Mathematics; Science; and Social Studies. For your reference, all 28 State Learning Standards are available at: http://www.emsc.nysed.gov/ciai/pub/standards.pdf.

• The State Education Department and the Institute disagree on whether the Charter Schools Act requires the education program of a charter school to meet the State's "performance" standards or the "learning" standards. It is the Institute's position that a charter school's program need only provide instruction in those content areas covered by a state assessment, and need not provide instruction in the other learning standards areas for which there are learning standards but no state assessments. The State Learning Standards Areas that currently have no related assessment (and therefore no performance standards) are in the areas of: the Arts; Career Development and Occupational Studies; Health, Physical Education, Family and Consumer Sciences; and, Technology Education. An assessment does exist for Languages Other Than English, however it is only required for an Advanced Regents Diploma.

• Finally, whichever option the applicant chooses, he or she should be aware that the proposed curriculum may yet require additional changes based upon the Institute's review. In addition, even after the application has been approved by the State University Trustees, the curriculum may not meet the criteria of the State Education Department without further revisions. However, the extent of the revisions should be significantly reduced.

The following tables have been included to provide an overview of Explore Exceed's balanced approach to math and literacy, and K-8 crosswalks which are aligned to the New York State Learning Standards:

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Explore Exceed Charter School's Balanced Curricular Focus: Lessons, Activities, and Curriculum

Subject Area	Examples of activities to build skills	Examples of activities to reinforce critical-thinking & problem-solving
Literacy / English	• Sequential and consistent phonics instruction using a program such as Foundations. • Sequential and consistent instruction in vocabulary, spelling, prefixes, suffixes, and grammatical conventions through a textbook. • Focus on paragraph and essay formation. • Strategies to improve reading skills (i.e. visualization, prediction).	• Using leveled books for students to choose and read • Student written and oral response to the actions of the characters in a story. • Writing persuasive essays about personally meaningful issues • Comparing and contrasting motivations of different characters • Writing original poems and stories.
Math	• Sequential and consistent instruction regarding number operations and numbers • Memorizing addition and subtraction facts • Memorizing common formulae • Memorization of strategies to attack word problems	• Using the calendar to discover patterns and to make mathematical inferences as seen in the Calendar Math series • "Playing" store to calculate money. • Surveying peers and adults about a specific issue and tabulating and presenting the data.
Science	• Reciting the components of the scientific method. • Defining scientific terms relating to meteorology, earth science or biology.	• Exploring the neighborhood's community gardens to make inferences about the relationship between pollution and ecology. • Creating weather tools to predict weather patterns, conducting science experiments and making hypotheses.
Art	• Identifying the difference between two mediums of art • Placing different art movements in a correct chronological sequence.	• Discovering properties of clay by experimenting and "playing" with it. • Determining an appropriate artistic medium to represent a subject based on the identity or mood of that subject.
Technology	• Identify the basic parts and functions of a computer, including the keyboard, mouse, CD drive • Ability to operate word processing, and spreadsheet programs.	• Using a word-processor program to write an original story; illustrating the story using computer graphics • Using technology to create a visual presentation of data.
Social Studies	• Identifying the capitals of 50 states, naming significant Presidents of the US • Listing the sequence of events that led to the Civil War • Identifying the effects of the Industrial Revolution	• Walking around the neighborhood to identify different architectural styles and evidence of different populations. • Writing a biography about a community member to gain insight into the American immigrant experience • Examining and drawing conclusions from primary sources.
Daily School Schedule	• Students have core subjects every day (i.e. literacy and math).	• Art and music enrichment blocks engage students in artistic endeavors

Explore Exceed Charter School's K-2 Literacy Instructional Framework

Element of Literacy	Why?
Phonics	• Provides students with sequential instruction to master building blocks of reading; letter names, initial sounds, phoneme segmentation
Reading Lesson & Read Aloud or Shared Reading	• Explicitly demonstrates reading process and reading strategies; provides social support, builds fluency
Independent Reading	• Opportunity for students to apply reading strategies independently, challenges reader to work on his/her own reading with a variety of texts, promotes fluency, builds reading confidence.
Guided Reading & Literacy Centers	• Provides students with teacher selected-text, guided demonstration / explanation of reading strategies; gives students an opportunity to read a variety of texts and problem-solve while reading for meaning.
Formal Writing & Independent Writing, Grammar, Handwriting	• Demonstrates how writing works, writing process, concepts of print, how words work; provides opportunities to draw attention to letters, words, and sounds; increases spelling knowledge and provides written language resources in the classroom

Explore Excel Charter School's Grades 3-8 Literacy Instructional Framework (E = Elementary Level; I = Intermediate Level)

Element of Literacy	Why?
Reading & Reading Comprehension Instruction	
• Guided ELA (E) & Textual Analysis (E, I)	• Students review and revisit reading comprehension strategies and practice with a variety of texts • Students practice test prep strategies applicable to multiple choice and short answer questions • Allows for small group, targeted instruction to meet all students' instructional needs.
• Independent Reading / Conferring with individual students (E,I)	• Students read a variety of increasingly challenging texts that require them to apply reading strategies, develop responsibility for individual reading work and broaden experiences with a variety of text, build reading stamina.
• Novel Study (I)	• Students share one text to make literature meaningful and relevant; introduces new material; students apply reading comprehension strategies.
Writing Instruction	
• Writing & Grammar Skills (E, I)	• Introduces new writing and editing skills; students review and revisit concepts.
• Formal Writing & Response to Literature (E, I)	• Students respond in writing to texts; students apply writing skills and develop and practice explicit writing routines.
• Writing Mini-Lesson & Independent Writing (E, I)	• Students develop their writing voice and develop an understanding of the writing process by writing a variety of genres.
Vocabulary Instruction	
(E,I)	• Explicit instruction to help students learn how to decipher meaning of new words and to expand their word and word knowledge.

Explore Excel Charter School Charter Schools' Math Framework at Primary (P), Elementary (E) and Intermediate (I) Levels

Element of Math	What does it look like?	Why?
Morning Math Routine (P, E)	• Calendar/morning meeting time • Repeated practice with concepts that require many exposures	• Connects mathematics with real-world contexts • Develops time concepts and number properties • Targets visual and auditory learners
Do Now (I)	• Review of previously taught material • Questions mirror the format of the state test	• Students review learned material so that they don't forget it • Material may preview upcoming skills that they will learn
Fact Fluency & Fact Strategy (P,E,I)	• Mental Math (whole group oral exercises, number strings/cluster problems) • Fact Review (timed tests, flashcards, review games) • (1 time per week – timed test based on operation strategies that are being taught)	• Students develop strategies to master facts. • Develop number sense and the relationships between numbers and operations • Allows teachers to monitor student progress with math facts and fluency of basic facts • Builds mental math skills
Problem of the Day (P,E,I) **"EYT"** (Explain Your Thinking)	• One word problem – students working independently, teacher modeling strategies, students explaining their solutions	• Opportunities to practice content knowledge in word problem contexts • Practice explaining thinking and showing work – two major elements of the state tests • Content may connect to concepts taught in the Math Lesson • Enhances student understanding of the application of math concepts • Emphasizes communication of mathematical ideas
Spiral Review (P,E,I)	• Short content-based questions and exercises to review all strands	• Students revisit learned material so they do not forget it • Time for teachers to revisit concepts that were challenging for the class as a whole • Differentiated to meet all students' instructional levels
Math Mini-Lesson and Centers (P)	• Introduces new material • Students working independently and in small groups at centers that focus on either the new skill, number sense or spiral review	• Allows students to have independent practice with new material • Emphasizes number sense and recognizes it's a building block for math
Math Lesson (E, I)	• Introduces new material	• Provides opportunity for guided instruction, independent practice and group work •

Subject Area: ENGLISH LANGUAGE ARTS		Grade Level: Kindergarten	
READING: LITERATURE			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Key Ideas and Details			
1. With prompting and support, ask and answer questions about key details in a text.	Lesson 3 Lesson 12 Lesson 19 Lesson 21	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
2. With prompting and support, retell familiar stories, including key details.	Lesson 2 Lesson 5 Lesson 29	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
3. With prompting and support, identify characters, settings, and major events in a story.	Lesson 3 Lesson 5 Lesson 12 Lesson 19 Lesson 28	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
Craft and Structure			
4. Ask and answer questions about unknown words in a text.	Lesson 22	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

5. Recognize common types of texts (e.g., storybooks, poems).	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
Integration of Knowledge and Skills			
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Lesson 25	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
8. (Not applicable to literature)	*Not Applicable*	*Not Applicable*	*Not Applicable*
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Lesson 21	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

Range of Reading and Level of Text Complexity			
10. Actively engage in group reading activities with purpose and understanding.	Lesson 5 Lesson 12 Lesson 21 Lesson 22	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
READING: FOUNDATIONAL SKILLS			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Print Concepts			
1. Demonstrate understanding of the organization and basic features of print.	*See below for specific applications.*	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
a. Follow words from left to right, top to bottom, and page by page.	Lesson 2	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
b. Recognize that spoken words are represented in written language by specific sequences of letters.	Lesson 3	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

c. Understand that words are separated by spaces in print.	Lesson 4 Lesson 5 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
d. Recognize and name all upper- and lowercase letters of the alphabet.	Lesson 3 Lesson 4 Lesson 11 Lesson 22	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
Phonological Awareness			
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	*See below for specific applications.*	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
a. Recognize and produce rhyming words.	Lesson 1 Lesson 12 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
b. Count, pronounce, blend, and segment syllables in spoken words.	Lesson 29 Lesson 30	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

c. Blend and segment onsets and rimes of single-syllable spoken words.	Lesson 6 Lesson 7 Lesson 8	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)	Lesson 2 Lesson 3 Lesson 11 Lesson 13	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Lesson 23 Lesson 24 Lesson 25 Lesson 28	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	*See below for specific applications.*	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	Lesson 1 Lesson 4 Lesson 8 Lesson 9 Lesson 10	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Lesson 6 Lesson 11 Lesson 23 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Lesson 2 Lesson 3 Lesson 4 Lesson 6 Lesson 8 Lesson 10	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
Fluency			
4. Read emergent-reader texts with purpose and understanding..	Lesson 11 Lesson 12 Lesson 13	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
WRITING			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Text Types and Purposes			

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Lesson 26 Lesson 27 Lesson 28	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Lesson 3 Lesson 4 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson21 Lesson 22 Lesson 23 Lesson 24 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Lesson 5 Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15 Lesson 19	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
Production and Distribution of Writing			
4. (Begins in grade 3)	*Not Applicable*	*Not Applicable*	*Not Applicable*
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Lesson 4 Lesson 5 Lesson 10 Lesson 13 Lesson 15 Lesson 20 Lesson 23 Lesson 25 Lesson 30	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Lesson 30	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
Research to Build and Present Knowledge			
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Lesson 11 Lesson 24 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Fundations assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Lesson 4 Lesson 8 Lesson 1 Lesson 15 Lesson 16 Lesson 20 Lesson 24 Lesson 25 Lesson 27 Lesson 28	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
9. (Begins in grade 4)	*Not Applicable*	*Not Applicable*	*Not Applicable*
Range of Writing			
10. (Begins in grade 3)	*Not Applicable*	*Not Applicable*	*Not Applicable*
SPEAKING AND LISTENING			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Comprehension and Collaboration			
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	*See below for specific applications.*	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Lesson 3 Lesson 5 Lesson 11 Lesson 13 Lesson 14 Lesson 15 Lesson 16 Lesson 24 Lesson 26 Lesson 27	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
b. Continue a conversation through multiple exchanges.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Lesson 1 Lesson 3 Lesson 5 Lesson 6 Lesson 9 Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15 Lesson 21 Lesson 22 Lesson 23 Lesson 25 Lesson 27 Lesson 29	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Lesson 3 Lesson 5 Lesson 9 Lesson 12 Lesson 13 Lesson 15 Lesson 27 Lesson 29	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
Presentation of Knowledge and Ideas			

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Lesson 5 Lesson 9 Lesson 10 Lesson 12 Lesson 14 Lesson 15 Lesson 17 Lesson 21 Lesson 23 Lesson 24 Lesson 25 Lesson 30	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Lesson 12 Lesson 14 Lesson 23 Lesson 25 Lesson 28 Lesson 29	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
6. Speak audibly and express thoughts, feelings, and ideas clearly.	Lesson 5 Lesson 8 Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 16 Lesson 17 Lesson 19 Lesson 20 Lesson 21 Lesson 22 Lesson 23 Lesson 24 Lesson 25 Lesson 26 Lesson 27 Lesson 28 Lesson 29 Lesson 30	• Fountas & Pinnell Benchmark Assessments • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
LANGUAGE			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Conventions of Standard English			

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*See below for specific applications.*	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
a. Print many upper- and lowercase letters.	Lesson 4 Lesson 11 Lesson 23 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
b. Use frequently occurring nouns and verbs.	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 11 Lesson 12 Lesson 14 Lesson 18 Lesson 19 Lesson 20 Lesson 21 Lesson 22 Lesson 23 Lesson 25 Lesson 27 Lesson 28	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	Lesson 26	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Lesson 24	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Lesson 29 Lesson 30	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
f. Produce and expand complete sentences in shared language activities.	Lesson 4 Lesson 5 Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15 Lesson 23	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*See below for specific applications.*	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
a. Capitalize the first word in a sentence and the pronoun I.	Lesson 4 Lesson 11 Lesson 12 Lesson 13 Lesson 15 Lesson 22 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

b. Recognize and name end punctuation.	Lesson 13 Lesson 15 Lesson 24 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	Lesson 4 Lesson 11 Lesson 12 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Lesson 5 Lesson 10 Lesson 14 Lesson 15 Lesson 24 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
Knowledge of Language (Begins in grade 2)			
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	*See below for specific applications.*	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Lesson 11 Lesson 21 Lesson 29	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
5. With guidance and support from adults, explore word relationships and nuances in word meanings.	*See below for specific applications.*	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Lesson 7 Lesson 12 Lesson 13 Lesson 14 Lesson 24 Lesson 25	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Lesson 22 Lesson 26	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

c.dentify real-life connections between words and their use (e.g., note places at school that are colorful).	Lesson 5 Lesson 8 Lesson 11 Lesson 15 Lesson 22	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Lesson 4 Lesson 11 Lesson 14 Lesson 15 Lesson 23	• Fountas & Pinnell Benchmark Assessments • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • *Fundations* Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk *Robust Vocabulary* • *Making Meaning* • edHelper (online) • Reading A-Z (online)

Subject Area: MATHEMATICS	Grade Level: Grade K			
COUNTING AND CARDINALITY				
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Counting and Comparing: Beginning pattern skills, repeating patterns. Counting to 10. Number words. Counting sequence backwards 10 to zero. Measuring and Counting	**Reason with shapes and their attributes.**	1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Fractions and Ordinals: Domino Number Builder		2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
NUMBERS AND OPERATIONS IN BASE TEN				
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**

How Many Do You Have: Straws to Represent Tens and Ones Measuring and Counting: Tally Marks, Five Frame with Dots	**Work with numbers 11-19 to gain foundations for place value.**	1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
MEASUREMENT AND DATA				
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Who is in School Today: Sorting by attributes Sorting and Suveys: Sorting by attributes	**Describe and compare measurable attributes.**	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Who is in School Today: Sorting by attributes Sorting and Suveys: Sorting by attributes		2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Sorting and Surveys: Sorting by Attributes How Many Do You Have?	**Classify objects and count the number of objects in each category.**	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
GEOMETRY				
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**

Make a Shape, Build a Block	**Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Make a Shape, Build a Block Sorting and Surveys		2. Correctly name shapes regardless of their orientations or overall size.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Make a Shape, Build a Block		3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Measuring and Counting Make a Shape, Build a Block	**Analyze, compare, create, and compose shapes.**	4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Make a Shape, Build a Block Sorting and Surveys		5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Make a Shape, Build a Block		6. Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Standards and Key Ideas	Performance Indicators	Assessments *(formal/ informal including state assessments)*	Resources
STANDARD 1: Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 1*: Abstraction and symbolic representation are used to communicate mathematically	M1.1 Use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment. M1.1a Use plus, minus, greater than, less than, equal to, multiplication, and division signs M1.1b Select the appropriate operation to solve mathematical problems M1.1c Apply mathematical skills to describe the natural world	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources

Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 2:* Deductive and inductive reasoning are used to reach mathematical conclusions	M2.1 Use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present tin the environment assist them in reaching these conclusions. M2.1a Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions M2.1b Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 3* : Critical thinking skills are used in the solution of mathematical problems	M3.1 Explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible M3.1a Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers (Fahrenheit and Celsius), graduated cylinder to solve problems about the natural world	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Analysis, Inquiry, and Design (Scientific Inquiry): *Key Idea 1:* The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process	S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. S1.3a Clearly express a tentative explanation or description which can be tested	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Analysis, Inquiry, and Design (Scientific Inquiry): *Key Idea 2:* Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity	S2.1 Develop written plans for exploring phenomena or for evaluation explanations guided by questions or proposed explanations they have helped formulate S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.) S2.2 Share their research plans with others and revise them based on their suggestions. S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time S2.3a use appropriate "inquiry and process skills" to collect data S2.3b Record observations accurately and concisely	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Analysis, Inquiry, and Design (Scientific Inquiry): *Key Idea 3:* The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	S3.1 Organize observations and measurements of objects and events through classification and the preparation of simple charts and tables S3.1a Accurately transfer data from a science journal or notes to appropriate graphic organizer S3.2 Interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships S3.2a State, orally and in writing, any inferences or generalizations indicated by the data collected S3.3 Share their findings with others and actively seek their interpretations and ideas S3.3a Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas S3.4 Adjust their explanations and understandings of objects and events based on their findings and new ideas S3.4a State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation S3.4b State, orally and in writing, any new questions that arise from their investigation	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 4: The Physical and Living Settings: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Physical Setting: *Key Idea 1*: The earth and celestial phenomena can be described by principles of relative motion and perspective	1.1a Natural cycles and patterns include: • Earth spinning around once every 24 hours (rotation) resulting in day and night • Earth moving in a path around the sun (revolution), resulting in one Earth year • the length of daylight and darkness varying with the seasons • weather changing from day to day and through the seasons • the appearance of the moon changing as it moves in a path around Earth to complete a single cycle 1.1b Humans organize time into units based on natural motions of Earth: second, minute, hour, week, month 1.1c The sun and other stars appear to move in a recognizable pattern both daily and seasonally	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: *Key Idea 2:* Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	2.1a Weather is the condition of the outside air at a particular moment 2.1b Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy) 2.1c Water is recycled by natural processes on Earth • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, sleet, snow, hail • runoff: water flowing on Earth's surface • groundwater: water that moves downward into the ground	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Physical Setting: *Key Idea 3:* Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	3.1a Matter takes up space and has mass. Two objects cannot occupy the same place a the same time 3.1b Matter has properties (Color, hardness, odor, sound, taste, etc.) that can be observed through the senses 3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light 3.1d Measurements can be made with standard metric units and nonstandard units (Note: Exceptions to the metric system usage are found in meteorology.) 3.1e The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit testers, and graduated cylinders. 3.1f Objects and/or materials can be sorted or classified according to their properties 3.1g Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: • temperature – hot or cold	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: *Key idea 5:* Students will understand that energy and matter interact through forces that result in changes in motion.	5.1a The position of an object can be described by locating it relative to another object of the background (e.g., on top of, next to, over, under, etc.) 5.1b The position or direction of motion of an object can be changed by pushing or pulling 5.1c The force of gravity pulls objects toward the center of Earth	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: *Key idea 1*: Living things are both similar to and different from each other and from nonliving things	1.1a Animals need air, water, and food in order to live and thrive 1.1b Plants require air, water, nutrients, and light in order to live and thrive 1.1c Nonliving things do not live and thrive 1.1d Nonliving things can be human-created or naturally occurring 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: *Key idea 3:* Individual organisms and species change over time	3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction 3.1c In order to survive in their environment, plants and animals must be adapted to that environment 3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment 3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: *Key idea 4*: The continuity of life is sustained through reproduction and development	4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death 4.1b Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant 4.1c The length of time from beginning of development to death of the plant is called its life span 4.1d Life cycles of some plants include changes from seed to mature plant 4.1e Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult 4.1f Each kind of animal goes through its own stages of growth and development during its life span 4.1g The length of time from an animal's birth to its death is called life span. Life spans of different animals vary 4.2a Growth is the process by which plants and animals increase in size 4.2b Food supplies the energy and materials necessary for growth and repair	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: *Key idea 5:* Students will understand that organisms maintain a dynamic equilibrium that sustains life	5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste 5.1b An organism's external physical features can enable it to carry out life functions in its particular environment 5.2a Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow 5.2b Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating) 5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment 5.2d Some animals, including humans, move from place to place to meet their needs 5.2e Particular animal characteristics are influenced by changing environmental conditions including: fat, storage in winter, coat thickness in winter, camouflage, shedding of fur 5.2f Some animal behaviors are influenced by changing environmental conditions. These behaviors may include: nest building, hibernating,	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 6: Interconnectedness: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Systems Thinking: *Key idea 1*: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	• observe and describe interactions among components of simple systems • identify common things that can be considered to be systems (e.g., plant, a transportation system, human beings)	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Models: *Key idea 2:* Models are simplified representations of objects, structures, or systems, used in analysis, explanation, or design	• analyze, construct, and operate models in order to discover attributes of the real thing • discover that a model of something is different from the real thing but can be used to study the real thing • use different types of models, such as graphs, diagrams, and maps, to represent various aspects of the real world	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Magnitude and Scale: *Key idea 3*: The grouping of magnitudes of size, time, frequency, and pressures of other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect behavior and design of systems	• observe that things in nature and things that people make have very different sizes, weights, and ages • recognize that almost anything has limits on how big or small it can be	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Equilibrium and Stability: *Key idea 4*: Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium)	• observe that things change in some ways and stay the same in some ways • recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Patterns of Change: *Key idea 5:* Identifying patterns of change is necessary for making predictions about future behavior and conditions	• use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data • analyze data by making tables and graphs and looking for patterns of change	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources

Content Unit Topics: Trees Animals Two by Two Wood and Paper
Process Skills - Standard 4
General Skills 1. follow safety procedures in the classroom and laboratory 2. safely and accurately use the following measurement tools: metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter 3. use appropriate units for measured or calculated values 4. recognize and analyze patterns and trends 5. classify objects according to an established scheme and a student-generated scheme 6. develop and use a dichotomous key 7. sequence events 8. identify cause-and-effect relationships 9. use indicators and interpret results **Living Environment Skills** 1. manipulate a compound microscope to view microscopic objects 2. determine the size of a microscopic object, using a compound microscope 3. prepare a wet mount slide 4. use appropriate staining techniques 5. design and use a Punnett square or a pedigree chart to predict the probability of certain traits 6. classify living things according to a student-generated scheme and an established scheme 7. interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web 8. identify pulse points and pulse rates 9. identify structure and function relationships in organisms **Physical Setting Skills** 1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map 2. using identification tests and a flow chart, identify mineral samples 3. use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type 4. plot the location of recent earthquake and volcanic activity on a map and identify patterns of distribution 5. use a magnetic compass to find cardinal directions 6. measure the angular elevation of an object, using appropriate instruments 7. generate and interpret field maps including topographic and weather maps 8. predict the characteristics of an air mass based on the origin of the air mass 9. measure weather variables such as wind speed and direction, relative humidity, barometric pressure, etc. 10. determine the density of liquids, and regular- and irregular-shaped solids 11. determine the volume of a regular- and an irregular-shaped solid, using water displacement 12. using the periodic table, identify an element as a metal, nonmetal, or noble gas 13. determine the identity of an unknown element, using physical and chemical properties 14. using appropriate resources, separate the parts of a mixture 15. determine the electrical conductivity of a material, using a simple circuit 16. determine the speed and acceleration of a moving object

Subject Area: SOCIAL STUDIES Grade Level: Kindergarten				
Content Standards	**Key Ideas**	**New York State Performance Indicators**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	**Key Idea 1**: Students will understand that the history of New York State and the United States requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions	• know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and background played a role in creating it • explain those values, practices, and traditions that unite all Americans	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand important how ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives	• gather and organize information about the traditions transmitted by various groups living in their neighborhood and community • recognize how traditions and practices were passed from one generation to the next • distinguish between near and distant	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments	• consider different interpretations of key events and/or issues in history and understand the differences in these accounts • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
STANDARD 2: WORLD HISTORY: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	**Key Idea 1:** Students will understand that the study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives	• read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop • study about world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

	Key Idea 2: Students will examine different time periods, examining themes across time and within cultures, focusing on important turning points in world history to help organize the study of world cultures and civilizations	• distinguish between past, present, and future periods • develop timelines that display important events and eras from world history • compare important events and accomplishments from different time periods in world history	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that the major social, political, cultural, and religious developments in world history involve learning about the important roles and contributions of individuals and groups	• understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities • know information about important developments from world history	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time	• consider different interpretations of key events and developments in world history and understand the differences in these accounts • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world • view historic events through the eyes of those who were there, as shown in their art, writings, music and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
STANDARD 3: GEOGRAPHY: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth's surface.	**Key Idea 1**: Students will analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and	• study about how people live, work, and utilize natural resources • draw basic maps and diagrams that serve as representations of places, physical features, and objects • locate places within the local community, state, and nation • investigate how people depend on	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will apply the skills of asking and answering geographic questions; analyzing theories of geography and acquiring, organizing and analyzing geographic information (adapted from The National Geography Standards, 1994: Geography for Life)	• ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (adapted from The National Geography Standards, 1994)	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT: Students will use a variety of intellectual skills to demonstrate their understanding for the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	Key Idea 1: Students will understand that the study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law (adapted from The National Standards for Civics and Government, 1994)	• describe the basic purposes of government and the importance of civic life • discuss how and why the world is divided into nations and what kinds of governments other nations have	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand that the state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for rights, and respect for self, others, and property), principles, and practices	• know what the United States Constitution is and why it is important (adapted from The National Standards for Civics and Government, 1994) • understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities	• understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that thy will acquire as they age	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	• show a willingness to consider other points of view before drawing conclusions or making judgments • participate in activities that focus on a classroom, school, or community issue or problem • suggest alternative solutions or courses of action to hypothetical or historic problems • evaluate the consequences for each alternative solution or course of action	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

Kindergarten Instructional Sequence: Self & Others	
Term 1	Demonstrate an understanding of one's physical self including gender, ethnicity, and language spoken. Distinguish the characteristics of the school community. Demonstrate an understanding of one's responsibilities at home, in school, in the classroom and in the community.
Term 2	Develop an understanding about the ways in which rules affect children and adults. Identify the reasons for which people make and change rules. Establish reasons why families and school groups need rules to govern and protect themselves.
Term 3	Compare and contrast one's own likes and dislikes with those of others. Using folktales, fables, legends, music and oral histories, identify ways in which individuals and families are alike and different. Locate and draw the United States and the Atlantic and Pacific Oceans on maps.
Term 4	Locate and draw Brooklyn on a map. Identify the contributions made by different groups within the neighborhood and community. Identify ways in which people change over time. Identify symbols and celebrations of our nation, including the flag.

Term 5	Develop an understanding of how people in families, schools and neighborhoods rely on each other to meet needs and wants. Become familiar with decisions and choices that we make regarding our needs and wants. Demonstrate an understanding of basic human needs and wants. Identify needs, wants, talents and abilities of oneself and others. By interviewing family members, demonstrate an understanding of families' wants and needs.

Subject Area: ENGLISH LANGUAGE ARTS	Grade Level: Grade 1		
READING: LITERATURE			
Common Core Standards	**Lessons**	**Assessments** (*formal/ informal including state assessments)*	**Resources**
Key Ideas and Details			
1. Ask and answer questions about key details in a text.	Lesson 2, 10, 7, 8, 12, 14, 17, 20, 21, 23, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Lesson 3, 7, 12, 14, 23, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

3. Describe characters, settings, and major events in a story, using key details.	Lesson 2, 3, 5, 8, 10, 12, 14, 17, 20, 21, 23, 25, 26, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Craft and Structure			
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Lesson 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Lesson 3, 7	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Identify who is telling the story at various points in a text.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Skills			

7. Use illustrations and details in a story to describe its characters, setting, or events.	Lesson 17, 20, 23, 26, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. (Not applicable to literature)			
9. Compare and contrast the adventures and experiences of characters in stories.	Lesson 14, 21, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Range of Reading and Level of Text Complexity			

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Lesson 2, 3, 5, 10, 8, 10, 14, 17, 20, 21, 23, 25, 26, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: INFORMATIONAL TEXT			
Common Core Standards	**Lessons**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Key Ideas and Details			
1. Ask and answer questions about key details in a text.	Lesson 1, 4, 7, 9, 11, 13, 15, 16, 18, 19, 22, 24, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys"

			curriculum
2. Identify the main topic and retell key details of a text.	Lesson 1, 7, 11, 13, 15, 16, 18, 24, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Lesson 11, 13, 15, 18, 22, 24, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
Craft and Structure			
4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Lesson 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Lesson 11, 13, 15, 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Lesson 22, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Ideas			
7. Use the illustrations and details in a text to describe its key ideas.	Lesson 9, 15	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online)

		• "Journeys" assessments	• Reading A-Z (online) • "Journeys" curriculum
8. Identify the reasons an author gives to support points in a text.	Lesson 11, 13, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Lesson 13	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
Range of Reading and Level of Text Complexity			
10. With prompting and support, read informational texts appropriately complex for grade 1.	Lesson 1, 4, 7, 9, 16, 18, 19, 22, 24, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: FOUNDATIONAL SKILLS			
Common Core Standards	**Lessons**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Print Concepts			
1. Demonstrate understanding of the organization and basic features of print.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading

		assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Lesson 3, 12, 13, 14, 15	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Phonological Awareness			
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making

		• Terra Nova Language & Reading • “Journeys” assessments	Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a.Distinguish long from short vowel sounds in spoken single-syllable words.	Lesson 1, 5, 16, 17, 18, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
c. solate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Lesson 1, 2, 3, 4, 5, 6, 8, 9, 10, 14, 15, 16, 17	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Lesson 5, 6, 7, 8, 9, 10, 11, 12, 13, 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	Lesson 11, 12, 13, 15	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online)

		• "Journeys" assessments	• Reading A-Z (online) • "Journeys" curriculum
b. Decode regularly spelled one-syllable words.	Lesson 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Know final -e and common vowel team conventions for representing long vowel sounds.	Lesson 14, 16, 17, 18, 19, 24, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	Lesson 21, 23, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
f. Read words with inflectional endings.	Lesson 3, 11, 26, 27, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
g. Recognize and read grade-appropriate irregularly spelled words.	Lesson 11, 13, 14, 15, 21, 22, 23, 24, 25, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Read grade-level text with purpose and understanding.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
b. Read grade-level text orally with accuracy, appropriate rate, and expression.	Lesson 6, 7, 9, 11, 13, 14, 15, 18, 20, 21, 22, 23, 24, 25, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Lesson 5	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online)

			• "Journeys" curriculum
WRITING			
Common Core Standards	**Lessons**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Text Types and Purposes			
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Lesson 26, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Lesson 11, 12, 13, 14, 15	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education

		tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Lesson 20, 21, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Production and Distribution of Writing			
4. (Begins in grade 3)	*Not Applicable*	*Not Applicable*	*Not Applicable*
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Lesson 11, 12, 13, 15, 20, 21, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary

		rubrics • Terra Nova • “Journeys” assessments	• Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Research to Build and Present Knowledge			
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Lesson 12, 14	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online)

			• Reading A-Z (online) • "Journeys" curriculum
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Lesson 11, 13, 14, 22, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. (Begins in grade 4)	*Not Applicable*	*Not Applicable*	*Not Applicable*
Range of Writing			
10. (Begins in grade 3)	*Not Applicable*	*Not Applicable*	*Not Applicable*
SPEAKING AND LISTENING			
Common Core Standards	**Lessons**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Comprehension and Collaboration			

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.	Lesson 1, 2, 3, 7, 9	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Lesson 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 14, 15, 16, 17, 18, 1, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	Lesson 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Ask questions to clear up any confusion about the topics and texts under discussion.	Lesson 11, 12, 13, 14, 22, 23, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Lesson 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Lesson 2, 5, 6, 10, 15, 18, 19, 20, 21, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Presentation of Knowledge and Ideas			

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Lesson 1, 5, 8, 13, 15, 16, 17, 20, 21, 23, 24, 25, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Lesson 13, 16, 25, 28, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

6. Produce complete sentences when appropriate to task and situation.	Lesson 21, 23, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
LANGUAGE			
Common Core Standards	**Lessons**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

a. Print all upper- and lowercase letters.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Use common, proper, and possessive nouns.	Lesson 1, 2, 3, 9, 11, 12	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	Lesson 13, 15, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	Lesson 21, 22, 23, 24, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Lesson 13, 14, 19, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
f. Use frequently occurring adjectives.	Lesson 4, 5, 10, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	Lesson 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
h. Use determiners (e.g., articles, demonstratives).		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

i. Use frequently occurring prepositions (e.g., during, beyond, toward).	Lesson 10, 15, 10, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Lesson 3, 6, 8, 11, 12, 13, 14, 15, 16, 17, 18, 21, 22, 24, 26, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Capitalize dates and names of people.	Lesson 1, 11, 18, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Use end punctuation for sentences.	Lesson 2, 3, 6, 7, 8, 15, 16, 21, 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use commas in dates and to separate single words in a series.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	Lesson 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Knowledge of Language (Begins in grade 2)			
Vocabulary Acquisition and Use			

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Lesson 2, 11, 12, 13, 17, 18, 23, 24, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Use frequently occurring affixes as a clue to the meaning of a word.	Lesson 15, 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Lesson 13	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Lesson 1, 6, 11, 14, 17, 23, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	Lesson 1, 2, 5, 6, 7, 8, 9, 10, 14, 16, 17, 18, 19, 20, 21, 24, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	Lesson 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	Lesson 12, 13, 14, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

Subject Area: MATHEMATICS	Grade Level: Grade 1			
OPERATIONS AND ALGEBRAIC THINKING				
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Addition and Subtraction: Solving Story Problems More Addition and Subtraction: Number Games and Crayon Puzzles Algebra: Color, Shape and Number Patterns	**Represent and solve problems involving addition and subtraction.**	1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.[1]	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Addition and Subtraction: Solving Story Problems More Addition and Subtraction: Number Games and Crayon Puzzles Algebra: Color, Shape and Number Patterns		2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Algebra: Color, Shape and Number Patterns Addition and Subtraction: Solving Story Problems	**Understand and apply properties of operations and the relationship between addition and subtraction.**	3. Apply properties of operations as strategies to add and subtract.[2] Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Addition and Subtraction: Solving Story Problems More Addition and Subtraction: Number Games and Crayon Puzzles		4. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. Add and subtract within 20.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting and The Number System: How Many of Each Addition and Subtraction: Solving Story Problems	**Add and subtract within 20.**	5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Algebra: Color, Shape and Number Patterns Addition and Subtraction: Solving Story Problems		6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Algebra: Color, Shape and Number Patterns Addition and Subtraction: Solving Story Problems	**Work with addition and subtraction equations.**	7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Algebra: Color, Shape and Number Patterns Addition and Subtraction: Solving Story Problems		8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = _ – 3, 6 + 6 = _.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
NUMBERS AND OPERATIONS IN BASE TEN				
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**

Counting and the Number System: How Many of Each?	**Extend the counting sequence.**	1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting and the Number System: How Many of Each? More Addition and Subtration: Number Games and Crayon Puzzles Place Values and Number Sense	**Understand place value.**	2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Place Values and Number Sense		a. 10 can be thought of as a bundle of ten ones — called a "ten."	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting and the Number System: How Many of Each? More Addition and Subtration: Number Games and Crayon Puzzles Place Values and Number Sense		b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting and the Number System: How Many of Each? More Addition and Subtration: Number Games and Crayon Puzzles Place Values and Number Sense		c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Place Values and Number Sense		3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting and the Number System: How Many of Each? More Addition and Subtration: Number Games and Crayon Puzzles Place Values and Number Sense	**Use place value understanding and properties of operations to add and subtract.**	4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting and the Number System: How Many of Each? More Addition and Subtration: Number Games and Crayon Puzzles Place Values and Number Sense		5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting and the Number System: How Many of Each? More Addition and Subtration: Number Games and Crayon Puzzles Place Values and Number Sense		6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
MEASUREMENT AND DATA				
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
3-D Geometry: Blocks and Boxes Algebra: Color, Shapes and Number Patterns Linear Measurement: Fish Lengths and Animal Jumps	**Measure lengths indirectly and by iterating length units.**	1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Measurement: Fish Lengths and Animal Jumps		2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Money and Time	**Tell and write time.**	3. Tell and write time in hours and half-hours using analog and digital clocks.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Algebra: Color, Shapes and Number Patterns Data and Graphs: Which Would You Rather Be?	**Represent and interpret data.**	4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
GEOMETRY				
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
2-D Geometry: Making Shapes and Designing Quilts 3-D Geometry: Blocks and Boxes	**Reason with shapes and their attributes.**	1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) ; build and draw shapes to possess defining attributes.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

2-D Geometry: Making Shapes and Designing Quilts 3-D Geometry: Blocks and Boxes		2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.[1]	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
2-D Geometry: Making Shapes and Designing Quilts 3-D Geometry: Blocks and Boxes		3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Standards and Key Ideas	Performance Indicators	Assessments *(formal/ informal including state assessments)*	Resources
STANDARD 1: Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 1*: Abstraction and symbolic representation are used to communicate mathematically	M1.1 Use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment. M1.1a Use plus, minus, greater than, less than, equal to, multiplication, and division signs M1.1b Select the appropriate operation to solve mathematical problems M1.1c Apply mathematical skills to describe the natural world	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 2:* Deductive and inductive reasoning are used to reach mathematical conclusions	M2.1 Use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present tin the environment assist them in reaching these conclusions. M2.1a Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions M2.1b Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 3*: Critical thinking skills are used in the solution of mathematical problems	M3.1 Explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible M3.1a Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers (Fahrenheit and Celsius), graduated cylinder to solve problems about the natural world	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Analysis, Inquiry, and Design (Scientific Inquiry): *Key Idea 1:* The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process	S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. S1.3a Clearly express a tentative explanation or description which can be tested	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Analysis, Inquiry, and Design (Scientific Inquiry): *Key Idea 2:* Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity	S2.1 Develop written plans for exploring phenomena or for evaluation explanations guided by questions or proposed explanations they have helped formulate S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.) S2.2 Share their research plans with others and revise them based on their suggestions. S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time S2.3a use appropriate "inquiry and process skills" to collect data S2.3b Record observations accurately and concisely	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 4: The Physical and Living Settings: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Physical Setting: *Key Idea 1:* The earth and celestial phenomena can be described by principles of relative motion and perspective	1.1a Natural cycles and patterns include: • Earth spinning around once every 24 hours (rotation) resulting in day and night • Earth moving in a path around the sun (revolution), resulting in one Earth year • the length of daylight and darkness varying with the seasons • weather changing from day to day and through the seasons • the appearance of the moon changing as it moves in a path around Earth to complete a single cycle 1.1b Humans organize time into units based on natural motions of Earth: second, minute, hour, week, month 1.1c The sun and other stars appear to move in a recognizable pattern both daily and seasonally	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: *Key Idea 2:* Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	2.1a Weather is the condition of the outside air at a particular moment 2.1b Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy) 2.1c Water is recycled by natural processes on Earth • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, sleet, snow, hail • runoff: water flowing on Earth's surface • groundwater: water that moves downward into the ground	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Physical Setting: *Key Idea 3:* Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	3.1a Matter takes up space and has mass. Two objects cannot occupy the same place a the same time 3.1b Matter has properties (Color, hardness, odor, sound, taste, etc.) that can be observed through the senses 3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light 3.1d Measurements can be made with standard metric units and nonstandard units (Note: Exceptions to the metric system usage are found in meteorology.) 3.1e The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit testers, and graduated cylinders. 3.1f Objects and/or materials can be sorted or classified according to their properties 3.1g Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: • temperature – hot or cold	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: *Key idea 4* : Energy exists in many forms, and when these forms change energy is conserved.	*Not addressed in grade 1*	*Not addressed in grade 1*	*Not addressed in grade 1*
Physical Setting: *Key idea 5:* Students will understand that energy and matter interact through forces that result in changes in motion.	5.1a The position of an object can be described by locating it relative to another object of the background (e.g., on top of, next to, over, under, etc.) 5.1b The position or direction of motion of an object can be changed by pushing or pulling 5.1c The force of gravity pulls objects toward the center of Earth	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: *Key idea 1* : Living things are both similar to and different from each other and from nonliving things	1.1a Animals need air, water, and food in order to live and thrive 1.1b Plants require air, water, nutrients, and light in order to live and thrive 1.1c Nonliving things do not live and thrive 1.1d Nonliving things can be human-created or naturally occurring 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: *Key idea 3:* Individual organisms and species change over time	3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction 3.1c In order to survive in their environment, plants and animals must be adapted to that environment 3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment 3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: *Key idea 4*: The continuity of life is sustained through reproduction and development	4.1a Plants and animals have life cycles. These may include beginning of a life, development into an adult, reproduction as an adult, and eventually death 4.1b Each kind of plant goes through its own stages of growth and development that may include seed, young plant, and mature plant 4.1c The length of time from beginning of development to death of the plant is called its life span 4.1d Life cycles of some plants include changes from seed to mature plant 4.1e Each generation of animals goes through changes in form from young to adult. This completed sequence of changes in form is called a life cycle. Some insects change from egg to larva to pupa to adult 4.1f Each kind of animal goes through its own stages of growth and development during its life span 4.1g The length of time from an animal's birth to its death is called life span. Life spans of different animals vary 4.2a Growth is the process by which plants and animals increase in size 4.2b Food supplies the energy and materials necessary for growth and repair	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: *Key idea 5:* Students will understand that organisms maintain a dynamic equilibrium that sustains life	5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste 5.1b An organism's external physical features can enable it to carry out life functions in its particular environment 5.2a Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow 5.2b Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating) 5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment 5.2d Some animals, including humans, move from place to place to meet their needs 5.2e Particular animal characteristics are influenced by changing environmental conditions including: fat, storage in winter, coat thickness in winter, camouflage, shedding of fur 5.2f Some animal behaviors are influenced by changing environmental conditions. These behaviors may include: nest building, hibernating,	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: *Key idea 6*: Plants and animals depend on each other and their physical environment	6.1a Green plants are producers because they provide the basic food supply for themselves and animals 6.1b All animals depend on plants. Some animals (predators) eat other animals (prey). 6.1c Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain 6.1d Decomposers are living things that play a vital role in recycling nutrients 6.1 e An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment 6.1f When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations 6.2a Plants manufacture food by utilizing air, water, and energy from the sun 6.2b The sun's energy is transferred on Earth from plants to animals through the food chain 6.2c Heat energy from the sun powers the water cycle (see Physical Science Key Idea 2)	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Systems Thinking: *Key idea 1*: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	• observe and describe interactions among components of simple systems • identify common things that can be considered to be systems (e.g., plant, a transportation system, human beings)	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Models: *Key idea 2:* Models are simplified representations of objects, structures, or systems, used in analysis, explanation, or design	• analyze, construct, and operate models in order to discover attributes of the real thing • discover that a model of something is different from the real thing but can be used to study the real thing • use different types of models, such as graphs, diagrams, and maps, to represent various aspects of the real world	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Magnitude and Scale: *Key idea 3*: The grouping of magnitudes of size, time, frequency, and pressures of other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect behavior and design of systems	• observe that things in nature and things that people make have very different sizes, weights, and ages • recognize that almost anything has limits on how big or small it can be	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Equilibrium and Stability: *Key idea 4*: Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium)	• observe that things change in some ways and stay the same in some ways • recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Patterns of Change: *Key idea 5:* Identifying patterns of change is necessary for making predictions about future behavior and conditions	• use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data • analyze data by making tables and graphs and looking for patterns of change	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources

Content Unit Topics:
Insects and Plants
Air and Weather
Balance and Motion

Process Skills - Standard 4 (K-8)

General Skills

1. follow safety procedures in the classroom and laboratory
2. safely and accurately use the following measurement tools: metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter
3. use appropriate units for measured or calculated values
4. recognize and analyze patterns and trends
5. classify objects according to an established scheme and a student-generated scheme
6. develop and use a dichotomous key
7. sequence events
8. identify cause-and-effect relationships
9. use indicators and interpret results

Living Environment Skills

1. manipulate a compound microscope to view microscopic objects
2. determine the size of a microscopic object, using a compound microscope
3. prepare a wet mount slide
4. use appropriate staining techniques
5. design and use a Punnett square or a pedigree chart to predict the probability of certain traits
6. classify living things according to a student-generated scheme and an established scheme
7. interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web
8. identify pulse points and pulse rates
9. identify structure and function relationships in organisms

Physical Setting Skills

1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map
2. using identification tests and a flow chart, identify mineral samples
3. use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type
4. plot the location of recent earthquake and volcanic activity on a map and identify patterns of distribution
5. use a magnetic compass to find cardinal directions
6. measure the angular elevation of an object, using appropriate instruments
7. generate and interpret field maps including topographic and weather maps
8. predict the characteristics of an air mass based on the origin of the air mass
9. measure weather variables such as wind speed and direction, relative humidity, barometric pressure, etc.
10. determine the density of liquids, and regular- and irregular-shaped solids
11. determine the volume of a regular- and an irregular-shaped solid, using water displacement
12. using the periodic table, identify an element as a metal, nonmetal, or noble gas
13. determine the identity of an unknown element, using physical and chemical properties
14. using appropriate resources, separate the parts of a mixture
15. determine the electrical conductivity of a material, using a simple circuit
16. determine the speed and acceleration of a moving object

Subject Area: SOCIAL STUDIES Grade Level: Grade 1				
Standards	**Key Ideas**	**New York State Performance Indicators**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	**Key Idea 1:** Students will understand that the history of New York State and the United States requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions	• know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and background played a role in creating it • understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents • explain those values, practices, and traditions that unite all Americans	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand important how ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives	• gather and organize information about the traditions transmitted by various groups living in their neighborhood and community • recognize how traditions and practices were passed from one generation to the next • distinguish between near and distant past and interpret simple timelines	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments	• consider different interpretations of key events and/or issues in history and understand the differences in these accounts • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 2: WORLD HISTORY: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	**Key Idea 1:** Students will understand that the study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives	• read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop • study about world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will examine different time periods, examining themes across time and within cultures, focusing on important turning points in world history to help organize the study of world cultures and civilizations	• distinguish between past, present, and future periods • develop timelines that display important events and eras from world history • compare important events and accomplishments from different time periods in world history	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that the major social, political, cultural, and religious developments in world history involve learning about the important roles and contributions of individuals and groups	• understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities • gather and present information about important developments from world history	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time	• consider different interpretations of key events and developments in world history and understand the differences in these accounts • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world • view historic events through the eyes of those who were there, as shown in their art, writings, music and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 3: GEOGRAPHY: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth's surface.	**Key Idea 1:** Students will analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography (adapted from The National Geography Standards, 1994: Geography for Life)	• study about how people live, work, and utilize natural resources • draw basic maps and diagrams that serve as representations of places, physical features, and objects • locate places within the local community, state, and nation • investigate how people depend on and modify the physical environment	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will apply the skills of asking and answering geographic questions; analyzing theories of geography' and acquiring, organizing, and analyzing geographic information (adapted from The National Geography Standards, 1994: Geography for Life)	• ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (adapted from The National Geography Standards, 1994)	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT: Students will use a variety of intellectual skills to demonstrate their understanding for the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	**Key Idea 1**: Students will understand that the study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law (adapted from The National Standards for Civics and Government, 1994)	• describe the basic purposes of government and the importance of civic life • discuss how and why the world is divided into nations and what kinds of governments other nations have	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand that the state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government (adapted from The National Standards for Civics and Government, 1994)	• know what the United States Constitution is and why it is important (adapted from The National Standards for Civics and Government, 1994) • understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities	• understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that thy will acquire as they age	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	• show a willingness to consider other points of view before drawing conclusions or making judgments • participate in activities that focus on a classroom, school, or community issue or problem • suggest alternative solutions or courses of action to hypothetical or historic problems • evaluate the consequences for each alternative solution or course of action	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

Grade 1 Instructional Sequence: Families: Mine and Others	
Term 1	Identify rules and expectations in class, school and home. Identify different jobs to do in the classroom. Identify the different responsibilities of family members and of students.
Term 2	Become familiar with jobs of family members. Compare and contrast different jobs of family members within the class. Identify common businesses and jobs of family members. Identify ways people use money in their families.
Term 3	Identify examples of family life and culture. Identify different people and cultures of the class. Compare and contrast the class' different families.
Term 4	Distinguish between near and distant past through studying families. Compare current family life with family life in the past. Identify the role the student's family has played in shaping American culture by gathering oral histories and family memorabilia.
Term 5	Compare and contrast relative location of people, places and things using family/school members as a reference point. Explore Brooklyn to identify community landmarks (e.g. traffic lights, signs, and street markers).

Subject Area: ENGLISH LANGUAGE ARTS	Grade Level: Grade 2		
READING: LITERATURE			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Key Ideas and Details			
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Lesson 6, 8, 9, 14, 15, 21, 24, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

3. Describe how characters in a story respond to major events and challenges.	Lesson 9, 10, 11, 15, 17, 22, 24, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Craft and Structure			
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Lesson 2, 5, 6, 12	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Lesson 1, 2, 6, 9, 12, 13, 16, 17, 22, 25, 26, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Lesson 2, 8, 10, 13, 18, 19, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Skills			

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Lesson 1, 2, 4, 5, 7, 11, 15, 17, 19, 20, 23, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. (Not applicable to literature)	*Not Applicable*	*Not Applicable*	*Not Applicable*
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Lesson 2	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Range of Reading and Level of Text Complexity			

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Lesson 21, 22, 23, 24, 25, 26, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

READING: INFORMATIONAL TEXT			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Key Ideas and Details			
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Lesson 2, 6, 8, 10, 11, 12, 13, 14, 18, 21, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Lesson 6, 8, 14, 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Lesson 10, 11, 14, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Craft and Structure			

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Lesson 2, 6, 12, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Lesson 2, 6, 12, 13	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Lesson 2, 8, 10, 18, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Ideas			
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Lesson 2, 11, 13,	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

8. Describe how reasons support specific points the author makes in a text.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. Compare and contrast the most important points presented by two texts on the same topic.	Lesson 2	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Range of Reading and Level of Text Complexity			

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Lesson 21, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: FOUNDATIONAL SKILLS			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys"

			curriculum
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Lesson 2, 3, 4, 5	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Know spelling-sound correspondences for additional common vowel teams.	Lesson 12, 13, 14, 17, 19, 26, 27, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
c. Decode regularly spelled two-syllable words with long vowels.	Lesson 9, 11, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Decode words with common prefixes and suffixes.	Lesson 23, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
e. Identify words with inconsistent but common spelling-sound correspondences.	Lesson 4, 7, 16, 17, 18, 21, 22, 24, 25, 28, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
f. Recognize and read grade-appropriate irregularly spelled words.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
Fluency			
4. Read with sufficient accuracy and fluency to support comprehension.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Read grade-level text with purpose and understanding.	Lesson 1, 2, 5, 7, 8, 9, 15, 20, 22, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online)

		• "Journeys" assessments	• Reading A-Z (online) • "Journeys" curriculum
b. Read grade-level text orally with accuracy, appropriate rate, and expression.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Lesson 3, 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
WRITING			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Text Types and Purposes			
1.Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Lesson 1, 2, 3, 11, 12, 13, 14, 15, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Lesson 6, 8, 9, 10, 21, 22, 23, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Lesson 1, 2, 3, 4, 5, 7, 17, 18, 19, 20	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Production and Distribution of Writing			
4. (Begins in grade 3)	*Not Applicable*	*Not Applicable*	*Not Applicable*

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Lesson 1, 2, 3, 5, 6, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 20, 21, 22, 23, 25, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Research to Build and Present Knowledge			

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Lesson 11, 12, 13, 15, 16, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. Recall information from experiences or gather information from provided sources to answer a question.	Lesson 6, 7, 9, 10, 16, 24, 25, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. (Begins in grade 4)	*Not Applicable*	*Not Applicable*	*Not Appiicable*
Range of Writing			
10. (Begins in grade 3)	*Not Applicable*	*Not Applicable*	*Not Applicable*
SPEAKING AND LISTENING			

Common Core Standards	Journeys Lesson	**Assessments** *(formal/ informal including state assessments)*	Resources
Comprehension and Collaboration			
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Build on others' talk in conversations by linking their comments to the remarks of others.	Lesson 14, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Lesson 4, 7, 15, 17, 18, 20, 21, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Lesson 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Lesson 2, 3, 5, 6, 7, 8, 10, 12, 16, 17, 19, 22, 23, 24, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Presentation of Knowledge and Ideas			

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Lesson 2, 4, 15, 16, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Lesson 9, 13	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
LANGUAGE			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys"

			curriculum
a. Use collective nouns (e.g., group).	Lesson 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Lesson 6, 11	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
c. Use reflexive pronouns (e.g., myself, ourselves).		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	Lesson 8, 23, 24, 25, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
e. Use adjectives and adverbs, and choose between them depending on what is to be modified	Lesson 1, 5, 21, 22, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Lesson 2	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Capitalize holidays, product names, and geographic names.	Lesson 7, 12, 14, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
b. Use commas in greetings and closings of letters.	Lesson 2, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use an apostrophe to form contractions and frequently occurring possessives.	Lesson 1, 10, 26, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Lesson 12, 13	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
Knowledge of Language			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Compare formal and informal uses of English.	Lesson 22, 26, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language &	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper

		Reading • "Journeys" assessments	(online) • Reading A-Z (online) • "Journeys" curriculum
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Use sentence-level context as a clue to the meaning of a word or phrase.	Lesson 3, 4, 7, 11, 16, 17, 19, 23, 24, 25, 26, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language &	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper

		Reading • “Journeys” assessments	(online) • Reading A-Z (online) • "Journeys" curriculum
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	Lesson 6, 11, 20	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys” assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Lesson 10, 14, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools’ interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • “Journeys”	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	Lesson 8	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Lesson 2, 4, 7, 9, 11, 12, 13, 14, 16, 20, 21, 22, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	*See breakdown of standards below for specifics.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	Lesson 1, 5, 15, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Lesson 3, 6, 8, 18, 22, 24, 25, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys"	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z

		assessments	(online) • "Journeys" curriculum

Subject Area: MATHEMATICS	Grade Level: Grade 2			
	OPERATIONS AND ALGEBRAIC THINKING			
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Counting Coins and Combinations Stickers, Number Strings and Story Problems	**Represent and solve problems involving addition and subtraction.**	1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting Coins and Combinations Stickers, Number Strings and Story Problems	**Add and subtract within 20.**	2. Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting Coins and Combinations How Many Floors, How Many Rooms?	**Work with equal groups of objects to gain foundations for multiplication.**	3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Stickers, Number Strings and Story Problems How Many Tens? How Many Ones?		4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	NUMBER AND OPERATIONS IN BASE TEN			
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**

How Many Tens? How Many Ones?	**Understand place value.**	1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
How Many Tens? How Many Ones? Stickers, Number Strings and Story Problems		a. 100 can be thought of as a bundle of ten tens — called a "hundred."	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

How Many Tens? How Many Ones?		b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
How Many Tens? How Many Ones? How Many Floors? How Many Rooms?		2. Count within 1000; skip-count by 5s, 10s, and 100s.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

How Many Tens? How Many Ones? How Many Floors? How Many Rooms?		3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting Coins and Combinations How Many Tens? How Many Ones?		4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting Coins and Combinations How Many Tens? How Many Ones?	**Use place value understanding and properties of operations to add and subtract.**	5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting Coins and Combinations Stickers, Number Strings and Story Problems		6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting Coins and Combinations How Many Tens? How Many Ones? Stickers, Number Strings and Story Problems		7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Counting Coins and Combinations How Many Tens? How Many Ones? Stickers, Number Strings and Story Problems		8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Counting Coins and Combinations How Many Tens? How Many Ones?		9. Explain why addition and subtraction strategies work, using place value and the properties of operations.1	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	MEASUREMENT AND DATA			
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Shapes, Blocks and Symmetry Measuring Length and Time	**Measure and estimate lengths in standard units.**	1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Shapes, Blocks and Symmetry Measuring Length and Time		2.Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Shapes, Blocks and Symmetry Measuring Length and Time		3. Estimate lengths using units of inches, feet, centimeters, and meters.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Shapes, Blocks and Symmetry Measuring Length and Time Pockets, Teeth and Favorite Things		4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Shapes, Blocks and Symmetry Measuring Length and Time Pockets, Teeth and Favorite Things Stickers, Number Strings and Story Problems	**Relate addition and subtraction to length.**	5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Shapes, Blocks and Symmetry Measuring Length and Time Pockets, Teeth and Favorite Things		6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Measuring Length and Time	**Work with time and money.**	7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Stickers, Number Strings and Story Problems		8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Shapes, Blocks and Symmetry Measuring Length and Time	**Represent and interpret data.**	9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Pockets, Teeth and Favorite Things		10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems1 using information presented in a bar graph.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	GEOMETRY			
Units/Lessons	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Shapes, Blocks and Symmetry	**Reason with shapes and their attributes.**	1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Shapes, Blocks and Symmetry Parts of a Whole, Parts of a Group		2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Shapes, Blocks and Symmetry Parts of a Whole, Parts of a Group		3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Subject Area: SCIENCE	Grade Level: Grade 2		
Standards and Key Ideas	**Performance Indicators**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
STANDARD 1: Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 1*: Abstraction and symbolic representation are used to communicate mathematically	M1.1 Use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment. M1.1a Use plus, minus, greater than, less than, equal to, multiplication, and division signs M1.1b Select the appropriate operation to solve mathematical problems M1.1c Apply mathematical skills to describe the natural world	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 2:* Deductive and inductive reasoning are used to reach mathematical conclusions	M2.1 Use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present tin the environment assist them in reaching these conclusions. M2.1a Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions M2.1b Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 3*: Critical thinking skills are used in the solution of mathematical problems	M3.1 Explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible M3.1a Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers (Fahrenheit and Celsius), graduated cylinder to solve problems about the natural world	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources

Analysis, Inquiry, and Design (Scientific Inquiry): *Key Idea 1:* The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process	S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. S1.3a Clearly express a tentative explanation or description which can be tested	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Analysis, Inquiry, and Design (Scientific Inquiry): *Key Idea 2:* Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity	S2.1 Develop written plans for exploring phenomena or for evaluation explanations guided by questions or proposed explanations they have helped formulate S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.) S2.2 Share their research plans with others and revise them based on their suggestions. S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time S2.3a use appropriate "inquiry and process skills" to collect data S2.3b Record observations accurately and concisely	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Analysis, Inquiry, and Design (Scientific Inquiry): *Key Idea 3:* The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena	S3.1 Organize observations and measurements of objects and events through classification and the preparation of simple charts and tables S3.1a Accurately transfer data from a science journal or notes to appropriate graphic organizer S3.2 Interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships S3.2a State, orally and in writing, any inferences or generalizations indicated by the data collected S3.3 Share their findings with others and actively seek their interpretations and ideas S3.3a Explain their findings to others, and actively listen to suggestions for possible interpretations and ideas S3.4 Adjust their explanations and understandings of objects and events based on their findings and new ideas S3.4a State, orally and in writing, any inferences or generalizations indicated by the data, with appropriate modifications of their original prediction/explanation S3.4b State, orally and in writing, any new questions that arise from their investigation	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
STANDARD 2: Information Systems: Students will access, generate, process, and transfer information using appropriate technologies.			
Information Systems: Knowledge of the impacts and limitations of information systems is essential to its effectiveness and ethical use	• use a variety of media to access scientific information • consult several sources of information and points of view before drawing conclusions • identify and report sources in oral and written communications	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Information Systems: Information technology can have positive and negative impacts on society, depending upon how it is used	• distinguish fact from fiction (presenting opinion as fact is contrary to the scientific process) • demonstrate an ability to critically evaluate information and misinformation • recognize the impact of information technology on the daily life of students	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 4: The Physical and Living Settings: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Physical Setting: *Key Idea 1:* The earth and celestial phenomena can be described by principles of relative motion and perspective	1.1a Natural cycles and patterns include: • Earth spinning around once every 24 hours (rotation) resulting in day and night • Earth moving in a path around the sun (revolution), resulting in one Earth year • the length of daylight and darkness varying with the seasons • weather changing from day to day and through the seasons • the appearance of the moon changing as it moves in a path around Earth to complete a single cycle 1.1b Humans organize time into units based on natural motions of Earth: second, minute, hour, week, month 1.1c The sun and other stars appear to move in a recognizable pattern both daily and seasonally	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: *Key Idea 2:* Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	2.1a Weather is the condition of the outside air at a particular moment 2.1b Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy) 2.1c Water is recycled by natural processes on Earth • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, sleet, snow, hail • runoff: water flowing on Earth's surface • groundwater: water that moves downward into the ground	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: *Key Idea 3:* Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity	3.1a Matter takes up space and has mass. Two objects cannot occupy the same place a the same time 3.1b Matter has properties (Color, hardness, odor, sound, taste, etc.) that can be observed through the senses 3.1c Objects have properties that can be observed, described, and/or measured: length, width, volume, size, shape, mass or weight, temperature, texture, flexibility, reflectiveness of light 3.1d Measurements can be made with standard metric units and nonstandard units (Note: Exceptions to the metric system usage are found in meteorology.) 3.1e The material(s) an object is made up of determine some specific properties of the object (sink/float, conductivity, magnetism). Properties can be observed or measured with tools such as hand lenses, metric rulers, thermometers, balances, magnets, circuit testers, and graduated cylinders. 3.1f Objects and/or materials can be sorted or classified according to their properties 3.1g Some properties of an object are dependent on the conditions of the present surroundings in which the object exists. For example: • temperature – hot or cold	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Physical Setting: *Key idea 4*: Energy exists in many forms, and when these forms change energy is conserved.	4.1a Energy exists in various forms: heat, electric, sound, chemical, mechanical, light 4.1b Energy can be transferred from one place to another 4.1c Some materials transfer energy better than others (heat and electricity) 4.1d Energy and matter interact: water is evaporated by the sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light coloers may reflect light 4.1e Electricity travels in a closed curcuit 4.1f Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another 4.1g Interactions with forms of energy can be either helpful or harmful 4.2a Everyday events involve one form of energy being changed to another 4.2b Humans utilize interactions between matter and energy • chemical to electrical, light, and heat: battery and bulb • electrical to sound (e.g., doorbell buzzer) • mechanical to sound (e.g., musical instruments, clapping) • light to electrical (e.g., solar-powered calculator)	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: *Key idea 5*: Students will understand that energy and matter interact through forces that result in changes in motion.	5.1a The position of an object can be described by locating it relative to another object of the background (e.g., on top of, next to, over, under, etc.) 5.1b The position or direction of motion of an object can be changed by pushing or pulling 5.1c The force of gravity pulls objects toward the center of Earth 5.1d The amount of change in the motion of an object is affected by friction 5.1e Magnetism is a force that may attract or repel certain materials 5.1f Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes 5.2a The forces of gravity and magnetism can affect objects through gases, liquids, and solids 5.2b The force of magnetism on objects decreases as distance increases	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: *Key idea 1*: Living things are both similar to and different from each other and from nonliving things	1.1a Animals need air, water, and food in order to live and thrive 1.1b Plants require air, water, nutrients, and light in order to live and thrive 1.1c Nonliving things do not live and thrive 1.1d Nonliving things can be human-created or naturally occurring 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: *Key idea 2*: Students will understand that organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	2.1a Some traits of living things have been inherited (e.g., color of flowers and number of libms of animals) 2.1b Some characteristics result from an individual's interactions with the environmnet and cannot be inherited by the next generation (e.g., having scars; riding a bicycle) 2.2a Plants and animals closely resemble their parents and other individuals in their species 2.2b Plants and animals can transfer specific traits to their offspring when they reproduce	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: *Key idea 3*: Individual organisms and species change over time	3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction 3.1c In order to survive in their environment, plants and animals must be adapted to that environment 3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment 3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: *Key idea 5:* Students will understand that organisms maintain a dynamic equilibrium that sustains life	5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste 5.1b An organism's external physical features can enable it to carry out life functions in its particular environment 5.2a Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow 5.2b Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating) 5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment 5.2d Some animals, including humans, move from place to place to meet their needs 5.2e Particular animal characteristics are influenced by changing environmental conditions including: fat, storage in winter, coat thickness in winter, camouflage, shedding of fur 5.2f Some animal behaviors are influenced by changing environmental conditions. These behaviors may include: nest building, hibernating,	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: *Key idea 6*: Plants and animals depend on each other and their physical environment	6.1a Green plants are producers because they provide the basic food supply for themselves and animals 6.1b All animals depend on plants. Some animals (predators) eat other animals (prey). 6.1c Animals that eat plants for food may in turn become food for other animals. This sequence is called a food chain 6.1d Decomposers are living things that play a vital role in recycling nutrients 6.1 e An organism's pattern of behavior is related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and other resources, and the physical characteristics of the environment 6.1f When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations 6.2a Plants manufacture food by utilizing air, water, and energy from the sun 6.2b The sun's energy is transferred on Earth from plants to animals through the food chain 6.2c Heat energy from the sun powers the water cycle (see Physical Science Key Idea 2)	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: *Key idea 7*: Human decisions and activities have had a profound impact on the physical and living environments	7.1a Humans depend on their natural and constructed environments 7.1b Over time, humans have changed their environment by cultivating crops and raising animals, creating shelter, using energy, manufacturing goods, developing means of transportation, changing populations, and carrying out other activities 7.1c Humans, as individuals or communities, change environments in ways that can be either helpful of harmful for themselves and other organisms	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 6: Interconnectedness: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Systems Thinking: *Key idea 1*: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	• observe and describe interactions among components of simple systems • identify common things that can be considered to be systems (e.g., plant, a transportation system, human beings)	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Models: *Key idea 2*: Models are simplified representations of objects, structures, or systems, used in analysis, explanation, or design	• analyze, construct, and operate models in order to discover attributes of the real thing • discover that a model of something is different from the real thing but can be used to study the real thing • use different types of models, such as graphs, diagrams, and maps, to represent various aspects of the real world	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Magnitude and Scale: *Key idea 3*: The grouping of magnitudes of size, time, frequency, and pressures of other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect behavior and design of systems	• observe that things in nature and things that people make have very different sizes, weights, and ages • recognize that almost anything has limits on how big or small it can be	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Equilibrium and Stability: *Key idea 4*: Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium)	• observe that things change in some ways and stay the same in some ways • recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Patterns of Change: *Key idea 5:* Identifying patterns of change is necessary for making predictions about future behavior and conditions	• use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data • analyze data by making tables and graphs and looking for patterns of change	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Strategies: *Key idea 2:* Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results	• work effectively • gather and process information • generate and analyze ideas • observe common themes • realize ideas • present results	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Content Unit Topics:
Plants and Animals
Solids and Liquids
Pebbles, Sand and Silt

Process Skills - Standard 4 (K-8)

General Skills

1. follow safety procedures in the classroom and laboratory
2. safely and accurately use the following measurement tools: metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter
3. use appropriate units for measured or calculated values
4. recognize and analyze patterns and trends
5. classify objects according to an established scheme and a student-generated scheme
6. develop and use a dichotomous key
7. sequence events
8. identify cause-and-effect relationships
9. use indicators and interpret results

Living Environment Skills

1. manipulate a compound microscope to view microscopic objects
2. determine the size of a microscopic object, using a compound microscope
3. prepare a wet mount slide
4. use appropriate staining techniques
5. design and use a Punnett square or a pedigree chart to predict the probability of certain traits
6. classify living things according to a student-generated scheme and an established scheme
7. interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web
8. identify pulse points and pulse rates
9. identify structure and function relationships in organisms

Physical Setting Skills

1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map
2. using identification tests and a flow chart, identify mineral samples
3. use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type
4. plot the location of recent earthquake and volcanic activity on a map and identify patterns of distribution
5. use a magnetic compass to find cardinal directions
6. measure the angular elevation of an object, using appropriate instruments
7. generate and interpret field maps including topographic and weather maps
8. predict the characteristics of an air mass based on the origin of the air mass
9. measure weather variables such as wind speed and direction, relative humidity, barometric pressure, etc.
10. determine the density of liquids, and regular- and irregular-shaped solids
11. determine the volume of a regular- and an irregular-shaped solid, using water displacement
12. using the periodic table, identify an element as a metal, nonmetal, or noble gas
13. determine the identity of an unknown element, using physical and chemical properties
14. using appropriate resources, separate the parts of a mixture
15. determine the electrical conductivity of a material, using a simple circuit
16. determine the speed and acceleration of a moving object

Subject Area: SOCIAL STUDIES Grade Level: Grade 2				
Standards	**Key Ideas**	**New York State Performance Indicators**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	**Key Idea 1:** Students will understand that the history of New York State and the United States requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions	• know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and background played a role in creating it • understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents • explain those values, practices, and traditions that unite all Americans	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand important how ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives	• gather and organize information about the traditions transmitted by various groups living in their neighborhood and community • recognize how traditions and practices were passed from one generation to the next • distinguish between near and distant past and interpret simple timelines	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments	• consider different interpretations of key events and/or issues in history and understand the differences in these accounts • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 2: WORLD HISTORY: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	**Key Idea 1:** Students will understand that the study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives	• read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop • study about world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will examine different time periods, examining themes across time and within cultures, focusing on important turning points in world history to help organize the study of world cultures and civilizations	• distinguish between past, present, and future periods • develop timelines that display important events and eras from world history • measure and understand the meaning of calendar time of years, decades, centuries, and millennia, using BC and AD as reference points • compare important events and accomplishments from different time periods in world history	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that the major social, political, cultural, and religious developments in world history involve learning about the important roles and contributions of individuals and groups	• understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities • gather and present information about important developments from world history • understand how the terms social, political, economic, and cultural can be used to describe human activities or practices	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time	• consider different interpretations of key events and developments in world history and understand the differences in these accounts • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world • view historic events through the eyes of those who were there, as shown in their art, writings, music and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
STANDARD 3: GEOGRAPHY: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth's surface.	**Key Idea 1:** Students will analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and	• study about how people live, work, and utilize natural resources • draw basic maps and diagrams that serve as representations of places, physical features, and objects • locate places within the local community, state, and nation • identify and compare the physical,	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will apply the skills of asking and answering geographic questions; analyzing theories of geography' and acquiring, organizing, and analyzing geographic information (adapted from The National Geography Standards, 1994: Geography for Life)	• ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (adapted from The National Geography Standards, 1994)	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT: Students will use a variety of intellectual skills to demonstrate their understanding for the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	**Key Idea 1:** Students will understand that the study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and laq (adapted from The National Standards for CCivics and Government, 1994)	• know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice • explain the probable consequences of the absence of government and rules • describe the basic purposes of government and the importance of civic life • discuss how and why the world is divided into nations and what kinds of governments other nations have	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand that the state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government (adapted from The National Standards for Civics and Government, 1994)	• know what the United States Constitution is and why it is important (adapted from The National Standards for Civics and Government, 1994) • understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities	• understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that thy will acquire as they age	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	• show a willingness to consider other points of view before drawing conclusions or making judgments • participate in activities that focus on a classroom, school, or community issue or problem • suggest alternative solutions or courses of action to hypothetical or historic problems • evaluate the consequences for each alternative solution or course of action	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

Grade 2 Instructional Sequence: Communities: Mine and Others	
Term 1	Describe and compare the different people and cultures of the local community. Distinguish between community organizations, schools, museums, police stations, hospitals, synagogues, churches, parks, apartment houses, etc. Explore Brooklyn to identify maps and symbols (e.g. traffic lights, signs, street markings, train station)
Term 2	Demonstrate an understanding of what it means to be a good neighborhood citizen. Identify roles a citizen has within their community. Identify differences between the past and the present in local history.
Term 3	Identify community leaders. Identify qualities such as bravery, ingenuity, perseverance, and honesty in local heroes.
Term 4	Gather information about the traditions of various local groups. Distinguish between near and distant past through studying the local community.
Term 5	Become familiar with neighborhood commerce. Demonstrate an understanding of how people exchange money for goods and services. Identify neighborhood resources.

Subject Area: ENGLISH LANGUAGE ARTS		Grade Level: Grade 3	
READING: LITERATURE			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Key Ideas and Details			
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lesson 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 19, 21, 23, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Lesson 13, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Lesson 1, 7, 9, 11, 12, 13, 19, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Craft and Structure			

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Lesson 1, 2, 3, 4, 5, 7, 8, 12, 15, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Distinguish their own point of view from that of the narrator or those of the characters.	Lesson 2, 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Ideas			

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Lesson 5, 6	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. (Not applicable to literature)	*Not Applicable*		
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Range of Reading and Complexity of Text			
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Lesson 26, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: INFORMATIONAL TEXT			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state*	**Resources**

		assessments)	
Key Ideas and Details			
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lesson 7, 11, 13, 14, 17, 18, 20, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Lesson 10, 14, 20, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Lesson 7, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Craft and Structure			

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Lesson 4, 5, 9, 11, 14, 16, 18, 20	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Lesson 1, 4, 9, 10, 18, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Distinguish their own point of view from that of the author of a text.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Integration of Knowledge and Ideas			

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Lesson 1, 3, 4, 5, 10, 11, 13, 14, 16, 17, 18, 19, 20, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Lesson 14, 22, 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	Lesson 1, 3, 4,	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Range of Reading and Level of Text Complexity			

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Lesson 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
READING: FOUNDATIONAL SKILLS			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Phonics and Word Recognition			
3. Know and apply grade-level phonics and word analysis skills in decoding words.	Lesson 22, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	Lesson 5, 11, 14, 17, 18, 19, 21, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Decode words with common Latin suffixes.	Lesson 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Decode multisyllable words.	Lesson 2, 3, 5, 6, 7, 14, 15, 16, 17, 18, 19, 20, 26, 27, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Read grade-appropriate irregularly spelled words.	Lesson 1, 5, 8, 12, 13, 15, 16, 19, 22	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Fluency			

4. Read with sufficient accuracy and fluency to support comprehension.	*See breakdown of standard below for specific lesson alignment.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Read grade-level text with purpose and understanding.	Lesson 1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 22, 23, 24, 25, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	Lesson 21, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 23, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • "Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

WRITING			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Text Types and Purposes			
1.Write opinion pieces on topics or texts, supporting a point of view with reasons.	*See breakdown of standard below for specific lesson alignment.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Lesson 6, 9, 16, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Provide reasons that support the opinion.	Lesson 6, 9, 10, 16, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Lesson 6, 16	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Provide a concluding statement or section.	Lesson 16	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Lesson 26, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Lesson 8, 26, 27, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Develop the topic with facts, definitions, and details.	Lesson 7, 8, 26, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Lesson 7, 8, 26, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Provide a concluding statement or section.	Lesson 26, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Lesson 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Lesson 1, 2, 3, 4, 10, 11, 12, 13, 14, 15, 21, 22, 23, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Lesson 1, 2, 3, 4, 10, 11, 12, 13, 14, 15, 21, 22, 23, 24, 25, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use temporal words and phrases to signal event order.	Lesson 3, 10, 11, 15, 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

d. Provide a sense of closure.	Lesson 1, 2, 3, 10, 12, 15, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Production and Distribution of Writing			
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Lesson 1, 2, 4, 6, 7, 10, 11, 12, 13, 15, 18, 21, 22, 23, 24, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing..	Lesson 1, 2, 4, 6, 7, 8, 10, 12, 13, 15, 16, 22, 23, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Research to Build and Present Knowledge			
7. Conduct short research projects that build knowledge about a topic.	Lesson 11, 12, 14, 17, 18, 19, 20, 21, 22, 24, 27, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Lesson 4, 13, 14, 15, 18, 19, 23, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
9. (Begins in grade 4)			
Range of Writing			

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Lesson 1, 5, 6, 7, 8, 9, 10, 11, 14, 19, 20, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided writing assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments • Achievement Network Interim Assessments (4 times annually) • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
SPEAKING AND LISTENING			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Comprehension and Collaboration			
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Lesson 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Lesson 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Lesson 3, 17, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Lesson 12	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Explain their own ideas and understanding in light of the discussion.	Lesson 2, 5, 7, 10, 11, 13, 14, 15, 19, 21, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Lesson 10, 12, 16, 20, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Presentation of Knowledge and Ideas			
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Lesson 1, 6, 8, 13, 15, 17, 22, 23, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Lesson 9	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • "Journeys" assessments • New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
LANGUAGE			
Common Core Standards	**Journeys Lesson**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Conventions of Standard English			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*See breakdown of standard below for specific lesson alignment.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Lesson 4, 6, 10	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Form and use regular and irregular plural nouns.	Lesson 11, 16	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use abstract nouns (e.g., childhood).	Teacher-created lesson using resourece materials listed.	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

d. Form and use regular and irregular verbs.	Lesson 11, 14, 18, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Lesson 6, 7, 15	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
f. Ensure subject-verb and pronoun-antecedent agreement.	Lesson 13, 14, 18, 19	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Lesson 17	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
h. Use coordinating and subordinating conjunctions.	Lesson 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
i. Produce simple, compound, and complex sentences.	Lesson 2, 3, 6, 7, 8, 13, 15, 18, 21, 25, 27, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Lesson 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Capitalize appropriate words in titles.	Lesson 1, 11, 12, 13, 20, 22, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Use commas in addresses.	Lesson 2	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

c. Use commas and quotation marks in dialogue.	Lesson 3, 23, 26	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
d. Form and use possessives.	Lesson 21	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Lesson 1, 2, 4, 5, 6, 11, 12, 13, 14, 17, 1, 20, 21, 22, 23, 24, 25	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 20, 24, 26, 27, 28, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Lesson 27	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Knowledge of Language			
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Lesson 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

a. Choose words and phrases for effect.	Lesson 5, 6, 11, 12, 13, 15, 17, 18, 21, 22, 25, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Recognize and observe differences between the conventions of spoken and written standard English.	Lesson 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
Vocabulary Acquisition and Use			
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Lesson 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

a. Use sentence-level context as a clue to the meaning of a word or phrase.	Lesson 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 22, 24	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Lesson 14, 15, 17, 19, 21, 22, 23, 29	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Lesson 23, 28	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Lesson 3, 4, 5, 8, 9, 11, 12, 13, 17, 22, 23	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	*See breakdown of standard below for specific lesson alignment.*	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Lesson 12, 15, 18	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Lesson 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 20, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Lesson 5	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Lesson 1, 15, 16, 17, 18, 22, 24, 25, 26, 27, 28, 29, 30	• Fountas & Pinnell Benchmark Assessments • Explore Schools' interim assessments (2x/year) • Teacher-created guided reading assessments • Teacher-created exit tickets • Teacher-created projects with evaluation rubrics • Terra Nova Language & Reading • "Journeys" assessments Achievement Network Interim Assessments (4 times annually) New York State Assessment	• Fountas & Pinnell Phonics and Word Study Curriculum • Fundations Curriculum • Scholastic guided reading materials • School-based guided reading library • Urban Education Exchange • Text Talk Robust Vocabulary • Making Meaning • edHelper (online) • Reading A-Z (online) • "Journeys" curriculum

Subject Area: MATHEMATICS	Grade Level: Grade 3			
	OPERATIONS AND ALGEBRAIC THINKING			
Content and Process Standards	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Trading Stickers, Combining Coins Equal Groups	**Represent and solve problems involving addition and subtraction.**	1. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Trading Stickers, Combining Coins Equal Groups Stories, Tables and Graphs How Many Hundreds, How Many Miles?		2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore

			• New York State Assessment	Schools' EYT exemplars
Trading Stickers, Combining Coins Equal Groups Stories, Tables and Graphs How Many Hundreds, How Many Miles?		3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Stories, Tables and Graphs		4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Equal Groups	**Understand properties of multiplication and the relationship between multiplication and division.**	5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Equal Groups		6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Equal Groups Stories, Tables and Graphs	**Multiply and divide within 100.**	7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Fourth Grade Prep Equal Groups	**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**	8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Trading Stickers, Combining Coins Equal Groups Stories, Tables and Graphs How Many Hundreds, How Many Miles?		9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	NUMBER AND OPERATIONS IN BASE TEN			
Content and Process Standards	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state*	**Resources**

			assessments)	
Trading Stickers, Combinig Coins	**Use place value understanding and properties of operations to perform multi-digit arithmetic.**	1. Use place value understanding to round whole numbers to the nearest 10 or 100.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Equal Groups How Many Hundreds, How Many Miles		2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Equal Groups		3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment t	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	NUMBER AND OPERATIONS--FRACTIONS			
Content and Process Standards	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Finding Fair Shares	**Develop understanding of fractions as numbers.**	1. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore

			• New York State Assessment	Schools' EYT exemplars
Finding Fair Shares		2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Finding Fair Shares Collections and Travel Stories		a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Finding Fair Shares Collections and Travel Stories		b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Finding Fair Shares Stories, Tables and Graphs		3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Finding Fair Shares Stories, Tables and Graphs		a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Finding Fair Shares Stories, Tables and Graphs		b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Finding Fair Shares Stories, Tables and Graphs		c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Finding Fair Shares Stories, Tables and Graphs		d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	MEASUREMENT AND DATA			
Content and Process Standards	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
Stories, Tables and Graphs	**Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**	1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT

			Assessment	exemplars
3-D Geometry, Capacity and Mass		2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Stories, Tables and Graphs	**Represent and interpret data.**	3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Finding Fair Shares Stories, Tables and Graphs		4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

3-D Geometry, Capacity and Mass Perimeter, Angle and Area	**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**	5. Recognize area as an attribute of plane figures and understand concepts of area measurement.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
3-D Geometry, Capacity and Mass Perimeter, Angle and Area		a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

3-D Geometry, Capacity and Mass Perimeter, Angle and Area		b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Perimeter, Angles and Area		6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Perimeter, Angles and Area Equal Groups		7. Relate area to the operations of multiplication and addition.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Perimeter, Angles and Area Equal Groups		a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Perimeter, Angles and Area Equal Groups		b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Perimeter, Angles and Area Equal Groups		c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Perimeter, Angles and Area Equal Groups		d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Perimeter, Angles and Area Equal Groups 3-D Geometry, Capacity, and Mass	**Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**	8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
	GEOMETRY			
Content and Process Standards	**Key Ideas and Bands Within Strands**	**Common Core Standards**	**Assessments** *(formal/ informal including state*	**Resources**

			assessments)	
Perimeter, Angles and Area Stories, Tables and Graphs 3-D Geometry, Capacity, and Mass	**Reason with shapes and their attributes.**	1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars
Perimeter, Angles and Area Stories, Tables and Graphs 3-D Geometry, Capacity, and Mass		2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	• Explore Schools' baseline oral and written assessments • School-created quick checks and exit slips • Daily classwork • Daily homework • Teacher observation during morning Calendar Math, individual, small, and whole group instruction • Explore Schools' interim assessments (3x/year) • Explore Schools' EYT (Explain Your Thinking) practice exemplars and assessments • Terra Nova • New York State Assessment	• Math manipulatives (e.g. Stern Math blocks and boards, Unifix cubes, tiles, math mats, dice) • Math reading libraries • Calendar Math resources • enVision Math resources • EveryDay Math resources • "Investigations" Math resources • NCTM Illuminations lessons • Explore Schools' EYT exemplars

Subject Area: SCIENCE	Grade Level: Grade 3		
Standards and Key Ideas	**Performance Indicators**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
STANDARD 1: Analysis, Inquiry, and Design: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.			
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 1:* Abstraction and symbolic representation are used to communicate mathematically	M1.1 Use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environment. M1.1a Use plus, minus, greater than, less than, equal to, multiplication, and division signs M1.1b Select the appropriate operation to solve mathematical problems M1.1c Apply mathematical skills to describe the natural world	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 2:* Deductive and inductive reasoning are used to reach mathematical conclusions	M2.1 Use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present tin the environment assist them in reaching these conclusions. M2.1a Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions M2.1b Explain verbally, graphically, or in writing patterns and relationships observed in the physical and living environment	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Analysis, Inquiry, and Design (Mathematical Analysis): *Key Idea 3* : Critical thinking skills are used in the solution of mathematical problems	M3.1 Explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible M3.1a Use appropriate scientific tools, such as metric rulers, spring scale, pan balance, graph paper, thermometers (Fahrenheit and Celsius), graduated cylinder to solve problems about the natural world	• FOSS Science assessments • Explore Schools' EYT (Explain Your Thinking) math assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources

Analysis, Inquiry, and Design (Scientific Inquiry): *Key Idea 1:* The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process	S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about. S1.1a observe and discuss objects and events and record observations S1.1b Articulate appropriate questions based on observations S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings S1.2a Identify similarities and differences between explanations received from others or in print and personal observations or understandings S1.3 Develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed. S1.3a Clearly express a tentative explanation or description which can be tested	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Analysis, Inquiry, and Design (Scientific Inquiry): *Key Idea 2:* Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity	S2.1 Develop written plans for exploring phenomena or for evaluation explanations guided by questions or proposed explanations they have helped formulate S2.1a Indicate materials to be used and steps to follow to conduct the investigation and describe how data will be recorded (journal, dates and times, etc.) S2.2 Share their research plans with others and revise them based on their suggestions. S2.2a Explain the steps of a plan to others, actively listening to their suggestions for possible modification of the plan, seeking clarification and understanding of the suggestions and modifying the plan where appropriate S2.3 Carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurement of quantities, such as length, mass, volume, temperature, and time S2.3a use appropriate "inquiry and process skills" to collect data S2.3b Record observations accurately and concisely	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 4: The Physical and Living Settings: Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.			
Physical Setting: *Key Idea 1:* The earth and celestial phenomena can be described by principles of relative motion and perspective	1.1a Natural cycles and patterns include: • Earth spinning around once every 24 hours (rotation) resulting in day and night • Earth moving in a path around the sun (revolution), resulting in one Earth year • the length of daylight and darkness varying with the seasons • weather changing from day to day and through the seasons • the appearance of the moon changing as it moves in a path around Earth to complete a single cycle 1.1b Humans organize time into units based on natural motions of Earth: second, minute, hour, week, month 1.1c The sun and other stars appear to move in a recognizable pattern both daily and seasonally	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: *Key Idea 2:* Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.	2.1a Weather is the condition of the outside air at a particular moment 2.1b Weather can be described and measured by: temperature, wind speed and direction, form and amount of precipitation, general sky conditions (cloudy, sunny, partly cloudy) 2.1c Water is recycled by natural processes on Earth • evaporation: changing of water (liquid) into water vapor (gas) • condensation: changing of water vapor (gas) into water (liquid) • precipitation: rain, sleet, snow, hail • runoff: water flowing on Earth's surface • groundwater: water that moves downward into the ground	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Physical Setting: *Key idea 4* : Energy exists in many forms, and when these forms change energy is conserved.	4.1a Energy exists in various forms: heat, electric, sound, chemical, mechanical, light 4.1b Energy can be transferred from one place to another 4.1c Some materials transfer energy better than others (heat and electricity) 4.1d Energy and matter interact: water is evaporated by the sun's heat; a bulb is lighted by means of electrical current; a musical instrument is played to produce sound; dark colors may absorb light, light coloers may reflect light 4.1e Electricity travels in a closed curcuit 4.1f Heat can be released in many ways, for example, by burning, rubbing (friction), or combining one substance with another 4.1g Interactions with forms of energy can be either helpful or harmful 4.2a Everyday events involve one form of energy being changed to another 4.2b Humans utilize interactions between matter and energy • chemical to electrical, light, and heat: battery and bulb • electrical to sound (e.g., doorbell buzzer) • mechanical to sound (e.g., musical instruments, clapping) • light to electrical (e.g., solar-powered	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Physical Setting: *Key idea 5:* Students will understand that energy and matter interact through forces that result in changes in motion.	5.1a The position of an object can be described by locating it relative to another object of the background (e.g., on top of, next to, over, under, etc.) 5.1b The position or direction of motion of an object can be changed by pushing or pulling 5.1c The force of gravity pulls objects toward the center of Earth 5.1d The amount of change in the motion of an object is affected by friction 5.1e Magnetism is a force that may attract or repel certain materials 5.1f Mechanical energy may cause change in motion through the application of force and through the use of simple machines such as pulleys, levers, and inclined planes 5.2a The forces of gravity and magnetism can affect objects through gases, liquids, and solids 5.2b The force of magnetism on objects decreases as distance increases	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: *Key idea 2*: Students will understand that organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring	2.1a Some traits of living things have been inherited (e.g., color of flowers and number of libms of animals) 2.1b Some characteristics result from an individual's interactions with the environmnet and cannot be inherited by the next generation (e.g., having scars; riding a bicycle) 2.2a Plants and animals closely resemble their parents and other individuals in their species 2.2b Plants and animals can transfer specific traits to their offspring when they reproduce	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
The Living Environment: *Key idea 3:* Individual organisms and species change over time	3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction 3.1c In order to survive in their environment, plants and animals must be adapted to that environment 3.2a Individuals within a species may compete with each other for food, mates, space, water, and shelter in their environment 3.2b All individuals have variations, and because of these variations, individuals of a species may have an advantage in surviving and reproducing	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

The Living Environment: *Key idea 5:* Students will understand that organisms maintain a dynamic equilibrium that sustains life	5.1a All living things grow, take in nutrients, breathe, reproduce, and eliminate waste 5.1b An organism's external physical features can enable it to carry out life functions in its particular environment 5.2a Plants respond to changes in their environment. For example, the leaves of some green plants change position as the direction of light changes; the parts of some plants undergo seasonal changes that enable the plant to grow; seeds germinate, and leaves form and grow 5.2b Animals respond to change in their environment, (e.g., perspiration, heart rate, breathing rate, eye blinking, shivering, and salivating) 5.2c Senses can provide essential information (regarding danger, food, mates, etc.) to animals about their environment 5.2d Some animals, including humans, move from place to place to meet their needs 5.2e Particular animal characteristics are influenced by changing environmental conditions including: fat, storage in winter, coat thickness in winter, camouflage, shedding of fur 5.2f Some animal behaviors are influenced by changing environmental conditions. These behaviors may include: nest building, hibernating,	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

STANDARD 6: Interconnectedness: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Systems Thinking: *Key idea 1* : Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions	• observe and describe interactions among components of simple systems • identify common things that can be considered to be systems (e.g., plant, a transportation system, human beings)	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Models: *Key idea 2* : Models are simplified representations of objects, structures, or systems, used in analysis, explanation, or design	• analyze, construct, and operate models in order to discover attributes of the real thing • discover that a model of something is different from the real thing but can be used to study the real thing • use different types of models, such as graphs, diagrams, and maps, to represent various aspects of the real world	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources
Magnitude and Scale: *Key idea 3* : The grouping of magnitudes of size, time, frequency, and pressures of other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect behavior and design of systems	• observe that things in nature and things that people make have very different sizes, weights, and ages • recognize that almost anything has limits on how big or small it can be	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Equilibrium and Stability: *Key idea 4* : Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium)	• observe that things change in some ways and stay the same in some ways • recognize that things can change in different ways such as size, weight, color, and movement. Some small changes can be detected by taking measurements	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library
Patterns of Change: *Key idea 5:* Identifying patterns of change is necessary for making predictions about future behavior and conditions	• use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data • analyze data by making tables and graphs and looking for patterns of change	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library • Explore Schools' EYT (Explain Your Thinking) math assessments • enVision Math • EveryDay Math resources • TERC Math resources

STANDARD 7: Interdisciplinary Problem Solving: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.			
Strategies: *Key idea 2:* Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results	• work effectively • gather and process information • generate and analyze ideas • observe common themes • realize ideas • present results	• FOSS Science assessments • Teacher observations during activities and investigations in whole and small group settings • Homework • Teacher-created assessments	• FOSS Science activities and investigations • Teacher-created activities • Nonfiction guided reading library

Content Unit Topics:
Structures of Life
Sun, Moon, and Stars
Physics of Sound

Process Skills - Standard 4 (K-8)

General Skills

1. follow safety procedures in the classroom and laboratory
2. safely and accurately use the following measurement tools: metric ruler, balance, stopwatch, graduated cylinder, thermometer, spring scale, voltmeter
3. use appropriate units for measured or calculated values
4. recognize and analyze patterns and trends
5. classify objects according to an established scheme and a student-generated scheme
6. develop and use a dichotomous key
7. sequence events
8. identify cause-and-effect relationships
9. use indicators and interpret results

Living Environment Skills

1. manipulate a compound microscope to view microscopic objects
2. determine the size of a microscopic object, using a compound microscope
3. prepare a wet mount slide
4. use appropriate staining techniques
5. design and use a Punnett square or a pedigree chart to predict the probability of certain traits
6. classify living things according to a student-generated scheme and an established scheme
7. interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web
8. identify pulse points and pulse rates
9. identify structure and function relationships in organisms

Physical Setting Skills

1. given the latitude and longitude of a location, indicate its position on a map and determine the latitude and longitude of a given location on a map
2. using identification tests and a flow chart, identify mineral samples
3. use a diagram of the rock cycle to determine geological processes that led to the formation of a specific rock type
4. plot the location of recent earthquake and volcanic activity on a map and identify patterns of distribution
5. use a magnetic compass to find cardinal directions

Subject Area: SOCIAL STUDIES Grade Level: Grade 3				
Standards	**Key Ideas**	**New York State Performance Indicators**	**Assessments** *(formal/ informal including state assessments)*	**Resources**
STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.	**Key Idea 1:** Students will understand that the history of New York State and the United States requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions	• know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and background played a role in creating it • understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents • explain those values, practices, and traditions that unite all Americans	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand important how ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives	• gather and organize information about the traditions transmitted by various groups living in their neighborhood and community • recognize how traditions and practices were passed from one generation to the next • distinguish between near and distant past and interpret simple timelines	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments	• consider different interpretations of key events and/or issues in history and understand the differences in these accounts • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 2: WORLD HISTORY: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.	**Key Idea 1:** Students will understand that the study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives	• read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses • explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop • study about world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will examine different time periods, examining themes across time and within cultures, focusing on important turning points in world history to help organize the study of world cultures and civilizations	• distinguish between past, present, and future periods • develop timelines that display important events and eras from world history • measure and understand the meaning of calendar time of years, decades, centuries, and millennia, using BC and AD as reference points • compare important events and accomplishments from different time periods in world history	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that the major social, political, cultural, and religious developments in world history involve learning about the important roles and contributions of individuals and groups	• understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities • gather and present information about important developments from world history • understand how the terms social, political, economic, and cultural can be used to describe human activities or practices	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time	• consider different interpretations of key events and developments in world history and understand the differences in these accounts • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world • view historic events through the eyes of those who were there, as shown in their art, writings, music and artifacts	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
STANDARD 3: GEOGRAPHY: Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth's surface.	**Key Idea 1:** Students will analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and	• study about how people live, work, and utilize natural resources • draw basic maps and diagrams that serve as representations of places, physical features, and objects • locate places within the local community, state, and nation • identify and compare the physical,	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
Key Idea 1: Students will analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography (adapted from The National Geography Standards, 1994: Geography for Life)	**Key Idea 2:** Students will apply the skills of asking and answering geographic questions; analyzing theories of geography' and acquiring, organizing, and analyzing geographic information (adapted from The National Geography Standards, 1994: Geography for Life)	• ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (adapted from The National Geography Standards, 1994)	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 4: ECONOMICS: Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.	**Key Idea 1:** Students will understand that the study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world	• know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources • understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT: Students will use a variety of intellectual skills to demonstrate their understanding for the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.	**Key Idea 1:** Students will understand that the study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law (adapted from The National Standards for Civics and Government, 1994)	• know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice • explain the probable consequences of the absence of government and rules • describe the basic purposes of government and the importance of civic life • understand that social and political systems are based ujpon people's beliefs • discuss how and why the world is divided into nations and what kinds of governments other nations have	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 2: Students will understand that the state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government (adapted from The National Standards for Civics and Government, 1994)	• explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States • understand the basic civil values that are the foundation of American constitutional democracy • know what the United States Constitution is and why it is important (adapted from The National Standards for Civics and Government, 1994) • understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government • understand the structure of New York State and local governments, including executive, legislative, and judicial branches	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 3: Students will understand that central to civics and citizenship is an understanding of the roles of the citizen within Amerinca constitutional democracy and the scope of a citizen's rights and responsibilities	• understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation • examine what it means to be a good citizen in the classroom, school, home, and community • identify and describe the rules and responsibilities students have at home, in the classroom, and at school • examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service • identify basic rights that students have and those that thy will acquire as they age	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library
	Key Idea 4: Students will probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills	• show a willingness to consider other points of view before drawing conclusions or making judgments • participate in activities that focus on a classroom, school, or community issue or problem • suggest alternative solutions or courses of action to hypothetical or historic problems • evaluate the consequences for each alternative solution or course of action • prioritize the solutions based on established criteria • propose an action plan to address the issue of how to solve the problem	• Houghton Mifflin Harcourt assessments • Teacher-created assessments • Teacher observation during small and whole group instruction • Classwork and homework • School-based projects with assessment rubrics	• Houghton Mifflin Harcourt activities, big books, and leveled books • Teacher-created activities • Content-based read alouds • Classroom maps • Nonfiction guided reading library

Grade 3 Instructional Sequence: Local History and Government: New York City and State	
Term 1	Locate the 5 boroughs of NYC and identify their physical features (Hudson and East River, Atlantic Ocean, island vs. landlocked). Identify the different motivations for groups that immigrated to New York City throughout its history, and the individual and group's contributions to American society. Describe the immigrant experience to New York City from the perspective of the different groups that immigrated. Demonstrate an understanding of how economic opportunity motivated immigrant groups to come to NYC.
Term 2	Understand the significance of Ellis Island to NYC immigration. Identify and compare rural, urban and suburban communities in NYC and surrounding areas. Compare and contrast urban, suburban and rural New York communities focusing on transportation, economic resources and natural resources. Identify ways in which the geography of an area affects people's lives (i.e. how do people in NYC live compared to people in rural areas.
Term 3	Describe the natural resources of New York. Understand how scarce resources (space) influence how a city develops (e.g. building up not out). Compare and contrast the environments, cultures, and customs of Native American Peoples of New York. Identify the location of different Native American tribes on New York State maps including boundaries of states, cardinal directions, legend and scale. Identify the major explorers of New York State and the impact of those explorations on Native Americans.
Term 4	Describe and compare the contributions made by the French, Dutch, and English colonists in New York. Identify the forms of government that the colonists of New York created. Describe the production of goods and services in New York State. Describe the concept of taxation and government in New York. Identify the bodies of elected representatives responsible for making state and city laws. Identify various current government representatives at the state and local level.

Term 5	Describe the basic structure of state and city governments. Describe the process for making laws at the state level. Compare and contrast local and state laws. Draft a classroom constitution, defining a code of conduct. Compare and contrast classroom constitution with NYS constitution. Develop a list of alternative solutions to a classroom conflict and propose an action plan to solve the problem.

Cross Walk K-8 Other Areas

Explore Exceed Charter School

Subject Area: OTHER Grade Levels: Kindergarten - 3

The Arts

Providing our students with a well-rounded education is a crucial element at Explore Exceed, as we believe that this characteristic will help us to achieve our mission in providing our students with the requisite skills to succeed in college preparatory high schools. Students will receive one 40-minute weekly instructional period in visual arts and one 40-minute weekly instructional period in general music. Each of the classes will be taught by certified teachers with expertise in both the content areas and in instructional strategies and techniques. Through daily collaborative planning periods, teachers of the arts will be encouraged to integrate core academic subject matter into their instructional activities in music and visual art. Curricula is designed to meet the NYS Learning Standards in the Arts.

Physical Education and Health

Students at Exceed will receive instruction in physical education and health. In addition to weekly instructional periods throughout the grades, children will participate in recess to add to the importance we place on providing physical activity to promote good health. Systematic excercise, structured sporting activity, good sportmanship and teamwork, and the explicit teaching of healthy living will be consistent components of our curriculum. The NYS Learning Standards in Health and Physical Education will be addressed in these classes.

Character and Career Education

Using our five school expectations as central points, we will provide students in all grade levels with explicit instruction in character education. Social skills, peer mediation, and increasing coping mechanisms will be emphasized through role plays, read-alouds, journal writing, and our use of resources such as *Second Step*. Our school expectations are: We come to school prepared to learn; We listen and follow directions; We treat others the way we want to be treated; We respect our environment; and We try our hardest. Further, our students will be exposed to potential career development through visits from professionals within our community, field trips, and read alouds. School expectations are taught daily during morning meeting and in advisory. Character education lessons are delivered once weekly.

Technology
Our teachers will integrate technology into the curriculum so that our students acquire technology skills. Computer labs and interactive white board technology used throughout the school day will assist and encourage the development of 21st century skills in our learners. Computer technology instruction will include keyboarding basics, in addition to exposure and use of common office programs, such as word processing, slide show presentations, and simple spreadsheets. Students will also be provided with opportunities for engineering design as a part of their math and science extensions.

FOSS Scope and Sequence

Grade		Life Science	Earth and Space Science	Physical Science and Technology	Scientific Reasoning and Technology	Alternative Modules*
Middle School	6-8	Human Brain and Senses	Earth History	Electronics		
		Diversity of Life	Planetary Science	Chemical Interactions		
		Populations and Ecosystems	Weather and Water	Force and Motion		
K-6	5-6	Food and Nutrition	Solar Energy	Levers and Pulleys	Models and Designs	Living Systems*
		Environments	Landforms	Mixtures and Solutions	Variables	Water Planet*
	3-4	Human Body	Water	Magnetism and Electricity	Ideas and Inventions	Matter and Energy*
		Structures of Life	Earth Materials	Physics of Sound	Measurement	Sun, Moon, and Stars*
	1-2	New Plants	Air and Weather	Solids and Liquids		Insects and Plants*
		Insects	Pebbles, Sand, and Silt	Balance and Motion		Plants and Animals*
	K	Trees		Wood and Paper		
		Animals Two by Two		Fabric		

Provide a detailed work plan to demonstrate how the applicant team would use the curriculum framework included as Attachment 10(b) to develop the tools that teachers would use to implement the curriculum. At a minimum, your response to this request should include a specific timeline for implementation, identify all key tasks, the personnel that would either lead or participate in the process, and explain the outcome (for example, curriculum maps, scopes and sequence, instructional handbooks, etc.) of the implementation work plan from potential charter approval to start-up.

- *The Institute will utilize the implementation work plan included as Attachment 10(c) to monitor the development of the academic program prior to the opening of approved schools.*
- *Particularly in the absence of a full curriculum framework for all grades a proposed school intends to serve throughout the entire initial charter period, the work plan should illustrate the "who, what, and when" regarding the implementation of a comprehensive and coherent curriculum aligned to Common Core State Standards in English language arts and mathematics and the state's current core curriculum in science and social studies.*

Curriculum Implementation Work Plan: Explore Exceed Charter School

Key Curriculum Development Tasks	Purpose of Task	Personnel Responsible	Outcome	Date
Frameworks Completed	• Ensure curricula are aligned to NYS and Common Core standards	Principal, Academic Director, Literacy and Math Coaches	Standards-aligned key topics are laid out in advance.	6-15-12
Pacing Guides Completed	• Ensure that teachers and administrators have access to a breakdown of which topics need to be taught at different times in the year	Principal, Academic Director, Literacy and Math Coaches	Daily objectives are laid out in advance for teachers.	7-15-12
Pacing Guides Distributed to Staff	• Teachers know in advance when to teach what topic	Academic Director	Staff have access to Pacing Guides.	8-5-12
Initial Trainings on Curriculum Methodology/ Implementation	• Teachers are proficient in using the identified curricula • Teachers have access to resources they will need in the planning process	Principal, Academic Director, Literacy and Math Coaches, Hired Consultants from Curriculum Companies	Staff are familiar with and proficient in teaching curricula.	Completed by 8-25-12
Unit Planning	• Teachers have clear expectations of unit goals, standards, and learning topics • Teachers have the	Academic Director, Literacy and Math Coaches, Teachers	Teachers have backwards-designed, aligned units of study prepared to teach	First unit completed by 8-25-12 *Ongoing:

	chance to immerse themselves fully in the content to ensure they are are experts before they teach the content to students		their students.	once monthly through June, 2013
Lesson Planning	• Grade-evel Professional Learning Communities will plan out daily objectives and learning activities together	Teachers	Teachers have high-quality, standards-aligned, unit-aligned lessons prepared to teach their students that are complete with learning activities.	Ongoing at at least three one-hour sessions every week
Secondary Trainings on Curriculum Methodology/ Implementation	• Teachers can hone and develop their basic understandings of curriculum methodology to integrate more best practices	Principal, Academic Director, Literacy and Math Coaches, Hired Consultants from Curriculum Companies	Teachers can refine their expertise in implementing specific curricula to the benefit of the students.	To occur on Professional Development Days in November 2012 and February 2012
Mid-Year and End-of-Year Curriculum Review Sessions	• Administrators will review effectiveness of pacing and planning processes to ensure high quality of instructional planning	Principal, Academic Director, Literacy and Math Coaches	Administrators will be able to make on-the-fly modifications to the instructional planning process (if needed) and also make adjustments for the coming year.	Mid year: end of January, 2012 End of year: June, 2012

Provide at least one sample unit plan for mathematics and one sample unit plan for English language arts for one of the grades that you intend to offer in the first year of operation. These unit plans should minimally include relevant Common Core and other applicable standards, suggested pacing, instructional strategies, methods of assessment, instructional materials identified in other parts of the proposal, and should be consistent with any unique aspects of the proposed educational model or design.

Title of Unit	The Strength of Community	**Grade Level**	3rd
Curriculum Area	ELA (Based on Houghton Mifflin's *Journeys* Reading Program)	**Time Frame**	5 weeks

Content Standards Addressed in the Unit

New York State Standards:

Standard 2: Students will read, write, listen, and speak for literary response and expression.

• Select literature on the basis of personal needs and interests from a variety of genres and by different authors
• Engage in purposeful oral reading in small and large groups
• Read print-based and electronic literary texts silently on a daily basis for enjoyment
• Relate the setting, plot, and characters in literature to own lives,with assistance
• Use previous reading and life experiences to understand and compare literature
• Make predictions, draw conclusions, and make inferences about events and characters
• Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events
• Use knowledge of story structure, story elements, and key vocabulary to interpret stories
• Use graphic organizers to record significant details about characters and events in stories
• Summarize main ideas and supporting details from imaginative texts, both orally and in writing

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

• Evaluate the content by identifying:
- important and unimportant details
- whether events, actions, characters, and/or settings
are realistic
• Compare and contrast characters, plot, and setting in literary works, with assistance
• Analyze information on the basis of new or prior knowledge and/or personal experience

Standard 4: Students will read, write, listen, and speak for social interaction.

• Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
• Respect the age, gender, social position, and cultural traditions of the writer

Common Core Standards:

Reading: Literature

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their

actions contribute to the sequence of event
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
6. Distinguish their own point of view from that of the narrator or those of the characters.
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize setting).
11. Recognize and make connections in narratives, poetry and drama to other texts Ideas and cultural perspectives, personal events, and situations.
Self-select text based upon personal preferences

Reading: Informational Text
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4. Determine the meaning of general academic and domain- specific words and phrases in topic or subject area
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Reading: Foundational Skills
3. Know and apply grade-level phonics and word analysis skills in decoding words.
4. Read with sufficient accuracy and fluency to support comprehension

Writing:
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
    b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
    c. Use temporal words and phrases to signal event order.
    d. Provide a sense of closure
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.

Speaking and Listening
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners ongrade 3 topics , and texts building on others' ideas
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

Language

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content choosing flexibly from a range of strategies.
5. Demonstrate understanding of word relationships and nuances in word meaning

Understandings	Essential Questions
Overarching Understanding People make a community strong. **Related Misconceptions** What is a community? How can fiction stories connect to our community? How can fictional characters help me understand that people make a community strong? What is a hero?	What are the parts of a story? (lesson 1) What helps you make decisions about a character? (lesson 2) What clues in a story tell you about the characters? (lesson 3) How can two bridges be alike and different? (lesson 4) What causes someone to be called a hero? (lesson 5)
Knowledge Students will know…	**Skills** Students will be able to…
Comprehension: That using story elements can help to summarize a story or retell in your own words When author's use similes they are comparing using like or as How to analyze and evaluate texts: form an opinion about a selection How to make connections across texts How to make inferences and predictions about the story and characters Using story details can help to draw logical conclusions about characters and events Holding onto the sequence of events in a story aids with	**Comprehension:** Understand that Stories have a structure or form Identify problems, events, solutions in stories Identify a story's characters, setting and plot Organize story details in a story map Understand characters: identify character traits; tell why a character does something based on his or her speech, actions and relationships Compare and contrast character's actions and feelings in a story Compare and contrast story details to personal experiences Understand characters and how they shape a story; analyze a character's feelings Use story details to make inferences and

comprehension **Fluency:** Accuracy Phrasing Expression Intonation **Grammar:** How to identify the difference between a subject and predicate How to identify different kinds of sentences: statements, questions, commands and exclamations Distinguish between common and proper nouns How to Identify adjectives How to Identify sentence fragments and tell what is missing How to Identify and fix run-on sentences by breaking them apart and/ or making a compound sentence That using quotation marks is a way to write dialogue How to identify and use pronouns in a sentence How to identify plural nouns with s and es How to identify and use commas in a sentence in a date and a place and when combining nouns with commas in a series **Writing:** How to Write to narrate and use exact words to describe How to identify the parts of a descriptive paragraph; how to revise and edit a descriptive paragraph How to Identify the parts of a	predictions about characters and plot Identify cause and effect in a text Listen to draw conclusions about a selection Draw conclusions based on story details Read independently for a sustained period of time Listen for a purpose Identify facts and opinions Synthesis main idea Read a variety of texts across different genres (informational, fiction, potery, historical fiction) **Phonics:** Spell words with Short vowels a,e,i,o,u Blend and read words with VCCV pattern Spell words with long vowels a,e,i,o,u Blend and read words with the VCe pattern Spell words with common vowel pairs ai, ay, ee, ea Blend, read, spell and write words with long O spelled oa, ow Read, spell and write words with long I spelled i, ie, igh **Listening & Speaking:** Use nonverbal cues Hold a conversation or discussion Follow and give directions Present to a group Participate in a panel discussion

friendly letter; use correct letter form and plan a friendly letter; draft, edit revise and publish a friendly letter
How to identify parts a personal narrative paragraph; Write a personal narrative;
Draft/revise/edit/publish a personal narrative
How to use thoughts and feelings to add voice to your writing

Vocabulary:

Lesson 1: Strategy: multiple-meaning words
principal, strolled, proud, worried, soared, announced, fine, certainly

Lesson 2: Strategy: compound words
Convinced, trial, jury, guilty, pointed, honest, murmur, stand

Lesson 3: Strategy: antonyms
Raise, spreading, earn, figure, contacted, block, afford, customers

Lesson 4: Strategy: Base words and endings s, es, ed, ing
Balancing, tide, crew, disappears, foggy, stretch, excitement, cling

Lesson 5: Strategy: Prefix mis
Stands, score, fans, league, slammed, pronounced, style, polish

Performance Task/Culminating Project

Students brainstorm interesting jobs.
Each student chooses a job.
Students create a plan for research.
Students research and organize information.
Students make a presentation.
Students use study skills to guide them in preparing and presenting the unit project: 1) use parts of a book, alphabetize 2) use a glossary and/or dictionary 3) use guidewords, use an index 4) give and follow directions, retell and paraphrase

Students will choose jobs in the community to research using a variety of methods. Then students will share what they learned with the class.

Supplementary Materials Needed:

Guided reading books for small group instruction
Dictionary
Computers
Vocabulary cards

Unit Plan: ELA Grade 3 Unit 4: The Strength of Community Week 1: Late August, 2012

***PLEASE NOTE: This Unit Plan is based on Houghton Mifflin's *Journeys* Reading Program

Essential Question	What are the parts of a story?
NYS Standards Addressed	**Standard 2: Students will read, write, listen, and speak for literary response and expression.** • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Use graphic organizers to record significant details about characters and events in stories • Summarize main ideas and supporting details from imaginative texts, both orally and in writing **Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.** • Evaluate the content by identifying - important and unimportant details **Standard 4: Students will read, write, listen, and speak for social interaction.** • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
Common Core Standards Addressed	**Reading: Literature:** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Reading: Literature:** 6. Distinguish their own point of view from that of the narrator or those of the characters. **Reading: Literature:** 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize setting). **Reading: Informational Text:** 4. Determine the meaning of general academic and domain-specific words and phrases in topic or subject area **Reading: Foundational Skills:** 3. Know and apply grade-level phonics and word analysis skills in decoding words. **Reading: Foundational Skills**: 4. Read with sufficient accuracy and fluency to support comprehension **Language**:1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language**: 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content choosing flexibly from a range of strategies.
Phonics Focus	Short Vowels *a, e, i, o, u* Words with the VCCV pattern
Vocabulary Strategy / Target Vocabulary	Multiple-Meaning Words principal, strolled, proud, worried, soared, announced, fine, certainly
Comprehension Reading	**Target Skill:** Story Structure **Target Strategy:** Summarize

Fluency	**Main Selection:** *A Fine, Fine School* **Paired Selection:** *One-Room Schoolhouses* **Fluency:** Accuracy
Grammar Spelling Writing	**Grammar:** Subjects and Predicates **Spelling:** Short vowels **Writing:** Descriptive Paragraph
Materials	*Journeys* Main and Paired Selections (listed above), Unit-Specific Differentiated Readers

Unit Plan: ELA Grade 3 Unit 4: The Strength of Community Week 2: Early September, 2012

Essential Question	What helps you make decisions about a character?
NYS Standards Addressed	**Standard 2: Students will read, write, listen, and speak for literary response and expression.** • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Relate the setting, plot, and characters in literature to own lives, with assistance • Use previous reading and life experiences to understand and compare literature • Make predictions, draw conclusions, and make inferences about events and characters • Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events **Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.** • Evaluate the content by identifying - whether events, actions, characters, and/or settings are realistic • Use opinions of teachers and classmates to evaluate personal interpretation of ideas and information **Standard 4: Students will read, write, listen, and speak for social interaction.** • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
Common Core Standards Addressed	**Reading: Literature:** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Reading: Literature:** 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of event **Reading: Literature:** 11. Recognize and make connections in narratives, poetry and drama to other texts Ideas and cultural perspectives, personal events, and situations. Self-select text based upon personal preferences. **Reading: Informational Text:** 4. Determine the meaning of general academic and domain-specific words and phrases in topic or subject area **Reading: Foundational Skills:** 3. Know and apply grade-level phonics and word analysis skills in decoding words. **Reading: Foundational Skills**: 4. Read with sufficient accuracy and fluency to support comprehension **Speaking and Listening:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts building on others' ideas **Language**:1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language**: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when Writing

	Language: 5. Demonstrate understanding of word relationships and nuances in word meaning
Phonics Focus	Long vowels *a, e, i, o, u* Words with the VCe pattern
Vocabulary Strategy / Target Vocabulary	Compound Words convinced, trial, jury, guilty, pointed, honest, murmur, stand
Comprehension Reading Fluency	**Target Skill:** Conclusions **Target Strategy:** Infer/Predict **Main Selection:** *The Trial of Cardigan Jones* **Paired Selection:** *Jury Duty* **Fluency:** Phrasing
Grammar Spelling Writing	**Grammar:** Kinds of Sentences **Spelling:** V-C-*e* spellings **Writing:** Friendly Letter
Materials	*Journeys* Main and Paired Selections (listed above), Unit-Specific Differentiated Readers

Unit Plan: ELA Grade 3 Unit 4: The Strength of Community Week 3: Mid-September, 2012

Essential Question	What clues in a story tell you about the characters?
NYS Standards Addressed	**Standard 2: Students will read, write, listen, and speak for literary response and expression.** • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Explain the difference between fact and fiction • Use previous reading and life experiences to understand and compare literature • Make predictions, draw conclusions, and make inferences about events and characters • Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events **Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.** • Evaluate the content by identifying - important and unimportant details • Compare and contrast characters, plot, and setting in literary works, with assistance • Analyze information on the basis of new or prior knowledge and/or personal experience **Standard 4: Students will read, write, listen, and speak for social interaction.** • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud
Common Core Standards Addressed	**Reading: Literature:** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Reading: Literature:** 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of event **Reading: Literature:** 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **Reading: Informational Text:** 4. Determine the meaning of general academic and domain-specific words and phrases in topic or subject area **Reading: Foundational Skills:** 3. Know and apply grade-level phonics and word analysis skills in decoding words. **Reading: Foundational Skills**: 4. Read with sufficient accuracy and fluency to support comprehension **Speaking and Listening:** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts building on others' ideas **Speaking and Listening:** 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace **Language**:1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	Language: 5. Demonstrate understanding of word relationships and nuances in word meaning
Phonics Focus	Common Vowel Pairs *ai, ay, ee, ea*
Vocabulary Strategy / Target Vocabulary	Antonyms Raise, spreading, earn, figure, contacted, block, afford, customers
Comprehension Reading Fluency	**Target Skill:** Understanding Characters **Target Strategy:** Analyze/Evaluate **Main Selection:** *Destiny's Gift* **Paired Selection:** *Kids Making a Difference* **Fluency:** Accuracy
Grammar Spelling Writing	**Grammar:** Sentence Fragments and Run-Ons **Spelling:** More Long *a* and Long *e* Spellings **Writing:** Personal Narrative
Materials	*Journeys* Main and Paired Selections (listed above), Unit-Specific Differentiated Readers

Unit Plan: ELA Grade 3 Unit 4: The Strength of Community Week 4: Mid-September, 2012

Essential Question	How can two bridges be alike and different?
NYS Standards Addressed	**Standard 2: Students will read, write, listen, and speak for literary response and expression.** • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Use previous reading and life experiences to understand and compare literature • Make predictions, draw conclusions, and make inferences about events and characters • Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Summarize main ideas and supporting details from imaginative texts, both orally and in writing **Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.** • Evaluate the content by identifying - important and unimportant details • Compare and contrast characters, plot, and setting in literary works, with assistance • Analyze information on the basis of new or prior knowledge and/or personal experience **Standard 4: Students will read, write, listen, and speak for social interaction.** • Share reading experiences to build relationships withpeers or adults; for example, read together silently or aloud • Respect the age, gender, social position, and cultural traditions of the writer
Common Core Standards Addressed	**Reading: Literature:** 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Reading: Literature:** 4. Determine the meaning of words and phrases as they areused in a text, distinguishing literal from nonliteral language. **Reading: Literature:** 11. Recognize and make connections in narratives, poetry and drama to other texts Ideas and cultural perspectives, personal events, and situations. Self-select text based upon personal preferences. **Reading: Informational Text:** 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **Reading: Informational Text:** 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **Reading: Foundational Skills:** 3. Know and apply grade-level phonics and word analysis skills in decoding words.

	Reading: Foundational Skills: 4. Read with sufficient accuracy and fluency to support comprehension **Writing:** 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **Writing:** 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose **Speaking and Listening:** 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace **Language**:1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language**: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when Writing
Phonics Focus	Long o spelled *oa, ow*
Vocabulary Strategy / Target Vocabulary	Base Words and endings *s, es, ed, ing* Balancing, tide, crew, disappears, foggy, stretch, excitement, cling
Comprehension Reading Fluency	**Target Skill:** Compare and Contrast **Target Strategy:** Infer/Predict **Main Selection:** *Pop's Bridge* **Paired Selection:** *Bridges* **Fluency:** Expression
Grammar Spelling Writing	**Grammar:** Common and Proper Nouns **Spelling:** More Long *o* Spellings **Writing:** Prewrite: Personal Narrative
Materials	*Journeys* Main and Paired Selections (listed above), Unit-Specific Differentiated Readers

Unit Plan: ELA Grade 3 Unit 4: The Strength of Community Week 5: Late September, 2012

Essential Question	What causes someone to be called a hero?
NYS Standards Addressed	**Standard 2: Students will read, write, listen, and speak for literary response and expression.** • Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Recognize the differences among the genres of stories, poems, and plays • Relate the setting, plot, and characters in literature to own lives, with assistance • Explain the difference between fact and fiction • Use previous reading and life experiences to understand and compare literature • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances, with assistance • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Use graphic organizers to record significant details about characters and events in stories • Summarize main ideas and supporting details from imaginative texts, both orally and in writing **Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.** • Evaluate the content by identifying - the author's purpose - important and unimportant details - whether events, actions, characters, and/or settings are realistic - statements of fact and opinion • Compare and contrast characters, plot, and setting in literary works, with assistance • Analyze information on the basis of new or prior knowledge and/or personal experience • Recognize how language and illustrations are used to persuade in printed and filmed advertisements, with assistance • Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers • Use opinions of teachers and classmates to evaluate personal interpretation of ideas and information **Standard 4: Students will read, write, listen, and speak for social interaction.** • Share reading experiences to build relationships withpeers or adults; for

	example, read together silently or aloud • Respect the age, gender, social position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication
Common Core Standards Addressed	**Reading: Literature:** 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of event **Reading: Foundational Skills:** 3. Know and apply grade-level phonics and word analysis skills in decoding words. **Reading: Foundational Skills**: 4. Read with sufficient accuracy and fluency to support comprehension **Writing:** 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **Writing:** 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **Writing:** 11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class. **Language**:1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Language**: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when Writing
Phonics Focus	Long *i* Spelled *i, ie, igh*
Vocabulary Strategy / Target Vocabulary	Prefix *mis-* Stands, score, fans, league, slammed, pronounced, style, polish
Comprehension Reading Fluency	**Target Skill:** Cause and Effect **Target Strategy:** Visualize **Main Selection:** *Roberto Clemente, Pride of the Pittsburgh Pirates* **Paired Selection:** *Baseball Poems* **Fluency:** Intonation
Grammar Spelling Writing	**Grammar:** Plural Nouns with *–s* and *-es* **Spelling:** Spelling long *i* **Writing:** Draft/Revise/Edit/Publish: Personal Narrative
Materials	*Journeys* Main and Paired Selections (listed above), Unit-Specific Differentiated Readers

Title of Investigations Unit	What Would You Rather Be? (Unit 4)	Grade Level	1st
Curriculum Area	MATH	Time Frame	3 weeks

Content Standards

New York State Standards

1.S.1 Pose questions about themselves and their surroundings
1.S.2 Collect and record data related to a question
1.S.4 Display data in bar graphs using concrete objects with intervals of one
1.S.3 Display data in simple pictographs for quantities up to 20 with units of one
1.S.7 Answer simple questions related to data displayed in pictographs (e.g., category with most, how many more in a category compared to another, how many all together in two categories)
1.S.6 Interpret data in terms of the words: most, least, greater than, less than, or equal to
1.S.9 Construct a question that can be answered by using information from a graph
***1.S.8 Discuss conclusions and make predictions in terms of the words likely and unlikely
***1.S.5 Use Venn diagrams to sort and describe data

Common Core Standards

4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Understandings	Essential Questions
Overarching Understanding Data can help us understand the world around us. **Related Misconceptions** • Organizing space on a page • The data set should be everything in their sample size • Different ways of representing data • Surveying people twice	• Why do we collect data? • What is data? • How can we represent data? • What can data tell us?
Knowledge Students will know…	**Skills** Students will be able to…
• Objects have multiple attributes • What is a survey, graph • Know that words can represent objects • Data can be represented in multiple formats • How a Venn Diagram works • **Vocabulary:** more than, less than, most, least, greater than, equal to, how many more, how many altogether, bar graph, pictograph, survey, representation, data, Venn	• Sort based on attributes • Describe attributes of objects • Determining how objects have been sorted • Explain a representation (bar graph, pictograph) • Make a representation • Organizing space on a page • Organizing/labeling data horizontally and vertically • Create a question with a binary answer • Read and interpret a graph and a Venn diagram

Diagram, record, collect, attribute, characteristic, group, equation	• Using an equation to show the sum of responses • Surveying classmates and tracking responses • Interpret data in terms of the words most, least, greater than, less than, or equal to • Predict from data using the words likely and unlikely
Performance Task/Culminating Project	
• Assessment: "Deep Sea or Outer Space?" Representations (from Investigations Curriculum) • End-of-Unit Assessment (from Investigations Curriculum) **Instruction is also informed by baseline and interim assessments and Terra Nova performance data	
Supplementary Materials Needed:	
• Investigations student workbooks, manipulatives and materials for math games, copies of assessments	

Unit Plan: Math Grade 1 Unit 4: "What Would You Rather Be?" Week 1: January, 2012

Lesson Component	Monday	Tuesday	Wednesday	Thursday	Friday
Standards Addressed (NYS and Common Core)	NYS 1.S.7 Answer simple questions related to data displayed in pictographs (e.g., category with most, how many more in a category compared to another, how many all together in two categories) NYS 1.S.2 Collect and record data related to a question NYS 1.S.6 Interpret data in terms of the words: most, least, greater than, less than, or equal to CC: 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.				
Objective	**SWBAT** respond to a survey and make a representation of the results	**SWBAT** finish and compare representations of a set of data	**SWBAT** choose a survey question and collect data	**SWBAT** represent survey data	**SWBAT** represent survey data
Vocabulary	Survey Equation Data	Data Survey	Data Survey	Data Survey	Data Survey
Activity **(brief outline, including important questions)**	**Session 2.1: What would you rather be?**	**Session 2.2: Eagle or Whale Representations**	**Session 2.3: Surveys** .	**Session 2.4 Representing Survey Data**	**Continuation of Session 2.4 with additional practice constructing pictographs**
Lesson Assessment	Teacher Observation and Focused Questioning Review of Independent Work	Teacher Observation and Focused Questioning Review of Independent Work	Teacher Observation and Focused Questioning Review of Independent Work	Teacher Observation and Focused Questioning Review of Independent Work	Teacher Observation and Focused Questioning Review of Independent Work

Unit Plan: Math Grade 1 Unit 4: "What Would You Rather Be?" Week 2: January, 2012

Lesson Component	Monday	Tuesday	Wednesday	Thursday	Friday
Standards Addressed (NYS and Common Core)	1.S.7 Answer simple questions related to data displayed in pictographs (e.g., category with most, how many more in a category compared to another, how many all together in two categories) 1.S.2 Collect and record data related to a question 1.S.6 Interpret data in terms of the words: most, least, greater than, less than, or equal to CC: 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.				
Objective	No School : MLK Day	**SWBAT** finish and compare representations of a set of data	**SWBAT** compare two sets of data	**SWBAT** use data to compare how two groups are similar or different	**SWBAT** use data to compare how three groups are similar or different
Vocabulary		Data Survey	Data Survey	Sibling	Sibling
Teacher Directed **(brief outline, including important questions)**	.	**(Day 2 of collecting and representing surveys)** **Session 2.4 Representing Survey Data** **2.5 Unit Assessment:** Deep Sea or Outer Space? Representations	**Comparing Age Data** **Session 3.1 How old are we?**	**Session 3.3 Comparing Age Data**	**Teacher-Created Activity that echoes Session 3.3**
Lesson Assessment		Teacher Observation and Focused Questioning Review of Independent Work	Teacher Observation and Focused Questioning Review of Independent Work	Teacher Observation and Focused Questioning Review of Independent Work	Teacher Observation and Focused Questioning Review of Independent Work

Unit Plan: Math Grade 1 Unit 4: "What Would You Rather Be?" Week 3: January, 2012

Lesson Component	Monday	Tuesday	Wednesday	Thursday	Friday
Standards Addressed (NYS and Common Core)	1.S.4 Display data in bar graphs using concrete objects with intervals of one 1.S.3 Display data in simple pictographs for quantities up to 20 with units of one 1.S.7 Answer simple questions related to data displayed in pictographs (e.g., category with most, how many more in a category compared to another, how many all together in two categories) CC: 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.				
Objective	**SWBAT** collect and record data on a graph **SWBAT** read and interpret data on a bar graph	**SWBAT** gather and use survey data to construct a bar graph **SWBAT** read and interpret data on a bar graph	**SWBAT** sort a set of objects by attributes **SWBAT** interpret data	**Next Unit**	**Next Unit**
Vocabulary	bar graph	bar graph	attribute data		
Teacher Directed **(brief outline, including important questions)**	Bar graphs	Bar graphs	**Session 3.4 End-of-Unit-Assessment** **2.5 Unit Assessment: "Deep Sea or Outer Space?" Representations**		
Lesson Assessment	Teacher Observation and Focused Questioning Review of Independent Work	Teacher Observation and Focused Questioning Review of Independent Work	*Assessment 3.4* *Assessment 2.5*		

Unit Notes

This unit plan was designed around both New York State and Common Core Standards and draws heavily on TERC Investigations Math curriculum as an anchor curriculum. During some lessons, teachers will implement instruction that is supplementary to Investigations to account for all aspects of the standards. For example, on the second Friday of the unit (January 21st), teachers will implement a lesson on comparing information from three different data sets to account for that strand of Common Core Standard 4. The above Unit Plan accounts for pacing as it lists which objective will be taught each day of instruction. Investigations Unit Guides and kits provide teachers with significant resources, support, and materials necessary to complete the unit. For the purposes of this project, we have included some of the supplementary materials from the Investigations curriculum including the following:

1. Letter letters to families regarding unit content
2. "Guess My Rule": an interactive math game students play in order to reinforce lesson content
3. Assessment Checklist for Sorting
4. Student Handout "Our Plan for Collecting Data"
5. Assessment: "Deep Sea or Outer Space?" Representation

Name Date

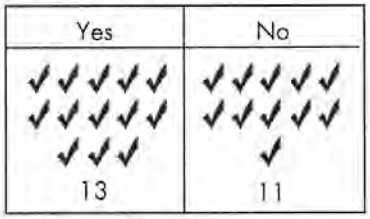
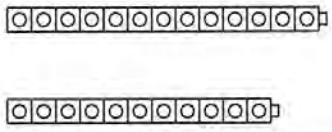
What Would You Rather Be? Family Letter

About the Mathematics in This Unit (page 1 of 2)

Dear Family,

Our class is starting a new unit in mathematics called *What Would You Rather Be?* This unit is about data—the facts or information we collect about people and things in our world. Students will be sorting objects and information, posing questions, collecting data, and making representations of the data they collect.

Throughout this unit, students will be working toward these goals:

BENCHMARK/GOAL	EXAMPLE
Sort a group of objects according to a given attribute.	Sorting by color  Gray White Black
Represent a set of data with two categories.	Do you walk to school? 
Interpret a variety of representations of data with two categories.	Do you walk to school? 

(continued)

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About the Mathematics in This Unit (page 2 of 2)

BENCHMARK/GOAL	EXAMPLE
Describe a set of data including how many are in each group, which group is greater, and how many people responded to the survey.	How many children walk to school? Do more children walk to school or not? How many children responded to this survey?

Please look for more information and activities about *What Would You Rather Be?* that will be sent home soon

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Related Activities to Try at Home (page 1 of 2)

Dear Family,

The activities below are related to *What Would You Rather Be?*, the unit we are currently working on in math. Doing these activities together with an adult will help enrich your child's mathematical learning.

Sorting Work with your child to figure out what belongings go together and where they should "live." (Sorting things at home has the side benefit of helping your child clean up and get organized!) Listen to your child's system for organizing. Children love to make labels to go on their bins or boxes. *The Berenstain Bears and the Messy Room* is an excellent book for this project.

Grouping Coins Children enjoy going through loose change and grouping similar coins together. A simple way to get started is to spread out a handful of change and then ask your child to put together coins that are the same. Then your child can count the number of coins in each pile. Help your child figure out answers to questions such as "Which pile has the most? The fewest? Are there more pennies or dimes?"

Which Has More? On a trip to a park or in a car, bus, or train, bring along a tablet and pencil to play "Which has more?" Begin by posing a question: "Which do you think we will see more of in the next five minutes: _____ or _____?" Depending on your surroundings, you might choose pairs such as bicycle riders or joggers, trucks or buses, cows or horses. Your child will have ideas too! Help your child choose things that give enough to count—about 10 or 15 of each object. If the count is too low to be of interest, you might extend the time limit. The important thing is that your child keeps track (using tally marks, numbers, pictures, words, and so on), accurately counts, and then compares the results.

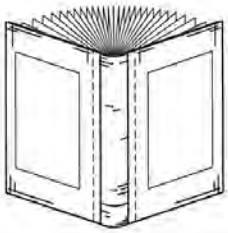
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Related Activities to Try at Home (page 2 of 2)

Guess My Rule One player thinks of a secret rule and names a few objects that follow the rule (e.g., a clock, a wheel). The others ask questions about other objects that might follow the rule, such as "Does a penny follow the rule?" After three turns in a row in which players correctly identify items that fit the rule, they can begin guessing the rule (i.e., things that are round). Different family members can take turns thinking of a rule while the others guess.

Math and Literature Here are some suggestions of children's books that are related to our work on data.



- Baer, Edith. *This Is the Way We Eat Our Lunch.*
- Berenstain, Jan and Stan. *The Berenstain Bears and the Messy Room.*
- Burningham, John. *Would You Rather . . . .*
- Lobel, Arnold. "A Lost Button," in *Frog and Toad Are Friends.*
- Murphy, Stuart. *The Best Vacation Ever.*
- Pluckrose, Henry. *Math Counts: Sorting.*
- Reid, Margarette S. *The Button Box.*

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Name Date

What Would You Rather Be?

Guess My Rule

You need



- 20–25 buttons
- sorting mats



Play with a group of 2–4 players.

1. Player 1 chooses a rule that fits some of the buttons and writes it on a piece of paper.
2. Player 1 puts two buttons that fit the rule on the "These Fit My Rule" paper and two buttons that don't fit the rule on the "These Don't Fit My Rule" paper.
3. Player 2 puts a button where he or she thinks it belongs.
4. Players take turns placing buttons.
5. After each player has placed 3 buttons, players may try to guess the rule on their next turn.
6. The game is over once the rule has been guessed correctly.
7. Play again. Another player chooses the rule.

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Name Date

What Would You Rather Be?



These Fit My Rule

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Name Date

What Would You Rather Be?



These Don't Fit My Rule

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Assessment Checklist: Sorting

M8 Unit 4

Student	Identifies an attribute to sort a set of objects • Attribute pertains to some but not all of the objects • Attribute is identifiable by others	Sorts objects according to the identified attribute • Sorts objects accurately • Sorts objects consistently	Identifies the attribute by which a given set of objects has been sorted

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Sessions 1.3, 1.4

Name Date

What Would You Rather Be?

Our Plan for Collecting Data

1. What is your question?

2. Who will ask the question?

3. Who will record students' responses?

4. How will you record students' responses?

5. How will you make sure you asked everyone?

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Name Date

What Would You Rather Be?

Assessment: "Deep Sea or Outer Space?" Representations

1. On a separate sheet of paper, make a representation of the data we collected from this question: Would you rather explore the deep sea or outer space?

Then answer these questions:

2. What did you find out from this survey?

3. What surprised or interested you?

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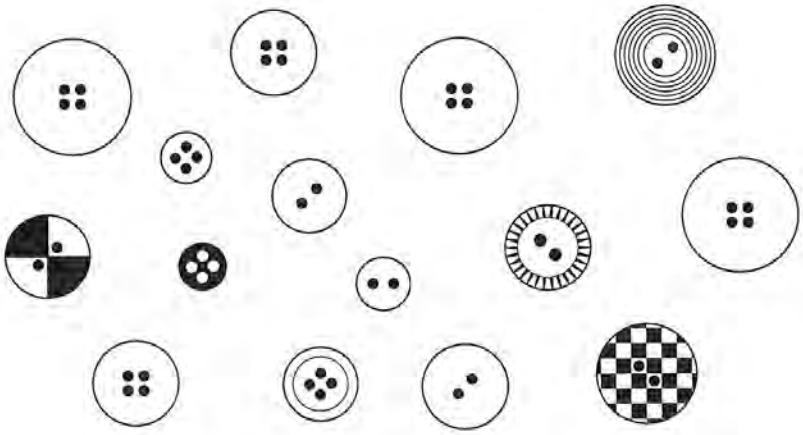
Name Date

What Would You Rather Be?

End-of-Unit Assessment (page 1 of 3)

Problem 1: *Guess My Rule* with Buttons

Play *Guess My Rule* with buttons.
Choose a rule that fits some of the buttons.
Draw boxes around the buttons that fit your rule.



What is your rule?

_____

_____

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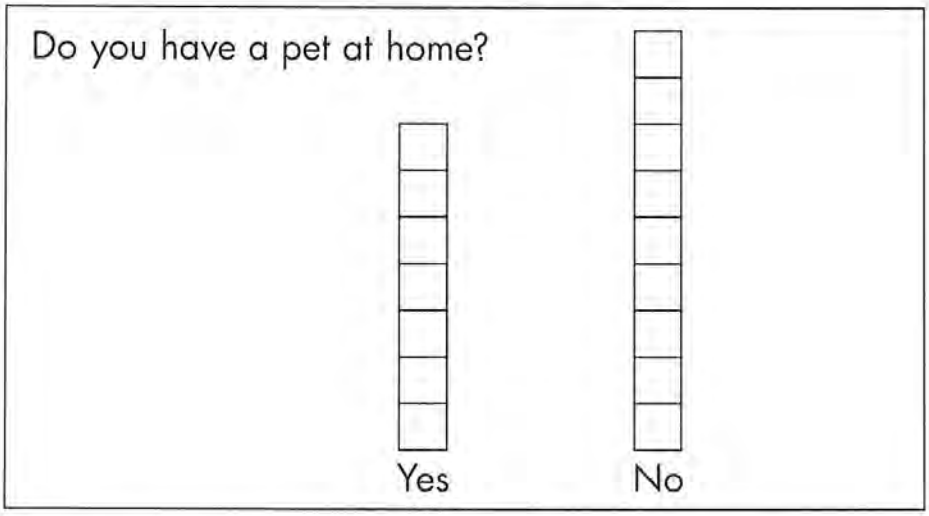
Name Date

What Would You Rather Be?

End-of-Unit Assessment (page 2 of 3)

Problem 2: Do You Have a Pet at Home?

Students in a Grade 1 class answered this question: Do you have a pet at home? Lyle and Leah made this representation of the data:



1. How many people answered this survey? _____

2. How do you know? _____

_____

_____

3. How many people have a pet at home? _____

4. How many people do not have a pet at home? _____

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Name Date

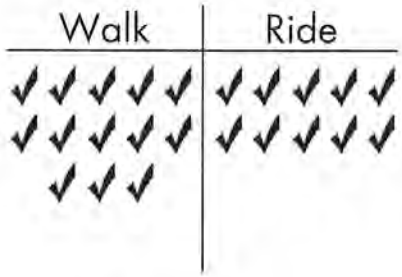
What Would You Rather Be?

End-of-Unit Assessment (page 3 of 3)

Problem 3: Did You Walk or Ride?

Students in another Grade 1 class answered this question: Did you walk or ride to school today? Rosa and Sam made this representation of the data:

Did you walk or ride to school today?



1. How many people answered this survey? _____
2. How do you know? _____

_____

_____

3. How many people walked to school? _____
4. How many people rode to school? _____

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Describe the pedagogical approach the school will use to implement its curriculum. Specifically:

- **Describe the instructional methods or techniques to be employed in the proposed school, including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, etc.**
- **Explain how these instructional methods will achieve the school's mission and goals and allow students to meet or exceed state performance standards.**
- **Identify any research or existing models that the support the use of this pedagogy with the student population you intend to serve.**
- **Explain how the school's instructional methods are appropriate for and meet the needs of all students in your school, including students with disabilities and English language learners.**
- **If the proposed school has a unique curriculum focus or design, explain how the instructional methods will support its implementation.**

This request provides the opportunity to explain your philosophy of learning and pedagogy and describe the specific instructional methods that embody your approach. If pedagogy is a key design element then use the response to this request to expand upon that approach. A strong response will indicate how teachers will deliver the curriculum and meet the needs of all students. Moreover, it should align with responses to other requests including your staffing plan, use of assessments, and professional development. You may refer to research or models discussed in Request No. 8(b).
The response to this request, along with others, will contribute to the evaluation of the student achievement criteria on the preference scoring rubric.

Explore Exceed Charter School will provide an educational program that balances explicit skills-instruction with a curriculum that encourages students to be critical thinkers and problem-solvers. Instruction will be based on a curriculum that uses specific end-of-year benchmarks, based on the New York State Standards for learning. We define "skills-instruction" as instruction which provides our students with the basic tools they need to be literate in both English and math. For example, our early literacy program features a phonics component which provides students with the ability to decode the sounds that make up words, to recognize the letters of the alphabet, to identify the sounds those letters make, and to put letters together to make words. In math, for example, skills-instruction means that our early elementary math program will ensure that students are able to perform basic operations such as the ability to count, perform mathematical operations, and recognize patterns of both numbers and shapes.

We define "instruction that encourages students to be critical thinkers and problem-solvers" as instruction which provides our students with opportunities to apply concepts to new situations. For example, reading comprehension in our early literacy program is achieved through a range of activities. Students have the opportunity to explain how a story or poem is relevant to their own life, to dramatize a text with peers, or to design and use puppets to re-tell a story. To support critical-thinking in math, for example, students may conduct projects such as polling their classmates about a an issue of importance, predicting the results of the survey, organizing the data in a chart, comparing their predictions to the actual results, making a decision based on the results.

Instructional Strategies:

The instructional strategies at Explore Exceed Charter School will mirror the strategies employed at current schools in the Explore Network as outlined above. Additional instructional components and strategies used at Explore Exceed Charter School include:

Using data to drive instruction: We will gather weekly 'quick-check' data in Math and ELA and will use interim assessments in each subject area that are aligned to the New York State exam standards. Data will be crunched, analyzed and used to drive instruction each week. Data will be used to determine which objectives need to be re-taught and which objectives have been mastered.

Using varied instructional groupings daily to meet the individual needs of our students: Individual, small group and whole group instruction will occur daily. Whole group instruction will allow teachers to provide explicit instruction and to model their thinking for students. Small group instruction will permit our faculty to tailor instruction to the specific needs of students, including Explore Exceed Charter School's special needs population and students in need of remediation. Individual instruction will provide opportunities for our classroom faculty and our support services team to address even more specific individual needs.

Co-teaching: At Explore Exceed, we view co-teaching as a specific approach to teaching that is fundamentally based on collaboration. Co-teaching is designed to meet the educational needs of students with diverse learning options and students at all academic levels benefit from greater teacher attention. In preparing our teachers to effectively utilize the co-teaching structure, we will focus professional development on helping them learn about the different approaches to co-teaching and how, as a team, they can strategically use time, student configuration, and co-planning within their classrooms.

Aligning instruction to New York State Standards/Common Core: Our daily, weekly and long-term instructional plans will address the New York State learning standards and the needs of our students. We will identify specific and measurable objectives and will continually assess student learning using formative and summative assessments. These on-going checks for understanding will be used to inform our planning and instruction.

Using a variety of questioning techniques: Our teachers will receive training that will prepare them to implement a range of techniques to elicit higher-order thinking from students

Providing regular feedback to our teacher to improve their practice: We believe that providing regular feedback to faculty is an important piece of a school's instructional strategy and can be used to ensure that students are engaged and on task. Informal observation 'walk-though' documents, in addition to our formal classroom observation and staff evaluation tools, will provide the structure through which we will continuously evaluate staff.

Meeting the Needs of All Students

Schools in the Explore Schools network meet the needs of students at-risk of academic failure and our accelerated learners through a combination of high academic expectations, standards-based instruction, extended time to teach Math and ELA, structures to target and differentiate through small-group instruction and regular assessments. Our curricular approach provides teachers with the opportunity and materials to differentiate for both at-risk and accelerated learners on a daily basis.

The assessment practices used at Explore Exceed ensure that teachers have regular opportunities to identify students at risk of academic failure and provide struggling learners with remedial instruction through a range of methods and strategies. Members of Explore Exceed's learning support team, which includes certified special educators and reading recovery specialists, work with students in small, flexible groups to provide re-teaching of specific standards, based on the data on the

assessments. In addition, students in need of remediation are provided with extended Math and literacy instruction through materials provided by the anchor curricula selected for Math and literacy. Further, the school may, as needed, elect to adopt additional research-based remediation programs such as Fountas & Pinnell Leveled Literacy Intervention for literacy (LLI) and Do The Math (by Marilyn Burns) for Math.

Our co-teaching model for grades K-5 (as described in Attachment 8), provides a structure for built-in differentiation, as does our smaller class size in the upper grades (6-8). In our lower grades, the co-teacher model enables half of the students in a given class to leave for special area classes (such as PE, music or art), while the other half of the students in the class are instructed by the two classroom teachers. This permits each teacher to provide instruction in guided reading or Math at the specific instructional level of a small group of children. Teachers are also able to gather formative assessments for individual children as they 'check-in' with each child in the group. After half the class is instructed in this manner for 50 minutes, the special area teacher swaps children and classroom teachers have another 50 minute block with the remaining half of the class.

Our support services team, including special educators and intervention teachers, will also be employed at Explore Exceed Charter School to further differentiate instruction for our students. For the students at Explore Exceed Charter School who need additional minutes on task to achieve proficiency, members of support services will pull small, targeted groups and individual students to provide additional time to meet instructional objectives, and to prepare students to achieve on the New York State ELA and Math exams. Our approach at Explore Exceed Charter School will also provide opportunities for students who need challenges beyond their grade level. Students who are reading above grade level will be provided with classroom instruction at that level on a daily basis. Student achievement data on our interim assessments, administered every 8 weeks in math and literacy, will be used to determine the configuration and frequency of the targeted groups. These groups will be re-shuffled after each interim assessment to best meet the individual needs – in real time - of our students.

Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills. Your response should:

- **Explain how these assessments will be selected or developed.**
- **Describe each assessment's purpose, design and format.**
- **Explain how the school will ensure assessment results are valid and reliable.**
- **Describe how assessment results will be collected and analyzed.**
- **Describe who will be responsible for administering the assessments and collecting and analyzing the results.**

- *The specific assessment data may include state exams, nationally published norm-referenced tests, published checklists, electronically-administered assessments, and school-developed assessments, as well as teacher-scored student artifacts.*
- *Refer to the Institute's Accountability Plan Guidelines (http://newyorkcharters.org/schoolsAccountability.htm) regarding the requirements for non-standardized assessments. For any such assessment, the applicant must demonstrate how the content of the assessment would be a valid measure of student achievement and the scoring of that assessment would be reliable and consistent.*
- *The proposed assessment system should demonstrate that thought has, at least, been given to:*
    - *The development or selection of valid and reliable assessments that are aligned to the school's curriculum and state standards and measure students' higher order thinking or problem solving skill;.*
    - *The school leadership's use of assessment data to monitor and make improvements and changes to the school's curriculum and instruction, (e.g., changes to remediation, professional development, personnel, etc);*
    - *Teachers' use of assessment data to make changes and improvements to curriculum and instruction, e.g., planning for differentiation or re-teaching a key skill where data indicates that the skill was not learned the first time;*
    - *Developing a common understanding between and among teachers and administrators of the meaning and consequences of assessment results, e.g., access to remediation, promotion to the next grade;*
    - *The school's use of assessment data to determine accurately whether the school's Accountability Plan goals are being achieved and it is on a path to make a strong case for renewal of the school's charter;*
- *Your budget should reflect any expenses associated with your assessment system, such as the cost of purchasing, administering and scoring assessments, obtaining any independent support in developing assessments or providing training in their use, any equipment or software necessary for administering, scoring or analyzing assessments, etc.*
- *Note that the 2010 revisions to the Charter Schools Act give preference to schools that:*
    - *Utilize high-quality assessments designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats; and*
    - *Adopt and use systems that provide teachers and school leaders with the information and resources they need to inform and improve instructional practices, decision-making and overall effectiveness.*

All assessments that will be administered by Explore Exceed Charter School are aligned to the New York State standards/Common Core. Student progress towards specific goals will be measured through every assessment that is administered, and Explore Exceed Charter School's commitment to continuous improvement means that data from assessments will be reviewed every 6-8 weeks, and will be used to drive changes in instruction and curriculum as needed to ensure the achievement of all students.

Terra Nova

All schools in the Explore Schools network use the Terra Nova exam to measure student performance against that of their peers nation-wide. Students are benchmarked in Kindergarten (and in our first year of operation, all students will be benchmarked) and then at each grade level are tested annually thereafter so that instructional staff can assess growth from year to year, and so that our students can be gauged on a national standard.

Literacy

Explore Exceed Charter School will use the Fountas and Pinnell Benchmark Assessment Systems three times per year to assess student achievement and progress in reading. The administration of the Benchmark Assessment Systems, in addition to the coding, scoring, and interpretation of student responses, are standardized procedures, which provide a reliable and valid measure of student performance and achievement. Teachers at Explore Exceed will receive professional development by

a trained individual in proper and systematic administration of the assessments and in systematic analysis of the data gathered for each student. Each time a student is assessed, they read several books, think about what is read, speak about what is read, and write about what is read. Teachers will use these data to provide targeted instruction at each student's instructional level and to monitor each student's growth.

The Fountas and Pinnell Benchmark Assessment Systems are scientifically researched and aligned to state standards and to the internal benchmark levels that will be used at Explore Exceed. Students are asked to demonstrate specific understandings as they are assessed. The categories of items to be assessed are: what students know and understand *within* a text, *beyond* a text, and *about* a text. The expectations in each of these categories are directly linked to the state standards as detailed in New York State's 2005 *English Language Arts Core Curriculum (Prekindergarten – Grade 12)*.

Better interims are required to truly ensure that students are prepared to succeed in college preparatory high schools. To that end, Explore Exceed will work with the Achievement Network to improve on its interim assessments, which Exceed will administer four times a year. The Achievement Network is a non-profit provider of interim assessment that works with schools to provide high-quality standards-aligned assessments; tools to analyze assessment results and identify student-learning gaps, and to create action plans to address these gaps. Achievement Network also facilitates networks of peer schools to collaborate to improve their use of data.

Writing

In writing, students' written responses are assessed using a past New York State ELA exam. Students are assessed using this tool three times a year. In September and April, they take a sample assessment at their current grade level. Additionally, writing assessments, aligned to the rigor and format of the New York State exams are administered twice a year.

Math

Students in K-8 take Math Interims, aligned with the New York State standards/Common Core instruction. Students in students in K – 8th grade take these assessments five times a year. The information from these assessments is used in several ways. For objectives that many students did not master, teachers re-teach the objective during the spiral review portion of their math instruction. Additional practice in these areas is provided to students during breakfast. This information is used to create strategic math groups, in which students receive additional and differentiated support from the school's learning support team.

Science

In Social Studies and Science, students are assessed regularly through teacher-created assessments and prepared assessments. These assessments are aligned to the curriculum, which is aligned to the New York State standards. The information from these assessments is used to determine what skills need to be re-taught and re-assessed. In the 4th and 8th grades, students take a science interim assessment twice a year. This interim assessment is directly linked to the New York State science assessment.

This range of assessment tools will allow Explore Exceed Charter School teachers and administrators to critique the school's instructional program, quickly adjust instructional practices, and establish

new goals and expectations to better serve the student population. Some of these assessments may be used to support the school's charter renewal application. The applicant understands that such assessment measures would need to be valid and reliable. The following pages contain a sample assessment calendar for students attending Explore Exceed Charter School.

Sample Assessment Calendar
Semester 1: K-8

	Sep	Oct	Nov	Dec
K:		K.1 Math Interim		K.2 Math Interim
		Math Oral Assessment		
	K.1 F&P			K.2 F&P
First Grade:	1.1 Math Interim	Math Oral Assessment		1.2 Math Interim
	1.1 F&P			
Second Grade:		2.1 Math Interim		
	2.1 F&P			
Third Grade:		3.1 Math Interim		
			Math Dress Rehearsal	
	3.1 F&P			
		Achievement Network Literacy Assessment 3.1		Achievement Network Literacy Assessment 3.2
		4.1 Math Interim		
	4.1 F&P			
Fourth Grade:		Achievement Network Literacy Assessment 4.1		Achievement Network Literacy Assessment 4.2

		5.1 Math Interim		5.2 Math Interim
	5.1 F&P		ELA Dress Rehearsal	
Fifth Grade:		Achievement Network Literacy Assessment 5.1		Achievement Network Literacy Assessment 5.2
		6.1 Math Interim		
	6.1 F&P		ELA Dress Rehearsal	
Sixth Grade:		Achievement Network Literacy Assessment 6.1		Achievement Network Literacy Assessment 6.2
		7.1 Math Interim		7.2 Math Interim
	7.1 F&P		ELA Dress Rehearsal	
Seventh Grade:		Achievement Network Literacy Assessment 7.1		Achievement Network Literacy Assessment 7.2
		8.1 Math Interim		8.2 Math Interim
	8.1 F&P		ELA Dress Rehearsal	
Eighth Grade:		Achievement Network Literacy Assessment 8.1		Achievement Network Literacy Assessment 8.2

	Jan	Feb	Mar	April	May	June
K:			K.3 Math Interim		K.4 Math Interim	
				NYSESLAT Speaking		
	Terra Nova				NYSESLAT Reading, Writing, and Listening	Terra Nova
					K.3 F&P	
First Grade:		1.3 Math Interim		1.4 Math Interim		1.5 Math Interim
	Literacy Interim				1.2 F&P	
				NYSESLAT Speaking		
					NYSESLAT Reading, Writing, and Listening	Terra Nova
Second Grade:	2.2 Math Interim	2.3 Math Interim		2.4 Math Interim		2.5 Math Interim
	Literacy Interim			NYSESLAT Speaking		
					NYSESLAT Reading, Writing, and Listening	Terra Nova
					2.2 F&P	
Third Grade:	3.2 Math Interim		3.3 Math Interim	3.4 Math Interim		3.5 Math Interim

	ELA Dress Rehearsal		ELA Dress Rehearsal	NYSESLAT Speaking		
		Achievement Network Literacy Assessment 3.3		Achievement Network Literacy Assessment 3.4	NYSESLAT Reading, Writing, and Listening	Terra Nova
					ELA State	
					Math State	
					3.2 F&P	
Fourth Grade:	4.2 Math Interim	4.3 Math Interim		4.4 Math Interim		4.5 Math Interim
	ELA Dress Rehearsal		ELA Dress Rehearsal		4.2 F&P	
		Achievement Network Literacy Assessment 4.3		Achievement Network Literacy Assessment 4.4	ELA State	Terra Nova
					Math State	
			Science Dress Rehearsal		Science State Performance	
					Science State Performance	
						Science State Written
Fifth Grade:		5.3 Math Interim		5.4 Math Interim	5.5 Math Interim	
	ELA Writing Dress Rehearsal		ELA Dress Rehearsal		5.2 F&P	

		Achievement Network Literacy Assessment 5.3		Achievement Network Literacy Assessment 5.4	ELA State	Terra Nova
					Math State	
Sixth Grade:	6.2 Math Interim	6.3 Math Interim		6.4 Math Interim	6.5 Math Interim	
	ELA Writing Dress Rehearsal		ELA Dress Rehearsal		6.2 F&P	
		Achievement Network Literacy Assessment 6.3		Achievement Network Literacy Assessment 6.4	ELA State	
					11-13 Math State	
Seventh Grade		7.3 Math Interim		7.4 Math Interim	7.5 Math Interim	
		ELA Writing Dress Rehearsal	ELA Dress Rehearsal		ELA State	Terra Nova
		Achievement Network Literacy Assessment 7.3		Achievement Network Literacy Assessment 7.4	Math State	
					7.2 F&P	
Eighth Grade:		8.3 Math Interim		8.4 Math Interim		8.5 Math Interim
		ELA Writing Dress Rehearsal	ELA Dress Rehearsal		8.2 F&P	
		Achievement Network Literacy Assessment 8.3		Achievement Network Literacy Assessment 8.4	ELA State	Terra Nova
					Math State	

			Science Dress Rehearsal			Science State Written
						Integrated Algebra Regents

Explain how assessment results will be used by the following stakeholders:

- **Teachers**
- **School Leaders**
- **The School's Board of Trustees**
- **Parents**
- **Students**

Explore Exceed Charter School's focus on continuous improvement means that assessment data will be used on a regular basis. Data will be used to assess student progress against the academic goals, including mastery of a curriculum aligned to New York state standards, and to drive programmatic adjustments and changes. We will also use assessment data regularly to track whether Explore Exceed is meeting the benchmarks prescribed by our Accountability Plan.

Teachers/Leaders

The school principal, the academic directors, the classroom teacher, and members of the learning support team will all be involved in the process of using data on a regular basis to inform decisions related to teaching and learning. Explore Exceed Charter School will use a formulaic approach to ensure that data is collected and analyzed on a regular basis. First, teachers will administer classroom assessments regularly. Within a week, data from any student assessment will be "crunched" and a data meeting will be held with the teacher and one of the school's instructional leaders (the principal and/or the academic director). During the data meeting, test results will be analyzed and discussed to determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. The teacher and the instructional leader will discuss the implications for instruction and make a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific standard, or reviewing difficult concepts. Students that repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the learning support team, which consists of licensed special educators and teachers with expertise in reading recovery and other proven remediation strategies. This team – in conjunction with instructional leadership – will determine the types of remedial support best suited to the students' needs. Achievement data of the students receiving the additional support will be closely monitored to determine the extent to which they will require the additional time with the learning support team.

Explore Exceed will also use a "step back" each term to meet as a group and assess all data that has been collected during the term. Each term, all teachers will meet with instructional leadership to review all assessment data as a group so that all members of the academic community share an understanding of the data and its implications for changes in the classroom and to the curriculum. The teachers' role in this process is to identify which standards they need to re-teach, and to provide differentiated, individualized instruction for specific students, based on the data. The role of the principal in this process is to: ensure that assessments are given on schedule; expeditiously manage the data-crunching process so that teachers have timely results; facilitate data meetings with the teachers and provide guidance as to which standards need to be prioritized; re-allocate resources in the areas of money, time and personnel to ensure that students are given proper levels of instructional support, based on the results of the assessments and monitor lesson plans and lesson execution to ensure that prioritized learning objectives are being effectively re-taught.

Board of Trustees

The Board shall be notified of student academic progress via monthly meetings and through updates provided by Explore Schools. The board will be provided with the following specific information throughout the course of the year by the Principal, the CEO of Explore Schools and other designated employees of both the school and Explore Schools:

- Achievement Network assessment data
- NYS and Terra Nova test data
- Parent, student and staff satisfaction surveys
- Annual third-party evaluator school quality reviews

The board will use this data to ensure the school is academically successful and to hold Explore Schools accountable for the academic support it provides to the schools.

Students

Students are walked through their assessment results in small groups, individually, and as a class so they understand how they are scoring, what they have accomplished and what they need to work on. As objectives are met, students are guided through understanding what action they took to accomplish a goal, and are then empowered to take responsibility for that action. Likewise, when students are not meeting expectations, they are counseled through how their actions led to that short-fall, and how to adjust their efforts accordingly in the future.

Explore Exceed will reward excellence in behavior and academic growth at daily morning meetings and at weekly community circle gatherings. Further, we will work to ensure that children have internalized the importance of academic growth and meeting behavior expectations. They will understand their current level of performance and through this work, will be motivated to improve academically. When a student grows to a new reading level or is rewarded by being named to 'Respect Corps' at the end of the week, they will be encouraged to proudly announce these accolades to families, teachers, staff and leadership. This is a process that is used at the other Explore Schools network schools, where it is common to hear a child proclaim, "I just moved up to a level G in reading!"

The school's hallways will also display visual images that will invest our students in getting smarter and in meeting behavioral expectations. For example, we will have bulletin boards dedicated to publicly celebrating students who have turned in all of their homework in a given period of time. We may also hold friendly attendance competitions between classes and display the names of all of the students in a given class who are present and on time during a term help to invest our students in behaviors that contribute to their success.

Families

As a school, we will provide opportunities for our families to come together to speak with one another about our schools and about their children's growth. This ensures that parents have the information required to become involved in their child's education and to hold the school

accountable. The following methods are used to keep parents informed as well as allow them to share their concerns and expectations:

Parent-Teacher Association: Explore Exceed Charter School's Parent-Teacher Association will be an active part of the school. The PTA will partner with Explore Exceed Charter School to provide a safe and healthy environment for students. Membership to the PTA is automatic for all children enrolled. A PTA Bulletin Board will be posted at the school so that parents may access information about PTA activities, and students' take home homework folders will also include PTA information. Explore Exceed Charter School's administration will coordinate with the PTA to ensure that the PTA meetings are held on the same evenings as all-school events so that parents may attend both.

Cell Phones: All classroom and enrichment teachers have cell phones to discuss academic and behavior issues. Though teachers will not be accessible to speak on the phone during hours of instruction, they will check their cell phone for messages twice each day and will return calls within one business day.

Weekly Blue Memo: Once a week, Explore Exceed Charter School will send a Blue Memo to the parents and guardians of each student. This memo contains important information about school events and news. It will go home in students' take-home folder every Monday. The first Blue Memo will go home at the end of the first full week of school.

Classroom Newsletter: Once a week, K-4 teachers will send home a class newsletter outlining the week's academic objectives, classroom news, homework, and the names of students on the Respect Corps. Parents should keep an eye out for this newsletter each week. The first newsletter will go home the by the 2nd week of school. Upper School teachers will send a monthly update.

Monthly Calendar: Each month, parents will receive a calendar that outlines important events, such as early dismissal and parent-teacher conference days. This calendar will be sent in students' homework folder.

Parent-Teacher Conferences: Parents and teachers have the opportunity to discuss each student's progress in formal conference that will be held twice per year. It is expected that every parent attend each of the parent-teacher conferences.

Report Cards & Progress Reports: Four times per year, teachers will send home progress reports outlining each student's progress in the areas of literacy, math and behavior. Formal report cards will be issued at the end of each term.

Take-Home Folder: Homework will be assigned each evening and sent home either as a weekly packet or on a daily basis in a "Take-Home Folder". Homework will be checked on a daily basis for completion and will be checked on a weekly basis for accuracy. Parents and guardians are expected to review the contents of this folder each night.

PASSAS: Created by staff and parents at Explore Schools' network schools, PASSAS! (Parents, Staff, Students Achieving Success) is an annual event for members of the entire Explore Schools community (parents, teachers, students) to attend in order that they can get to know each other in venues other than school. Events will be planned and executed by Explore Schools and open to all members of the Explore Schools community.

Additionally parents can get involved with the governance of Explore Exceed Charter School as the Board of Trustees is expected to have one parent thus giving parents more access to data and more input in how that data is used.

Explain the process and criteria your school will use for promoting students from grade to grade.

Explore Exceed Charter School believes that all students will learn and achieve. Therefore, students will not be placed in ability-based classes. Instead, student assessment information is used by the teacher as he or she plans their instruction. Because we strive to create curriculum and assessment models that are robust, rigorous, and accurately reflect the needs of our students, students may be retained in their current grade level for the following reasons to ensure they have mastered the material:

- Absent more than 15 times in the school year
- Tardy/Early Pick-Up more than 30 times in the school year
- Reading below grade level, as indicated by the Fountas and Pinnell assessment
- Did not earn a "3" or "4" on the state exams in Math and ELA.
- Earned less than a 70% average in core classes (math, science, social studies, English); grades 5-8 only

However, if there are signs that a student's promotion to the next grade is in doubt, Explore Exceed will use a variety of techniques to address the problem. Students may be provided with:

- Small group instruction or push in support
- Counseling
- Enrichment opportunities

If our intervention strategies are not successful, promotion-in-doubt procedures will begin which includes communication between school administration and parents/guardians.

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. In answering please describe:

- **The proposed charter school's process for identifying students with disabilities (child find), including the school's Response to Intervention (RTI) process;**
- **The kinds and types of services and related services the school is likely to provide directly (both within general education classrooms and in other settings);**
- **The kinds and types of services and related services that will be provided by the school district of the student's residency or through a third party contract;**
- **The resources the school will devote to serving students with disabilities, e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.;**
- **Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;**
- **The personnel that the school will specifically devote to serving students with disabilities (and the associated administrative responsibilities) including a special education coordinator;**
- **The process for coordination between general education teachers and special education teachers or service providers;**
- **The process that will be used to monitor the achievement and progress of students with disabilities; and**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

- *This response provides an opportunity to expand on other responses and explain how specifically your school will meet the needs of at-risk students. In responding to this request, applicants should explain in detail the strategies, programs, staff and tools intended for use in identifying students at-risk of academic failure and provide them with supports and services that permit them to meet or exceed state performance standards and the school's Accountability Plan goals. If you have touched upon specific methods elsewhere in the proposal that address the needs of at-risk students, such as the key design elements, curriculum or pedagogy s, you may refer the reader to those responses.*
- *A strong response will reference and address the needs of the target population described in Request 4(b). It should demonstrate a detailed understanding of the fit between the proposed program model and the specific at-risk students to be served; for example, if the school intends to serve over-age and under-credited students, the proposal should provide a credible plan for addressing or mitigating the factors that may have led the students to this status and enable them to graduate with a Regents diploma.*
- *To the degree that it may be appropriate, you may also refer to information provided in response to Request 24 regarding your school's methods for attracting and retaining students who have disabilities or are English language learners in responding to this request.*
- *Describing the requirements of state and federal law with regards to special education and English language learners or describing generic policy/practice is not sufficient. Your response must demonstrate not only your understanding of the legal requirements, but what it will take to meet the needs of at-risk students in a way that reflects your proposed school design. Thus your response should be detailed. The Institute needs to know how the proposed charter school will address the provision of programs and services for students with disabilities and English language learners and what staff will provide/manage these programs and services.*
- *Education Law subdivision 2851(2)(s) requires that an applicant for a charter school supply the "methods and strategies for serving students with disabilities in compliance with all federal laws and regulations relating thereto." As a charter school is, for purposes of the Individuals with Disabilities Education Act (IDEA), a school within a local educational agency (LEA), i.e., a school within a school district (or more than one school district if enrolled students with disabilities reside in more than a single school district), the charter school's response should discuss the relationship between the school and the district Committees on Special Education (CSEs).*
- *A charter school's primary obligation is to work with the school districts to ensure that services required by each identified or classified student's Individualized Education Program (IEP) are provided either at the charter school or in the district or some combination thereof. While charter schools are not required to offer the full continuum of special education placement options, a charter school's existence now depends on serving similar percentages of students with disabilities as the schools in its district of location. If a student requires programs or services that are not included in the design of the charter school's education program, the charter school could modify its program to include the necessary programs/services (including the necessary staffing and concomitant budget modifications), contract with a third party to provide the IEP required programs or services, or ask the student's district of residence to provide the programs/services. The district is supposed to provide services in the charter school to the same extent as provided to district schools. This, of course, has budget implications as well.*
- *IDEA and the implementing federal regulations, 34 CFR § 300 et seq, coupled with subdivisions 2853(4)(a) and § 2856(1) of the Education Law, make clear that it is the responsibility of the committee on special education (CSE) of each student's district of residence to conduct initial evaluations of students to determine whether they are eligible to receive special education and related service after the parent or the charter school has made a referral. It is also a CSE's responsibility to design, review and revise the IEPs mandated by IDEA (with input from relevant school personnel) and to have in place the due process procedures available to students and parents in connection with the above.*

- *A charter school, upon notice to a student's parents, may seek to have a child's IEP reviewed, and possibly revised, by the CSE of the student's district of residence, or to have the child's status as a special education student re-evaluated by the CSE. Many charter schools undertake a systematic effort to have students' IEPs reviewed, believing that in many instances the IEPs in place at the time that children are first enrolled in the charter school are overly restrictive and do not maximize the child's ability to receive a free and appropriate public education in the least restrictive environment. In your answer, you should indicate if the school intends to undertake such a program and describe in general terms the contours of such program. Please remember that such re-evaluations are conducted by the CSE of the classified or identified student's districts of residence and not by the charter school. At the same time guidance from the State Education Department has stated that CSEs are supposed to take the unique settings, class ratios and other programmatic elements of charter schools into account in structuring an IEP that could allow the student to remain in the charter school.*
- *Note that the applicant is required to provide assurances that the school will be in compliance with the Individualized Education Programs (IEPs) of its students as determined by the requirements of federal law.*
- *The federal regulations implementing the IDEA, 34 CFR § 300 et seq., are available online at: http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C300%2C*
- *Additional information regarding charter schools and special education services is available at:* http://www.emsc.nysed.gov/psc/specialed.html.

Overview

The founders of Explore Exceed Charter School share the belief that all students, regardless of family background, income, race, religion, sex, or health can achieve academically. This core belief extends to students with disabilities. To the maximum extent allowed by each student's individualized education plan (IEP) and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), Explore Exceed Charter School will educate students with disabilities in the least restrictive environment, with their non-disabled peers. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special education students will be expected to master the general curriculum to the maximum extent possible with the use of supplementary aides and other services as outlined in their IEP. In the regular education classroom (inclusion setting), we are fully committed to using a wide range of techniques needed to engage students who are challenged by traditional lectures, reading and writing. For example, regular classroom instruction will engage students' musical, visual, kinesthetic and social intelligences. Members of our Support Services Team, including certified special educators, will work closely with classroom teachers to develop and implement appropriate instructional plans and assessments for an inclusion setting. To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services.

Staffing

Explore Exceed Charter School's staffing model is included below to highlight the school's commitment to staffing to meet the needs of our special education students:

Five Year Staffing Plan						
	Certified	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	Yes	1	1	1	1	1
Academic Director	Yes	1	1	1	2	2
Director of Culture		1	1	1	1	1
Operations Director	No	1	1	1	1	1
Finance Manager	No	1	1	1	1	1
Operations Manager	No	0	1	1	1	1
Operations Assistant	No	1	1	1	2	2
Program Assistant	No	0	1	1	1	2
Receptionist/Associate	No	1	1	1	1	1
Teachers	Yes	14	18	23	27	32
Special Education Certified Learning Specialist **(Support Services Team)**	Yes	2	2	3	3	4
Reading Recovery **(Support Services Team)**	Yes	1	1	1	1	1
Academic Intervention Teacher **(Support Services Team)**	Yes	0	0	0	1	2
Counselor/Social Worker	Yes	1	1	1	1	2
Coordinators	Yes	0	1	1	2	2
Total Headcount		25	32	38	46	55

Explore Exceed will employ a robust Support Services Team to meet the individual needs of students attending the school. Definitions of the specific roles of the Support Services Team include (Full position descriptions of all members of the Support Services Team can be found in Attachment 41):

- **Learning Specialists**: Learning Specialists are certified special educators who will provide mandated services to students with IEPs. Based on the needs of the students with special needs, they may also work with individual students and small groups of students to provide additional instruction, based on their needs as identified by achievement data. Based on the specific needs of the student population, we may hire learning specialists who are ESL certified. Throughout the course of the charter, three special education certified Learning Specialists will be part of the Support Services Team.
- **Reading Recovery Teacher:** One Reading Recovery instructor will implement the Reading Recovery program with 1st grade students identified as needing intensive reading instruction support. This person will be a certified teacher who has had Reading Recovery training. Throughout the course of the charter, one person will serve as a Reading Recovery teacher.

- **Academic Intervention Teachers:** Academic Intervention Teachers are certified teachers who will work with individual students and small groups of students to provide additional instruction, based on their needs as identified by achievement data. They will provide this instruction by pushing into the classroom and/or pulling students out. There will be zero Academic Intervention Teachers in Years 1-2 of the charter, one Academic Intervention Teacher in Year 3 and two Academic Intervention Teachers in Years 4 and 5.

The school will hire three special education certified learning specialists for our first year of operation to ensure that our students' learning needs are met. In addition, we will hire one Reading Recovery teacher in year one who will implement the Reading Recovery program. Because Explore Exceed Charter School seeks to serve students who had been attending a failing traditional public school, we believe that it's likely that a higher percentage of our students will have special needs[1]. As such, we will staff appropriately from our founding to meet the needs of these students.

Learning specialists will be employed to ensure that the abilities of all students are reviewed on an on-going basis, using Response to Intervention (RTI) strategies. RTI means that teachers and specialists identify students at risk for poor learning outcomes by monitoring student progress within the classroom. They then provide evidence-based interventions to assess their effectiveness with a student and to adjust the intensity and nature of those interventions depending on a student's responsiveness over time. This process enables Explore Exceed Charter School to identify students whose learning style simply dictates different instructional strategies as well as students who need to be evaluated by their districts' Committee of Special Education to determine whether an IEP is necessary.

Explore Exceed Charter School will provide Special Education Teacher Support Services in a general education setting and will ensure that all enrolled students required to have these services are served in accordance with the specific mandates on their IEP. To do this, Explore Exceed Charter School will be staffed by four New York State certified, full-time learning specialists to provide direct and indirect service to students. The specialists' primary responsibilities will include, but shall not be limited to:

- Coordinate all meetings and activities with the Committee on Special Education (CSE);
- Provide information to and obtain information from CSEs as needed throughout the year
- Determine if entering students have IEP's
- Ensure that all services are provided in accordance with each student's IEP in the context of the charter school setting.
- Ensure that all special education reporting requirements are satisfied
- Represent Explore Exceed Charter School at all school district CSE meetings
- Train instructional staff on methods for educating special education children
- Inform staff of all FERPA requirements as they relate to student record privacy
- Oversee the process of identifying students who may need referral to the New York City Public School CSE.

The learning specialists will communicate directly over the phone, by email, or by United States postal service with various members of the Committee on Special Education. These individuals will

[1] Interviews with leaders of the Mastery and Green Dot turnaround schools indicate that these schools tend to have a higher percentage of special education students.

be the contact for Explore Exceed Charter School and most communication will occur with them. As our school grows, Explore Exceed Charter School will hire additional certified special education staff to meet the needs of our students.

Explore Exceed Charter School will liaise with the CSE of the school district of residence to ensure the participation of appropriate staff at IEP meetings. Staff, if feasible, may be released with class coverage for meetings that must be held during the school day or arrangements will be made for staff to participate via teleconference, or the teacher will provide information via written correspondence. The learning specialists, and Principal, collaborate in order to ensure accurate IDEA reporting on areas such as student performance and services received.

Preparing teachers to effectively work with special needs students

During pre-service, a professional development workshop will be given to all staff explaining the referral process to the CSE, RTI, the development and implementation of the IEP, evaluation and reporting of the student's progress toward meeting their individual goals and objectives, confidentiality of student records, and discipline of students with disabilities. In addition, each teacher will receive copies of their student's IEP at the beginning of the school year. At this time, the learning specialists will discuss the IEP with the teacher and answer any questions. As the year progresses the learning specialists will facilitate meetings among teachers and the so that teachers understand the objectives outlined in the IEP and learn strategies and modifications that best serve the individual student (based on the information in the IEP) within the general education classroom.

Services Overview

Explore Exceed Charter School will comply with all federal Child Find legislation (34 CFR §300.125), which requires the school to have in place a process for identifying, locating and evaluating students with disabilities. Our strategies for serving students with IEP's includes employing full-time dedicated learning specialists starting in year one. In addition, Explore Exceed Charter School will hire a school support services team as the school grows that will include additional Academic Intervention teacher and counselors qualified to meet the requirements of our school's special needs populations. Further, staff working with special needs students will have access to a resource room in which to provide additional support/pull-out services. The specifics of Explore Exceed Charter School's approach to serving its special needs student population will be developed as students enroll in our school and we are able to assess the number students with special needs and the specific types of services they will require.

In the case of students whose IEPs require the provision of related services not available at the school (such as speech, occupational therapy, physical therapy, vision therapy), the school will contact the CSE of the school district of residence to arrange for services to be provided by the Department of Education or contract with individual providers on a per diem, fee for service, basis. The school will continue to reassess its special education methods and strategies and may, in the future, bring certain services in-house, should it be determined that such a change would be beneficial to our special needs students.

Explore Exceed Charter School will comply with federal laws and regulations that require the IEP to be implemented as soon as possible following the meeting in which the IEP is developed. As soon as a student enrolls in Explore Exceed Charter School, we will obtain the student records and other information that will be needed to implement the IEP. Students will be transitioned into Explore

Exceed Charter School and the school's learning specialists will meet with the parents and teachers of any student who has an IEP. The purpose of this meeting will be to welcome all students and to discuss with the parents and the CSE how services will be provided to the student according to the IEP.

In all instances, Explore Exceed Charter School will work with the CSE to ensure that all services recommended by the IEP allow the student to advance appropriately towards attaining annual goals, to become involved in the general curriculum, and to participate in extracurricular and other nonacademic activities in the least restrictive environment.

In order for the learning specialists to keep the parents informed about the progress their child is making toward their individual goals, parents will be provided with a copy of IEP page 6 (goals and objectives) with the progress section filled in each time a report card goes home. One month before a student's annual review, the learning specialist will gather teacher reports, related-service provider updates, and IEP pages 3, 4, 5, and 6. These reports include the student's progress, current performance levels, and recommendations for service for the upcoming year.

This information will then be sent to the Explore Exceed Charter School contact at the CSE. If a child fails to make progress toward their goals with the services provided, the learning specialist will send a request for a re-evaluation to the CSE to determine if further services are required. Similarly if a student has reached their goals before their annual review, a request will be sent for a re-evaluation to adapt the IEP or declassify the student.

Identifying Students with Disabilities

If a teacher feels a child in his/her classroom is not progressing or may have a disability, s/he initiates implements a Response to Intervention (RTI) process:

- The teacher provides instruction to students using a range of differentiated instructional strategies and student grouping configurations (large group, small group, individualized instruction)
- Based on achievement data, if a student is not demonstrating growth, the teacher begins an academic log to document the attempted interventions at the classroom level.
- If classroom interventions are not working, the teacher initiates the RTI process.
- An in-house meeting is scheduled with the teacher, learning specialist, and Principal.
- Possible outcomes - more strategies will be given to help the student, placement in an at-risk small pull-out group, recommendation for a learning analysis where a profile of the student's learning strengths and weaknesses are outlined, or a referral to the Committee on Special Education (CSE) for evaluation
- If the student is not referred to the CSE at this time, a follow-up meeting is held after one month with the teacher, Principal, and the learning specialist to check on progress.
- If there is no progress, a discussion ensues on next steps (referral to CSE, alternative strategies, small group interventions, etc.)
- Once it has been decided to refer a student to the CSE, the parent is called in for a meeting to discuss the student and the referral. The learning specialist gives the teacher the Department of Education Initial Student Referral form to fill out. Once filled out, the learning specialist makes a copy and sends the original to the CSE.

- The learning specialist follows up with the CSE after 30 days to find out the date of the student's evaluation and then once again to find out the date of the meeting in order to assure the teacher's attendance.

A similar process is put in place if the suspected disability is of an emotional or behavioral nature. Either the teacher or the Academic Director initiates the process for the student, as described in process above.

Security of Records

All IEPs and confidential student with disability files will be housed in a locked file cabinet in the office. The files are fully available to those professionals who work directly with the students. In order to look at a file or IEP, the professional must sign it out using a sign out log that is located on the top of the locked file cabinet.

Attracting/Retaining Special Needs Population

Currently, the schools in Explore Schools' network serve a special needs population that is approximately 15%, which is higher than the rates of students with special needs attending traditional public schools in the surrounding District and New York City as a whole. Explore Exceed Charter School also intends to serve a proportion of special needs students that is higher than the surrounding District and New York City as a whole. We believe our small class and school size and the personalized attention dedicated to students over their nine years with Explore Exceed Charter School will attract families with children who have special needs.

Our recruitment materials and outreach to enroll students will include such messaging so that families may be aware of our program's appropriateness for their special needs students. Finally, because Explore Exceed Charter School seeks to engage in school turnaround, we believe our special education population will mirror that at other turnaround schools. At Mastery Schools in Philadelphia, for example, over 20% of the student population at their turnaround schools is special needs, which is higher than the percentage of students with special needs at their "new start" charter schools. Explore Exceed Charter School is currently planning for a similar percentage of students in its turnaround school.

Discuss the proposed school's methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:

- **The process for identifying and placing students whose first language is not English and the methods for determining the kinds of assistance that these students may need;**
- **The approach the school will take to meet the needs of English language learners (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving English language learners (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.);**
- **Any research or evidence that supports the appropriateness of this approach;**
- **The personnel that the school will devote to serving English language learners (and the associated administrative responsibilities) including an optional ELL coordinator, and who will be responsible for evaluation the effectiveness of ELL instruction provided;**
- **The qualifications of the personnel that will be providing instruction to ELLs including, if such persons will not be State certified, specific qualifications in terms of language proficiency, academic credit, teaching experience, professional development specific to ELL instruction;**
- **The process for coordination between general education teachers and staff serving English language learner;**
- **The process that will be used to monitor the achievement and progress of English language learners, including exit criteria;**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and**
- **How the school will make all necessary materials available to parents of ELLs in a language that they can understand**

  - *For the legal requirements regarding the provision of instruction to students who are ELLs, you may wish to review the following publications of the USDOE's Office for Civil Rights: "Policy Update on Schools' Obligations Toward National Origin Minority Students With Limited-English Proficiency (LEP students)," September 27, 1991; "Office for Civil Rights Policy Regarding the Treatment of National Origin Minority Students Who Are Limited English Proficient," April 6, 1990 (and attaching "The Office for Civil Rights' Title VI Language Minority Compliance Procedures," issued originally December 3, 1985); and "Identification of Discrimination and Denial of Services On the Basis of National Origin," May 25, 1970. Each of these publications is available at: http://www2.ed.gov/about/offices/list/ocr/docs/laumemos.html*
  - *Please be aware that charter schools do not have to follow Part 154 of the Regulations of the Commissioner of Education (8 N.Y.C.R.R.. Part 154) unless they are receiving funds pursuant to those regulations. However, key elements of the regulations provide necessary elements of any compliant ELL program including a Home Language Survey, the LAB-R assessment, the achievement/exit assessment and references regarding teacher qualifications. The New York State Education Department's technical assistance document, which includes a section regarding English Language Learners, is available at the following link. Feel free to refer to it and use information as you deem appropriate: http://www.emsc.nysed.gov/biling/docs/2010-2011Part154ApplicationFinal.pdf.*
  - *The State's process for identifying students who are English language learners is outlined below:*
  - *The process begins with the Home Language Questionnaires to screen all new entrants to New York State schools for potential limited English proficiency.*
  - *If the Home language is other than English or Student's native language is other than English, then appropriate school staff should conduct an informal interview in the student's native language and English.*
  - *If a student speaks a language other than English and speaks little or no English, then the school should administer the Language Assessment Battery-Revised (LAB-R). A score below the designated cut score for the child determines eligibility for ESL or bilingual services. The LAB-R is administered only once to each incoming student.*
  - *The State's exit criteria for students who are English language learners are as follows: Student achievement or progress in the English language is measured annually with the New York State English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level (Beginning, Intermediate, or Advanced) the student has achieved each year, and whether or not the student's level of English is high enough to exit the ESL or bilingual program. Additional information regarding the NYSESLAT is available at: http://www.emsc.nysed.gov/osa/nyseslat/.*
  - *For additional information regarding the provision of instruction for students who are ELLs, the new ESL standards document, The Teaching of Language Arts to Limited English Proficient/ English Language Learners: Learning Standards for English as a Second Language, is available online and may be downloaded from the State Education Department's ESL/Bilingual Education website at:* http://www.emsc.nysed.gov/biling/resource/ESL/standards.html. *You may find this document useful; however, it should be used with caution as it references the Commissioner's regulations, with which a charter school need not comply.*

- *The response should indicate what steps you will have in place to ensure that intervention efforts are rigorously and effectively implemented. As with all responses, your ability to demonstrate that the full cost of the programs you anticipate implementing is reflected in the budget will strengthen your proposal.*
- *The Institute now strongly suggests that the school employ at least a part-time ELL coordinator with appropriate qualifications to handle both regulatory and instructional requirements and to evaluate the effectiveness of the program.*
- *The response to this request, along with others, will contribute to the evaluation of the student achievement criteria on the preference scoring rubric. If your school will serve at-risk high school students, your response to this request can also contribute to the evaluation of the high school success criteria.*

Approach/Research Base

Explore Exceed Charter School will treat English Language Learners (ELL) and Limited English Proficiency (LEP) students in accordance with all applicable Federal Laws and Regulations. All students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve to the high standards set for all students. ELL/LEP students at Explore Exceed Charter School will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods.

Explore Exceed Charter School will primarily utilize a structured immersion approach for ELL/LEP students. Structured English Immersion has demonstrated both empirical effectiveness and efficiency in utilizing limited educational resources, while at the same time, upholding the principles of desegregation and fostering acculturation among ELL students[2]. In addition, Explore Exceed Charter School's approach to education embeds the following research proven elements for effectively serving ELL/LEP students:

- High expectations for language minority students, as evidenced by active learning environments that are academically challenging (Collier, 1992; Lucas, Henze, & Donato, 1990; Pease-Alvarez, Garcia, & Espinosa, 1991).
- Staff development programs designed to assist ALL teachers (not just English as a Second Language (ESL) or bilingual education teachers) in providing effective instruction to language minority students (Lucas, Henze, & Donato, 1990; Tikunoff et al., 1991).
- Emphasis on functional communication between teacher and students and among fellow students (Garcia, 1991).
- Organization of the instruction of basic skills and academic content around thematic units (Garcia, 1991).
- Frequent student interaction through the use of collaborative learning techniques (Garcia, 1991).
- Teachers with a high commitment to the educational success of all their students (Garcia, 1991).
- Principals supportive of their instructional staff and of teacher autonomy while maintaining an awareness of curriculum and academic accountability (Garcia, 1991).
- Involvement of majority and minority parents in formal parent support activities (Garcia, 1991)[3].

Identifying ELL/LEP students

[2] Baker, 1998; Rossell & Kuder, 2005

[3] Adapted from comprehensive list of successful instructional strategies for ELL/ESL learners: Center for Applied Linguistics study, September 1993.

Parents of all students who enroll in the school are given a Home Language Survey. This survey will be completed during an initial parent interview. Interpreters will be available to assist during these interviews so that the interview may be conducted in English and the home language. The LAB-LAU tests or another appropriate mechanism will also be used when there is a question regarding the exact needs of each student. These assessments will ensure that ELL/LEP students are placed correctly and given the appropriate services. Classroom teachers may also recommend students for English language instruction based on classroom observations and consultation with the Principal, or their designee. All students who are determined to be Non-English proficient (NEP) or Limited English Proficient (LEP) will be enrolled in the ELL program.

Services for ELL/LEP students

Explore Exceed Charter School will provide services for ELL/LEP students using both a push-in and pull-out model. Members of the support services team will provide small group push-in and/or pull-out instruction for students who need additional support. If enrollment at Explore Exceed indicates the need, a dedicated ESL-certified teacher will be hired in year one as part of the support services team. In addition, in the first year we will seek to hire at least one classroom teacher who is ESL certified in order to support the needs of our ELL/LEP students. During the times of the day when small group learning occurs, this teacher will work specifically to support our ELL/LEP student population. Classroom teachers will also be responsible for successfully meeting the needs of ELL students. All classroom teachers will receive training, materials and professional development from qualified staff, and, where needed, from outside experts, during pre-service and throughout the year. ELL/LEP training will address in-class teaching strategies and approaches necessary to effectively meet the needs of its English Language Learners. At Explore Exceed Charter School, ELL/LEPs:

- Develop English language and literacy. The school will provide high-quality literacy instruction that focuses on the language needs of all students.
- Focus on the same learning goals and objectives as the native English-speaking children.
- Have additional small group instruction with the classroom teacher and the specialist, as needed.
- Work in heterogeneous groups that include other ELL/LEP's as well as native-English speakers who have similar language and literacy needs.
- Are included in all classroom activities and programs; no student will be excluded from curricular or extracurricular activities based on their language proficiency level.
- Use materials adapted verbally as well as supplemented with materials in the student's native language.
- Are assessed on an on-going basis through classroom work, performance on interim assessments and through their performance on the NYS assessment and the NYSESLAT.
- (Except for students who have been enrolled in school in the US for less than one year) Will take the ELA assessment on an annual basis for grades 3-8.
- Work in small groups focusing on grade-level goals and classroom objectives.
- Will not be placed into settings (such as those for students with IEPs) on the basis of their limited English proficiency.

The progress of all ELL/LEP students will be measured on an on-going basis. Student performance on the New York State English as a Second Language Achievement Test (NYSESLAT) will be used, along with student performance on the NYS ELA assessment to evaluate students' English

proficiency. It is expected that all students will improve their fluency in English as measured by these assessments on an annual basis. This expectation will define the success of our program in serving ELL/LEP students and program modification will begin immediately if problems occur.

Exiting from ELL Designation

The scores on the NYSESLAT will be used to determine whether a student's level of proficiency in English is high enough to exit out of the ELL/LEP program. A committee, including the Principal, the student's classroom teacher, members of the support services team who have worked with the student and parent(s) will be involved in the assessment of a student's progress and potential exit from the program. The decision to exit will be made based on performance of the NYSESLAT and in addition, the classroom teacher will present documentation of student progress and independent work. A portfolio of student work, including anecdotal information by the classroom teacher and the ESL learning specialist, may be used as an indicator of classroom performance.

Monitoring Effectiveness

All students in the ESL program, as well as students who have been exited from ESL services will be monitored by their classroom teachers and by the Principal. Based on the assessments by the teachers and parent input, a student will be provided with ESL services if additional language support has been deemed necessary for classroom success. The following measures will be used to assess the effectiveness of Explore Exceed Charter Schools' approach to serving ELL/LEP students

- Teacher Observation: Classroom teachers will keep anecdotal records and checklists for ELL/LEP students and those who have been exited from the program. These records will be filed in student work folders and reviewed at least once per each of the five school terms per year.
- Standardized ESL Test: The NYSESLAT will be administered to document student progress. The results will be analyzed within a week of receiving results and all results will be reviewed by the classroom teachers and learning specialists to further focus instruction.
- If progress is not occurring in a timely manner then the team of specialists will meet to research new methods of teaching ELL/LEP students and develop a plan with strategies to intervene with the ELL/LEP student who is not progressing.
- If it is suspected that an ELL/LEP student may have a disability, the student will be assessed in their native language to determine their levels and abilities. If it is determined that an ELL/LEP student may have a disability, they will be referred to the CSE at the student's district of residence.
- Teacher Assessments: ELL/LEP students will be assessed by the same measures as the other students. Teachers will include English language supplements to target the needs of ELL/LEP students. ELL/LEP students may be assessed in their native language if necessary for determining their academic progress.
- Parents will be communicated with on a regular basis through phone calls from teachers and may contact staff via cell phone, numbers of which will be given out at the start of each year. Explore Exceed Charter School will seek to have multiple staff members who are bilingual and can make calls to parents in their native language.
- All phone calls will be logged.

- In order to help ELL/LEP parents become more active members of the Explore Exceed Charter School community, they will be called regarding activities and parent meetings. As needed a translator will be made available for non-English speaking parents at meetings and other school events.

ELL/LEP students will be given appropriate support based on demonstration of a lack of familiarity with English. ELL/LEP students will not be excluded from curricular and extracurricular activities in school due to the inability to speak and understand the language of instruction. Translation will be made available when necessary. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation in the school community.

Discuss the proposed school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure. In answering please describe:

- **The process for identifying students who are struggling and their specific needs;**
- **The strategies and/or programs the school will use to meet the needs of struggling students (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving struggling students, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.**
- **Any research or evidence that supports the appropriateness of this approach;**
- **The personnel that the school will devote to serving struggling students;**
- **The process that will be used to monitor the achievement and progress of struggling students; and**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

Explore Exceed Charter School's approach to meeting the needs of students at-risk of academic failure is a combination of high academic expectations, standards-based instruction, extended time to teach math and ELA, and ongoing and regular assessments to measure student achievement of the standards. These strategies will support students in need of remediation, students with IEP's and ELL students. Explore Exceed Charter School will use a range of diagnostic instruments, based on the students' age and grade level to identify and assess students who need additional support for any of the reasons stated above and will then provide support that is tailored to the specific needs of the student.

In order to serve students at-risk of academic failure, Explore Exceed will follow Explore Schools' approach to continuous improvement. Teachers, special education certified learning specialists and other members of the school's support services team, which includes a Reading Recovery Specialist and Academic Intervention teachers, (please see Attachment 41 for specific definitions of these positions) will work in conjunction to support at-risk students. Specifically,

- All students will be assessed on their mastery of the New York State Standards of Learning in math and ELA every six to eight weeks on interim assessments. These interim assessments have been implemented at both Explore and Empower Charter School and demonstrate a high correlation to the standards that students are assessed on the NYS ELA and math exams. The Achievement Network interim assessments will be used for ELA and Explore Schools network created interim assessments will be used for Math.
- Within a week of the interim assessment being administered, the data are crunched and discussed with both the classroom teachers and members of the support services team. Specific attention is paid to the individual students' mastery of the standards and re-teaching techniques are discussed.
- Based on the data, individual students are taught individually or in small groups with either the classroom teacher or members of the support services team. Instruction in these small groups focus on the specific skills, as identified by the interim assessment results, which require additional instruction.
- Students may be provided with extended math and literacy instruction through a range of research-based remediation programs such as Soar to Success and in literacy, and Fast Math and Number Words in math both in class and during pull-outs with members of the support services team.

- Students with IEPs will work with learning specialists, certified in special education. The learning specialist will either push-in or provide pull-out instruction. This will remain flexible based on the needs of the students.
- In addition to the classroom teachers and the special-education certified learning specialists, Academic Intervention teachers will provide students who are in need of remediation, and therefore at risk of academic failure, with small-group instruction. This small-group instruction may be push-in.
- Starting in year one, depending on student need, one of the special education certified learning specialists may be certified to work with ELL/LEP students. In addition, we will seek to hire at least one classroom teacher annually who is ESL certified. These members of the team will provide in-class, and as needed, pull-out services to support our ELL/LEP population.

Other strategies and structures Explore Exceed will employ to successfully serve students at-risk of academic failure include:

- A longer school day and a longer school year to ensure that students will have more time on task to learn the New York State Standards.
- Teachers and Academic Intervention teachers provide tutoring throughout the day to those students who require additional instruction. Opportunities for tutoring time may include enrichment, lunch and breakfast tutoring groups and at the end of the day (after spiral review and before dismissal). The timing and frequency of tutoring will be determined on a student-by-student basis by classroom teachers and members of the support services team based on student data.
- Professional development for all staff, during pre-service and throughout the year, which addresses effective teaching strategies for students at risk of academic failure. For example, professional development may include strategies for engaging ELLs in literacy (such as QTEL), or effective math remediation strategies for struggling learners.

The budget for Explore Exceed Charter School has been designed with the needs of students at-risk of academic failure, including students who require remediation, students with IEP's and ELL students. The number of staff members budgeted for each year will mean a low student-teacher ratio and the ability for teachers to work with small groups of at-risk students. In addition, the school support services team (which includes special education certified staff, staff with ELL certification, Reading Recovery Specialists and Academic Intervention teachers) has been budgeted for at an augmented level for each year of the charter term to ensure that specialists are available to work with at risk students as the student population grows. Finally, the materials budget for the school includes the assumption that curricular materials, as described above to support the needs of at-risk students will be purchased by the school.

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and at risk of not being adequately challenged. In answering please describe:

- **The process for identifying advanced students;**
- **The strategies and/or programs the school will use to accelerate learning for advanced students (both within general education classrooms and in other settings);**
- **The resources the school will devote to serving advanced students (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);**
- **Any research or evidence that supports the appropriateness of this approach;**
- **The personnel that the school will devote to serving advanced students;**
- **The process that will be used to monitor the achievement and progress of advanced students; and**
- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

Accelerated learners are supported by some of the same structures that benefit our students in need. Our approach to assessment enables us to effectively identity accelerated learners, and our longer school day and year provides our accelerated learners with additional opportunities for higher level instruction. Further, our approach to differentiated instruction ensures that teachers' lessons include activities that provide "stretch" work for accelerated learners, and at times, small group instruction is provided according to proficiency level, which allows our accelerated learners to work together and receive individual instructor focus. Finally, our accelerated learners are provided with opportunities through our schools' extra-curricular programs, which span subjects from chess to international affairs and enable all students to pursue additional interests.

Describe instructional leadership in your school over the first five years of operation. Your response should:

- **Identify the instructional leadership positions in your school.**
- **Describe the specific roles and responsibilities of instructional leaders, particularly as they relate to curriculum, instruction, assessment, and teacher support, evaluation and professional development.**
- **Explain how expectations for teacher performance and student achievement will be established and then communicated to and instilled in staff.**
- **Describe the school's approach to teacher supervision and support. Responses might address needs assessment, professional development goals, curriculum development and instructional planning, classroom observation and clinical feedback, coaching and/or modeling.**
- **Describe the school's process and criteria for evaluating teacher performance.**
- **Explain how teachers will be held accountable for student achievement.**
- **Explain how instructional leaders will monitor the effectiveness of the academic program, including curriculum, instruction, assessment and professional development.**
- *Instructional leadership refers to those individuals in your organization who support the implementation of the academic program. These might include a principal, director of curriculum and instruction, coaches, special education or ESL coordinator, grade team leaders or department chairs. Your school leader may or may not be an instructional leader; for instance, some schools have an executive director or head of school who focuses on operations and external affairs and oversees an instructional leader such as a principal. Other schools have a principal at the top of the management structure who oversees other instructional leaders as well as non-academic staff such as a business manager.*

Instructional leadership positions

Explore Excel Charter School will be led by a Principal who will be responsible for the day to day academic and operational issues of the school. Academic Directors for the lower school (K-4) and upper school (5-8) will work closely with the Principal to ensure academic excellence at all grade levels. The Director(s) of Culture will report to the Academic Directors, along with the school's counselors and enrichment teachers. The Director of Operations will lead the major non-instructional leadership functions of the school

Roles/Responsibilities:

Principal:

Whole-school quality

- Create and maintain a culture of high-achievement for staff and students.
- Ensure fidelity of all students and staff to Explore's mission, vision and core values.
- Identify academic priorities and set measurable goals to achieve priorities.
- Manage members of the leadership team against annual goals.

Student Achievement & Student Success

- Define instructional approach and a adopt school curriculum that is aligned to state standards.
- Assess effectiveness of curriculum and lead implementation of changes as needed.
- Create a school-wide culture focused on assessment and the constant use of data to drive student performance.
- Monitor teacher lesson plans and instruction to ensure effectiveness and alignment with school-wide achievement priorities.

- Ensure effective creation and implementation of support services to meet individual students' academic needs.
- Create and execute a school-wide schedule that maximizes time aligned to academic priorities and teacher collaboration.

Staff Selection, Development & Retention

- Create and implement a process to effectively assess quality of applicants for all school-based positions and to place all qualified candidates in appropriate roles.
- Guide teachers in setting annual professional goals and in seeking on-going professional development opportunities both within and outside of Explore's network.
- Evaluate staff using Explore Schools' assessment process. School leaders are expected to conduct classroom visits regularly and provide immediate feedback to teachers.
- Assess whole-staff professional development needs; design and implement relevant in-service sessions.

Student Investment & Safety

- Design and implement school-wide procedures and policies to ensure student safety.
- Create and ensure enforcement of school-wide discipline policy.
- Devise structures and incentives for students to internalize and celebrate achievement of academic goals.

Director of School Culture:

Teaching and Learning

- Provides support for new and struggling teachers in the following ways: conducts observations and walk-throughs; provides feedback; models strategies that foster a classroom culture characterized by high levels of student achievement
- Works with the Academic Directors and Principal to identify teacher's areas of growth
- Creates and implements a plan to support struggling teachers

School Culture

- Creates all-school professional development in the following areas: investing students in the academic goals; fostering and building community within the classroom; building relationships with students
- Designs and facilitates community circle
- Designs K-8 acculturation program; works with the Deans to execute acculturation
- Designs and executes all-school events to support school culture

Management

- Supports and supervises the enrichment team
- Supports and supervises the upper school dean
- Manages the lower school grade-level deans

Parent & Community Support

- Liaises with the PTA to schedule and organize community- wide events
- Organizes and markets annual PASSAS events
- Supports the deans to coordinate handbook meetings, manage attendance and tardy data, manage handbook violations, meet with parents regarding handbook violations

Academic Director:
The Academic Director supports the school Principal in the following areas:

- Teacher support and instructional planning
- Identifies students in need of individualized instruction;
- Student assessment
- Professional Development
- School culture
- Parent involvement
- School Schedule

Additionally, the Academic Director will support teachers in the following area:

- Provides support & professional development to teachers to create and implement individualized academic and behavioral logs
- Provides support to teachers to ensure differentiation of instruction
- Designs & facilitates the SIR process
- Creates academic and behavioral interventions
- Orientation of new students & parents
- Coaching/Advocacy for students and parents who need a different academic setting
- Facilitates all behavior intervention and post-suspension meetings to design behavior contracts
- Determines suspendable offenses, aligned with the hierarchy of behaviors
- Ensures students with special needs receive service, in compliance with their IEPs; manages personnel as needed; provides direct services as needed
- Ensures school-wide compliance with all special education laws
- Supervision of attendance policy & procedures
- Tracking of teacher progress re: New York State certification requirements
- Attends Saturday Academy
- Shares all-clear duties
- Provide direct service to children to help them achieve their IEP goals
- Collaborate as needed with the Child Referral Team
- Produce state mandated reports and special education invoices
- Provide alternate instruction as needed

Director of Operations:

- Day-to-day school operations
- Purchasing and Inventory
- Student Transportation and Meal Services
- Student Information and Record Keeping
- Student Recruitment and Enrollment
- Facilities Management and Maintenance
- Ensuring compliance with all state and local regulations and reporting requirements

Setting Expectations

Setting expectations for staff begins during the hiring process when prospective staff members are told about Explore Schools' values, which include the idea that all students will achieve. Once teachers are hired, expectations for teacher performance, as well as expectations for student achievement will be set for staffing during pre-service. These expectations are instilled throughout the year during professional development focused on student achievement, data meetings where the data on individual students are examined and teachers are required to develop re-teaching plans , intervention approaches, and new lesson plans if needed.

Teacher Supervision/Support

To ensure our teachers are well supported and are receiving adequate supervision, Explore Exceed will implement a robust professional development plan. Professional development opportunities allow both the leadership team and the teachers to highlight and correct areas in instruction that need improvement. Explore Exceed Charter School's approach to professional development will prioritize the following topics:

- School Operating Values
- Building a classroom culture conducive to success
- Lesson planning and writing mastery objectives
- Checking for student understanding
- Strategies to teach and assess reading comprehension
- Strategies to teach and assess mathematical concept comprehension
- Strategies for effectively reaching special student populations
- Efficacy and rigor
- Continuous improvement: using data to assess effectiveness
- Strategies for Effective Co-Teaching

The goal of our school's professional development approach is to assist teachers in meeting student academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skills and content knowledge. A combination of peer observations, administrative-led observations, learning walks, readings, lesson studies, contracted services, and attendance at professional conferences will support the attainment of professional development goals.

During the year, professional development will occur on a weekly basis during one of the weekly faculty meetings, and during in-depth sessions at in-service days and planning days throughout the year. Students are released early each Wednesday to ensure that teachers have uninterrupted time each week to focus on their professional development. Teachers and administrators will be asked each term to identify areas in which they would like to have more professional development. The Principal will then create a professional development schedule based on these requests and areas that the Principal has personally identified as opportunities for growth through classroom observations and evaluation of student performance data. The Principal will also seek input from Explore Exceed Charter School's other instructional leaders including the Upper and Lower School Academic Directors. The Directors will be in classrooms daily to assess instruction, and will work with the Principal to ensure that professional development is driven by the observed needs of teachers and students in attaining the goals set by the organization. The Principal will be further guided in

developing professional development by the school's Academic Leadership Team (ALT), a group of experienced teachers at the school, whose role is full explained in attachment 25(b).

The Principal will facilitate most professional development sessions. When appropriate, other faculty members with training or experience in certain areas will lead sessions. At times, outside specialists will be hired to give workshops. Teachers will also have opportunities to access professional development activities outside of the school. For example, teachers at Explore Schools' other network schools have taken time to take part in the Uncommon Schools Teacher Taxonomy Training and to attend professional conferences in their core content areas. Funds have been allocated in the Explore Exceed Charter School budget to ensure that valuable professional development opportunities may be accessed by staff.

Evaluating Teacher Performance

A standard performance evaluation system is implemented for all staff. Staff evaluation is frequent and ongoing to facilitate professional growth, drive continuous improvement and inform staff promotion and salary decisions. Providing regular feedback to faculty is an important piece of a school's instructional strategy and is used to ensure that staff practice is continuously improving. Standard observation walk-though documents, formal classroom observation and staff evaluation tools, provide the structure through which staff at all network schools are evaluated and supported.

Informal feedback, through instructional walk-throughs, occurs weekly in every classroom. The walk-throughs are used to keep leadership informed about student progress and to initiate conversations with teachers about positive areas of student learning and areas in need of improvement. Formal observations occur at all network schools once annually and include a pre-observation conference and lesson plan review prior to the formal observation. As informal or formal observations are occurring, a supervisor may implement a plan for improvement that identifies how a teacher must improve in order to continue as a member of the school community.

Additionally, an annual third party program audit of each school site is used to evaluate schools against school-wide learning goals and to drive improvement at each site. This annual process is used to guide a myriad of actions including school site goals for the subsequent year, professional development, protocols and procedures, and staffing allocations. The annual third party program audit is conducted as a supplement to district and state mandated reviews and is an integral part of assessing school-wide quality, student achievement, and staff satisfaction.

And finally, all employees at Explore Exceed Charter School will be evaluated for hire based on their demonstration of organization-wide operating values. This is based on the belief that the way in which Explore employees conduct their professional duties is critical to our larger success as an organization. Explore Exceed Charter School's operating values are: *Our communication is direct and sensitive; We make things happen; We are flexible; We are professional*. As part of the hiring process, prospective employees are asked questions about their demonstration of these values.

Below is the rubric we will use to evaluate our teachers:

Instructional Planning *Do lesson plans thoughtfully consider the academic standards and current student achievement data?* *Do plans demonstrate team planning and team thinking?* *Do plans consider individual student needs?*			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• No evidence of objectives on submitted plans • No checks for understanding evident on lesson plans • No evidence of plans considering student assessment data. • Little to no correlation between the activities and the objective. • Little to no evidence of developmentally-appropriate activities • Little to no evidence that the materials and resources correlate with the learning objectives. • No evidence of chronology in the lesson plans. • No evidence of accommodation of the different levels of students • No evidence of collaboration among the team • Plans rarely include components prioritized by school leadership	• Objectives submitted on plans do not consistently describe what students should know and be able to do by the end of the lesson • Objectives are inconsistently measurable and specific. • Lesson plans miss opportunities to consider student assessment data. • Planned activities are somewhat relevant to the objective. • Activities do not consistently consider developmentally-appropriate instruction. • Materials and resources inconsistently support instructional goals. • Vague chronology in the lesson plan. • Checks for understanding are inconsistently evident on lesson plans. • Inconsistent evidence to accommodate the different levels of students • Collaboration among the team is inconsistent (analysis of student data happens irregularly; shared re-teaching plans are inconsistently devised; common assessment are inconsistently developed and implemented • Plans inconsistently include components prioritized by school leadership	• Objectives submitted on lesson plans regularly show what students are expected to know and be able to do by the end of the lesson • Objectives are measurable and specific. • Lesson plans consider student assessment data. • Planned activities are relevant to the objective. • Activities demonstrate an understanding of developmentally-appropriate instruction. • Materials and resources support the instructional goals. • Plans have a lesson beginning, middle, and end. • Checks for understanding, aligned to the daily objectives, are included on the plans • As appropriate, plans sometimes accommodate the needs of higher-level students and students with IEPS • Collaboration among the team is efficient (analysis of student data happens regularly; shared re-teaching plans occurs based on these data; common assessment are developed and implemented • Plans regularly include components prioritized by school leadership	• Objectives submitted on lesson plans always show what students are expected to know and be able to do by the end of the lesson • Objectives are consistently measurable and specific. • Lesson plans always consider and respond to student assessment data. • Planned activities are consistently relevant to the objective. • Activities demonstrate a good understanding of developmentally appropriate instruction. • Materials and resources clearly support the instructional goals. • Plans have a clear lesson beginning, middle, and end. • Specific checks for understanding, aligned to the daily objectives, are always included on the plans • As appropriate, plans accommodate the needs of higher-level students and students with IEPS • Collaboration among the team is highly efficient (analysis of student data happens regularly; shared re-teaching plans occurs based on these data; common assessment are developed and implemented • Plans always include components prioritized by school leadership

Instructional Planning *Do lesson plans thoughtfully consider the academic standards and current student achievement data?* *Do plans demonstrate team planning and team thinking?* *Do plans consider individual student needs?*			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• No evidence of objectives on submitted plans • No checks for understanding evident on lesson plans • No evidence of plans considering student assessment data. • Little to no correlation between the activities and the objective. • Little to no evidence of developmentally-appropriate activities • Little to no evidence that the materials and resources correlate with the learning objectives. • No evidence of chronology in the lesson plans. • No evidence of accommodation of the different levels of students • No evidence of collaboration among the team • Plans rarely include components prioritized by school leadership	• Objectives submitted on plans do not consistently describe what students should know and be able to do by the end of the lesson • Objectives are inconsistently measurable and specific. • Lesson plans miss opportunities to consider student assessment data. • Planned activities are somewhat relevant to the objective. • Activities do not consistently consider developmentally-appropriate instruction. • Materials and resources inconsistently support instructional goals. • Vague chronology in the lesson plan. • Checks for understanding are inconsistently evident on lesson plans. • Inconsistent evidence to accommodate the different levels of students • Collaboration among the team is inconsistent (analysis of student data happens irregularly; shared re-teaching plans are inconsistently devised; common assessment are inconsistently developed and implemented • Plans inconsistently include components prioritized by school leadership	• Objectives submitted on lesson plans regularly show what students are expected to know and be able to do by the end of the lesson • Objectives are measurable and specific. • Lesson plans consider student assessment data. • Planned activities are relevant to the objective. • Activities demonstrate an understanding of developmentally-appropriate instruction. • Materials and resources support the instructional goals. • Plans have a lesson beginning, middle, and end. • Checks for understanding, aligned to the daily objectives, are included on the plans • As appropriate, plans sometimes accommodate the needs of higher-level students and students with IEPS • Collaboration among the team is efficient (analysis of student data happens regularly; shared re-teaching plans occurs based on these data; common assessment are developed and implemented • Plans regularly include components prioritized by school leadership	• Objectives submitted on lesson plans always show what students are expected to know and be able to do by the end of the lesson • Objectives are consistently measurable and specific. • Lesson plans always consider and respond to student assessment data. • Planned activities are consistently relevant to the objective. • Activities demonstrate a good understanding of developmentally appropriate instruction. • Materials and resources clearly support the instructional goals. • Plans have a clear lesson beginning, middle, and end. • Specific checks for understanding, aligned to the daily objectives, are always included on the plans • As appropriate, plans accommodate the needs of higher-level students and students with IEPS • Collaboration among the team is highly efficient (analysis of student data happens regularly; shared re-teaching plans occurs based on these data; common assessment are developed and implemented • Plans always include components prioritized by school leadership

Instructional Delivery *Are the ways in which students are grouped, the activities students do and the teaching moves the teacher makes all strategically implemented to ensure all students achieve the objective?*			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• No evidence that the teacher strategically utilizes different groupings of students to best match the objective • No evidence that the teacher strategically utilizes different types of instructional activities to best match the objective • Teacher does not respond to student responses • Teacher rarely provides feedback to students during the lesson. • Teacher's communication hinders student understanding and comprehension • No evidence of questioning techniques • No evidence of checks for understanding • No evidence of different activities or methods used for students with different needs	• Teacher relies primarily on one form of instructional grouping; other types of groupings are inconsistently effective • Teacher uses limited range of instructional activities. • Teacher inconsistently responds and/or makes changes to student response. • Teacher inconsistently provides useful feedback to students. • Teacher's communication supports student understanding and comprehension • Questioning techniques are used inconsistently and focus primarily on comprehension and recall • Checks for understanding happen inconsistently • Inconsistently different activities or methods are used for students with different needs	• Teacher utilizes individual, small-group and large group instructional groupings to support student achievement of the objective. • A variety of instructional activities are implemented to effectively lead to student achievement of the objective • Teacher responds and makes changes based on student responses to the lesson. • Teacher provides useful feedback to students during the lesson. • Teacher's word choices and communication techniques effectively teach a new concept • Questioning techniques are regularly used to support students' higher-level thinking skills (i.e. evaluation, synthesis, analysis) • Checks for understanding happen during the lesson • Higher level learners and students with IEPS are provided with activities to meet their needs	• Teacher regularly and strategically utilizes individual, small-group and large group instructional groupings to effectively support student achievement of the objective. • A wide variety of instructional activities are strategically implemented to effectively lead to student achievement of the objective • In real time, teacher responds and makes changes to lessons, based on student responses. • Teacher regularly gives high-quality feedback to students during the lessons. • Teacher's word choices and communication techniques are strategically used to effectively teach a new concept • A wide variety of questioning techniques are strategically used to leverage students' higher-order thinking skills (i.e. evaluation, synthesis, analysis) • Checks for understanding among 100% of students happen throughout the lesson • Higher level learners and students with IEPS are regularly provided with different activities to meet their needs

Classroom Culture & Environment *Is the classroom visually designed to aid student learning?* *Is the environment safe and orderly?* *Is the environment characterized by a tone of respect?*			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Classroom environment is untidy • No evidence of Explore visuals in the classroom • No evidence of student work • No evidence of a strategic classroom set-up design • No evidence that students understand classroom procedures or routines • Students are not safe • No evidence that students treat one another with respect • Teacher's tone is rarely patient and is characterized by sarcasm • Teacher unclearly communicates expectations and escalates poor student behavior through their reactions • Teacher rarely provides re-directs. • Students show little to no respect for the teacher. • Teacher does not demonstrate the desire to build relationships with students	• Classroom environment is inconsistently neat • Some evidence of Explore visuals in the classroom • Student work is posted but doesn't consistently include the learning objective or the teacher's assessment • Classroom set-up somewhat considers student and teacher movement • Some students demonstrate an understanding of some classroom procedures and routines • Students are somewhat safe • Some students treat one another with respect some of the time • Teacher's tone is inconsistently patient; sarcasm is sometimes used • Calm and patient re-directs are inconsistently given • Teacher's directions are confusing or unclear • Re-directs are inconsistently calmly and patiently communicated • Students inconsistently demonstrate respect for the teacher. • Teacher builds relationships with some students, some of the time	• Classroom environment is mostly neat and orderly • Common Explore visuals – as outlined in the handbook – are visible on the classroom door and in the classroom • Current student work is posted on the outside bulletin boards and includes the objective, rubric, and the teacher's assessment • Classroom is strategically designed to consider student and teacher movement • Most students demonstrate most classroom procedures and routines most of the time • Students are always safe • Most students treat one another with respect most of the time • Teacher's tone is patient and positive • Re-directs are provided calmly and patiently • Teacher clearly communicates expectations and provides calm and patient re-directs • Most students demonstrate respect for the teacher. • Evidence that the teacher maintains positive relationships with all students	• Classroom environment is always neat and orderly • Common Explore visuals – as outlined in the handbook – are always visible on the classroom door and in the classroom • Current student work that is posted in the classroom and on the outside bulletin board demonstrates a relevant and rigorous learning objective and includes the learning objective, the teacher's assessment of the objective, and a rubric • Classroom is strategically designed to consider student and teacher movement • 100% of students seamlessly demonstrate classroom procedures and routines 100% of the time • Students are always safe • 100% of students treat one another with respect 100% of the time • Teacher's tone is always patient and positive • Re-directs are consistently provided calmly and patiently • Teacher clearly communicates expectations, briefly & to the point • All students demonstrate respect for the teacher • Evidence that the teacher has strong and positive relationships with all students

Student Engagement & Time-on-Task *Is time effectively managed, utilized and maximized?*			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Little to no evidence of student engagement • Little to no evidence of teacher momentum • Little to no evidence of teacher "with-it-ness" • Students rarely follow the teacher's expectations • Transitions from one activity are chaotic • No evidence of an instructional "do-now"	• Teacher inconsistently engages students • Instruction inconsistently demonstrates momentum • Teacher inconsistently uses verbal & non-verbal cues/reminders • Students inconsistently follow the teacher's expectations the first time they are asked, • Transitions to a new activity result in less than 80% of student engagement, more than a minute after the transition is initiated • Transitions into the classroom sometimes include a "do-now"	• Teacher engages most students by utilizing a variety of engagement strategies • Evidence of teacher momentum, most students are focused and paying attention • Teacher demonstrates "with-it-ness" and regularly uses verbal and non-verbal cues and reminders • Most students follow the teacher's expectations the first time they are asked, • Transitions from one activity to the next maximize instructional time; most students are engaged in their next activity within 1 minute • Transitions into the classroom always include a "do-now"	• Teacher successfully engages all students by utilizing a variety of engagement strategies. • Consistent evidence of teacher momentum, all students are focused and paying attention Teacher consistently demonstrates "with-it-ness" and strategically uses a range of verbal and non-verbal cues and reminders • All students follow the teacher's expectations the first time they are asked • Transitions from one activity to the next maximize instructional time; all students are engaged in their next activity within 1 minute • Transitions into the classroom always include a "do-now"

High & Clear Expectations *Does the teacher demonstrate an unyielding belief that all students can achieve at high levels?*			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Teacher reflection is characterized by blame on the student or outside external factors for less than 100% achievement • Little to no evidence of wait time • Teacher rarely holds students accountable to meeting expectations • Teacher does not demonstrate reflection. • Teacher does not generate new ideas or strategies	• Teacher's reflection is inconsistently characterized by the question "What more can I do so that 100% of my students can master the learning objective?" • Teacher's inconsistently uses wait time • Teacher inconsistently holds students accountable to meeting expectations • Teacher's reflection of the lesson is somewhat accurate. • Teacher reluctantly generates new ideas/strategies at lesson planning	• Teacher's reflection is characterized by the question "What more can I do so that 100% of my students can master the learning objective?" • Teacher uses wait time with most students most of the time • Teacher holds most students accountable to meeting expectations, most of the time • Upon reflection teacher accurately assesses the lesson's effectiveness and names a next step • Teacher generates new ideas and strategies during lesson planning	• Teacher's reflection is always characterized by the question "What more can I do so that 100% of my students can master the learning objective?" • Teacher always uses wait time with all students • Teacher holds all students accountable to meeting expectations, 100% of the time • Upon reflection, teacher accurately assesses the lesson's strengths, areas for growth, and names next steps • Teacher generates new ideas and strategies during lesson planning

EXPLORE OPERATING VALUES Our communication is direct and sensitive			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Communication during dialogue is rarely characterized by active listening • Appearance that there is no desire to hear a new perspective • Little to no sensitivity in regard to time or place when issues are raised • Challenges are communicated as road-blocks or reasons to give up • Speaker's comments and actions demonstrate little belief that their colleagues or the organization want the best for students • Writing is rarely checked and is characterized by errors	• Communication during dialogue inconsistently demonstrates active listening • Sensitive issues and concerns are inconsistently raised at appropriate times or in discreet locations • Challenges are posed after they have become a crisis • Speaker's comments and actions sometimes question the motives of their colleagues or the organization as a whole • Writing is inconsistently error-free and/little effort is made to revise or to ask for help	• Communication during dialogue demonstrates active listening • Sensitive issues and concerns are raised at an appropriate time or in a discreet location • Challenges are framed pro-actively • Speaker's comments and actions mostly demonstrate their belief that their colleagues want the very best for the students and for the organization • Writing is error-free and/or efforts are made to ensure accuracy of writing	• Communication during dialogue is always characterized by body language, eye contact and questions that demonstrate active listening and a desire to hear a new perspective • Sensitive issues and concerns are always raised at an appropriate time and/or in a discreet location • Challenges are framed pro-actively; language used demonstrates speaker's belief that they can be solved • Speaker's comments and actions always demonstrate their belief that their colleagues want the very best for the students and for the organization • Writing is always error-free and/or efforts are always made to ensure accuracy of writing

EXPLORE OPERATING VALUES We are flexible and reflective			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Behaviors and actions rarely or never demonstrate a willingness to go above and beyond the standard job description • Requests for support are met with complaints or excessive and unnecessary questions • Behaviors, actions, and comments demonstrate an active resistance to change or new ideas or demonstrate a fierce reliance on one's own ideas	• Behaviors and actions inconsistently demonstrate a willingness to go above and beyond the standard job description • Behaviors, actions, and comments inconsistently demonstrate a willingness to change one's mind • Rarely engages in activities that foster professional growth	• Behaviors and actions demonstrate a willingness to go above and beyond the standard job description • Behaviors, actions, and comments demonstrate a willingness to change one's mind • Regularly engages in activities that foster professional growth	• Behaviors and actions always demonstrate a willingness to go above and beyond the standard job description • Behaviors, actions, and comments always demonstrate a willingness to change one's mind • Evidence of an eagerness to evaluate old habits, routines or approaches to assess their effectiveness • Very frequently engages in activities that foster professional growth

• Fails to engage in activities that foster professional growth			

EXPLORE OPERATING VALUES We make things happen			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Actions are rarely taken and are rarely aligned to outcomes • Actions demonstrate a random approach with little to no strategy • Actions taken are not seen through to goal completion • Little to no evidence of personal responsibility in reflection; little to no evidence of a sense of efficacy; a reliance on others to solve challenges is apparent • Behavior remains the same, after feedback is repeatedly given • Time is rarely used efficiently	• Actions taken have little correlation to relevant goals • Actions inconsistently demonstrate strategic thinking • Actions taken are inconsistently seen through to goal completion • Inconsistent evidence of independent reflection; inconsistent evidence to independently create and/or implement solutions • Inconsistent or little effort is made to change behavior after feedback is given • Time is inconsistently used efficiently	• Actions taken mostly correlate to relevant goals • Action steps mostly demonstrate discipline and focus • Evidence of independent reflection, followed by consistent attempts to independently create and implement solutions • New or different actions are taken after feedback is given • Time is used efficiently most of the time	• Actions taken correlate to relevant goals • Actions taken are characterized by discipline and focus • Evidence of independent reflection, followed by self-sufficiency in the creation and implementation of solutions • New or different actions are immediately taken after feedback is given • Time is used efficiently

EXPLORE OPERATING VALUES We demonstrate professional integrity			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Words and actions are rarely characterized by honesty and transparency • Professional responsibilities, as outlined in the job description, and as requested by the supervisor, are met with complaints and excessive questions and are not consistently carried out • Arrival to work and to meetings is consistently late • Demeanor at meetings is characterized by a	• Words and actions are inconsistently characterized by honesty and transparency • Professional responsibilities, as outlined in the job description, and as requested by the supervisor, are inconsistently carried out or met • Arrival to work and to meetings is inconsistently punctual • Demeanor at meetings is inconsistently characterized by focus • Paperwork is	• Words and actions are consistently characterized by honesty and transparency • Professional responsibilities, as outlined in the job description, and as requested by the supervisor, are carried out consistently • Punctual arrival to work and to meetings • Demeanor at meetings is mostly professional • Submission of paperwork is	• Words and actions are characterized by honesty and transparency at all times • All professional responsibilities, as outlined in the job description, and as requested by the supervisor, are quickly carried out • Punctual arrival to work and to meetings • Demeanor at meetings is always professional • Submission of paperwork is always punctual

lack of focus, engagement in a different activity, or socializing/ whispering with others • Paperwork is rarely submitted on time without several reminders	inconsistently submitted on time	punctual	

Teacher Accountability for Student Achievement

Just as our students know, teachers at Explore Exceed will also understand that Effort = Results and that their teaching directly impacts the academic achievement of their students. To ensure progress, Explore Exceed will examine student data every 8 weeks and review and revise curriculum materials as needed. School based leadership team with support from network, will memorialize changes that need to happen in real time based on data.

Teachers are closely involved in this process. Teachers gather data and review with the academic leadership team on a quarterly basis. This data informs what changes the network and the schools must make to the curriculum, in particular over the summer to prepare for the new school year. For more real-time conversations, there are regularly scheduled extended meetings throughout the year to review data with teachers. These meetings are used to reflect as a group on data before changes are made.

Additionally, all schools in the Explore Network are part of the Achievement Network. The Achievement Network is a non-profit provider of interim assessment that works with schools to provide high-quality standards-aligned assessments; tools to analyze assessment results and identify student-learning gaps, and to create action plans to address these gaps. Achievement Network also facilitates networks of peer schools to collaborate to improve their use of data. Explore Schools will pilot the Achievement Network's assessments and analyses for New York, thus incorporating significant expertise and a larger network within which Explore Schools will be able to use data.

Monitoring Effectiveness of Academic Programs

External programmatic audit: The 102 Group will examine academic progress and fulfillment of our mission (explained in detail in Attachment 18). The purpose of this audit, as explained above, is to guide a myriad of actions including school site goals for the subsequent year, professional development, protocols and procedures, and staffing allocations. The annual third party program audit is conducted as a supplement to district and state mandated reviews and is an integral part of assessing school-wide quality, student achievement, and staff satisfaction.

Review of interim assessment data: Explore Exceed's relentless focus on using data to drive continuous improvement is one of the school's defining features. Data from all assessments are analyzed immediately upon collection and examined by all instructional staff to guide instruction, instructional grouping, and additional supports. Data from assessment guides:

- re-teaching of commonly missed objectives during the spiral review portion of instruction and integration of objectives into future lessons;

- additional practice time for students provided throughout the day and integrated into other content areas (for example, a commonly-missed literacy standard may be integrated into a Science lesson);
- the areas in which staff may need professional development;
- decisions to adjust instruction at the school-level.

As previously mentioned, all schools in the Explore Network are part of the Achievement Network enabling us to make better use of our data by benchmarking it against other schools. This ensures that we are progressing and equipping our students with the knowledge they need to succeed.

Feedback surveys from teachers about professional development: In order to assess the effectiveness of Explore Exceed Charter School's professional development program, the school's Principal will use a variety of measures. Staff surveys, administered to teachers, will ask for feedback and assessment on professional development provided. The Principal will also use a combination of peer observations and administrative-led observations to assess whether professional development sessions are driving the school's achievement goals. Finally, test data, both on summative and formative assessments will be analyzed to measure the effectiveness of the school's approach to professional development. All of these assessment measures will be used to drive improvements in the school's professional development program on an on-going basis.

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skill and content knowledge. Your response should:

- **Describe who will be responsible for providing professional development;**
- **Explain how the needs of individual teachers will be identified;**
- **Describe how and when professional development will be delivered;**
- **Describe the resources, including staff and time, that will be allocated for professional development;**
- **Explain how the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects;**
- **Explain the process for evaluating the efficacy of the professional development program.**
- *The proposal should ensure that the proposed school will allocate sufficient resources, including staff, time, and funds, to support a comprehensive professional development program that dovetails with the school's mission, curriculum, instruction, and assessment strategies;*
- *Professional development need not be limited to formal training sessions; the response may reference responses to other requests, such as that addressing instructional leadership, that explain how the school will support teachers' professional growth.*
- *The proposal should describe a process for assessing needs and developing professional development plans that are based on identified instructional weaknesses, teacher interests, and analyses of student performance on assessments.*

Explore Exceed Charter School's approach to professional development will prioritize the following topics:

- School Operating Values
- Building a classroom culture conducive to success
- Lesson planning and writing mastery objectives
- Checking for student understanding
- Strategies to teach and assess reading comprehension
- Strategies to teach and assess mathematical concept comprehension
- Strategies for effectively reaching special student populations
- Efficacy and rigor
- Continuous improvement: using data to assess effectiveness
- Strategies for Effective Co-Teaching

The goal of our school's professional development approach is to assist teachers in meeting student academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skills and content knowledge. A combination of peer observations, administrative-led observations, learning walks, readings, lesson studies, contracted services, and attendance at professional conferences will support the attainment of professional development goals.

During the year, professional development will occur on a weekly basis during one of the weekly faculty meetings, and during in-depth sessions at in-service days and planning days throughout the year. Students are released early each Wednesday to ensure that teachers have uninterrupted time each week to focus on their professional development. Teachers and administrators will be asked each term to identify areas in which they would like to have more professional development. The Principal will then create a professional development schedule based on these requests and areas that the Principal has personally identified as opportunities for growth through classroom observations and evaluation of student performance data. The Principal will also seek input from Explore Exceed Charter School's other instructional leaders including the Upper and Lower School Academic Directors. The Directors will be in classrooms daily to assess instruction, and will work with the

Principal to ensure that professional development is driven by the observed needs of teachers and students in attaining the goals set by the organization.

The Principal will facilitate most professional development sessions. When appropriate, other faculty members with training or experience in certain areas will lead sessions. At times, outside specialists will be hired to give workshops. Teachers will also have opportunities to access professional development activities outside of the school. For example, teachers at Explore Schools' other network schools have taken time to take part in the Uncommon Schools Teacher Taxonomy Training and to attend professional conferences in their core content areas. Funds have been allocated in the Explore Exceed Charter School budget to ensure that valuable professional development opportunities may be accessed by staff.

Supporting Special Populations

Effectively supporting all students is one of Explore Exceed Charter School's main priorities. As such, professional development to support Explore Exceed Charter School's ELL and special education students will be provided in a variety of ways. During pre-service, teachers will be will be given the IEPs of the students that will be in the class, as well as the home language surveys of students who come from homes in which English is not the first language. The purpose of sharing these documents will be to provide teachers with important background information they will need to set up their classrooms for success. Teachers will be given an overview of how to read the IEP and will also be given training so that they can understand the modifications listed on the document. This PD may be provided by the principal or outside experts. During the school year, in-service workshops on topics such as differentiation strategies, memory, and attention will be given. During the school year, the school principal and the teacher will review lesson plans and look for evidence of differentiated instruction to support the different needs of the students in the classroom. To support the needs of ELL students, Explore Exceed Charter School will contract services with a literacy consultant who has specialized knowledge supporting English Language Learners. During pre-service, the consultant will share best instructional practices that support language development. During the school year, the consultant will observe teachers and identify the ways they are scaffolding and supporting the development of their students' mastery of the English language.

Teacher Support

The schools in the Explore Schools network are committed to retaining great teachers. One of the strategies Explore Exceed Charter School will use to retain great teachers is to offer them personalized, on-going professional development opportunities. Resources might include external professional development/classes, additional coaching from the school's academic leadership and/or planned visits to classrooms within the school and in great schools across New York City. The aim of this personalized professional development is to make teachers feel valued and empowered. Twice during the year, the teacher and academic leader will meet to review progress against the goal and make adjustments to the plan as needed. Explore Exceed Charter School's staff will leverage the text "The Inspired Teacher" by Carol Steele to help them to better understand this process of setting and attaining professional development goals.

Co-Teaching Model

At Explore Exceed, we view co-teaching as a specific approach to teaching that is fundamentally based on collaboration. Co-teaching is designed to meet the educational needs of students with

diverse learning options and students at all academic levels benefit from greater teacher attention. In preparing our teachers to effectively utilize the co-teaching structure, we will focus professional development on helping them learn about the different approaches to co-teaching and how, as a team, they can strategically use time, student configuration, and co-planning within their classrooms. Time at pre-service will be used to strengthen the co-teacher relationship and to review the different approaches to co-teaching (including one teach, one observe, parallel teaching and station teaching) that may be utilized throughout the year, given the needs of the class and the subject matter being covered. Additionally, time will be spent at pre-service to coach co-teachers about how they should be spending their time in the classroom during the first month of school. Professional development, around the co-teaching model, will continue through the school year.

Evaluating Effectiveness

In order to assess the effectiveness of Explore Exceed Charter School's professional development program, the school's Principal will use a variety of measures. Staff surveys, administered to teachers, will ask for feedback and assessment on professional development provided. The Principal will also use a combination of peer observations and administrative-led observations to assess whether professional development sessions are driving the school's achievement goals. Finally, test data, both on summative and formative assessments will be analyzed to measure the effectiveness of the school's approach to professional development. All of these assessment measures will be used to drive improvements in the school's professional development program on an on-going basis.

Approach to Professional Development in Year 1:

Explore Exceed Charter School's approach to professional development will be comprehensive each year. To provide a better sense of how professional development will be structured at Explore Exceed Charter School, we have included our plans for professional development in our first year of operations. During pre-service, teachers will focus on Explore Exceed Charter School's operating values, student efficacy, strategies to build and maintain a positive classroom culture, and lesson-planning. Once the school year begins, the other topics will be focused on during Wednesday early release, during one of the in-service days or during the planning days at the end of each term. Please refer to the table below to view how Explore Exceed Charter School may allocate time and resources to meet its first year professional development priorities.

Year 1 Professional Development Priorities

Area of Professional Development	Authors, Readings or Consultants	Programs/Structures to Support the Professional Development	Pre-Service?	In-Service?
Building A Classroom Culture	Nel Noddings (Author) Harry Wong Uncommon Schools "Teacher Taxonomy"	Morning Meeting Problem-solving Community Circle	Yes	Yes
Lesson-Planning & Writing Mastery Objectives	The Skillful Teacher, J. Saphier	Explore's Lesson Plan Template	Yes	Yes
Data	J. Saphier "The Skillful Teacher" The Leadership and Learning Center – Data Teams	Exit slips Questioning Techniques Lesson Study Peer Observation	No	Yes
Strategies to Teach and Assess Reading Comprehension	Fountas and Pinnell Education Exchange National Reading Panel	"Benchmark Assessment System" Guided Reading Lesson Study Peer Observation	No	Yes
Strategies to Teach and Assess Number Sense	Math Solutions	Calendar Math Explain Your Thinking	No	Yes
Efficacy	Carol Dweck Jeff Howard "It's Being Done"	Letter to Self	Yes	Yes
Social Emotional/Culturally Relevant Learning	"Yardsticks" The Center for Culturally Responsive Teaching and Learning	Cooperative Learning Groups Peer Observation Embedded into curriculum	Yes	Yes

Differentiated Learning	Carol Ann Tomlinson - The Differentiated Classroom: Responding to the Needs of All Learners	Co-teaching model Literary specialist and teacher collaboration Small groups instruction focus	No	Yes
Co-Teaching Model	Marilyn Friend and Lynne Cook, "Interactions: Collaboration Skills for School Professionals" Principal and Teachers Experienced in the Co-Teacher Model	Utilizing lesson plans to strategically map out student groups and teacher moves	Yes	Yes

Explain how you will establish and maintain a school culture that supports learning and achievement. Your response should address:

- **How the school will maintain a safe and orderly environment;**
- **The school's approach to classroom management;**
- **The school's approach to discipline (the actual discipline policy should be submitted separately as Attachment 37); and**
- **The specific roles of teachers and administrators in relation to school culture and discipline.**

We believe students achieve in a school that is safe and has a distinct culture. To that end we have the following principles that not only foster a love of learning but also ensure safety and high levels of achievement for all students and staff:

Effort Equals Results

A guiding principle for all Explore Schools' staff and stakeholders is that effort equals results. Explore Exceed will not rely heavily on extrinsic rewards to encourage students to exert effort. Instead, staff will use every available opportunity to engender intrinsic satisfaction for students by showing how students' effort leads to their own achievement. Students who attend schools in the Explore Network are recognized formally and regularly for achievement through Respect Corps and Community Circle. In addition, students are walked through their assessment results in small groups, individually, and as a class so they understand how they are scoring, what they have accomplished and what they need to work on. As objectives are met, students are guided through understanding what action they took to accomplish a goal, and are then empowered to take responsibility for that action. Likewise, when students are not meeting expectations, they are counseled through how their actions led to that short-fall, and how to adjust their efforts accordingly in the future. This way, students develop responsibility for their actions behaviorally and academically, creating a plentitude of opportunities for students to internalize the efforts equals results principle.

Love of Learning

One of the core beliefs of Explore Exceed Charter School is that students learn best when there is a safe and distinct culture at school. In order to create and maintain a strong culture and to foster a love of learning, the school community meets regularly to celebrate the accomplishments of students and staff. Respect Corps (an honor bestowed upon students for behavioral and/or academic excellence) celebrates students and reinforces the values of hard work and respect. Schools also reward excellence in behavior and academic growth at daily morning meetings and at weekly Community Circle gatherings. All students receive weekly instruction in art, music, physical education, and technology in addition to access to multiple extra-curricular activities to foster a love of learning and excitement about school. In grades 6-8, students choose from a myriad of electives and are encouraged to provide feedback about what electives should be offered.

Safety/Classroom Management

At Explore Exceed Charter School students will be expected to meet five behavioral expectations currently in place at all schools in the Explore Network. These five expectations are the corner stone of Exceed's classroom management approach:

- *We listen and follow directions;*

- *We treat others as we would like to be treated;*
- *We respect our environment;*
- *We come to school prepared to learn;*
- *We try our hardest.*

These expectations are basic, clear, and ensure that all members of the learning community feel safe at all times. Teachers and administrators share and express these common behavioral expectations to reinforce the values of hard work and respect, within the school and between all schools in the Explore network.

We know from multiple student and family surveys administered at Explore and Empower that our students and their families feel safe in our schools. We have consistent consequences for children who do not meet school expectations and we celebrate those who do meet expectations. To instill a thorough understanding of our expectations in our children and our families, we consistently engage in the following activities:

- We provide explicit instruction around school expectations between one and four weeks at the beginning of each school year. This is referred to as our acculturation period.
- We enforce and teach our school culture and expectations through read alouds, role plays, daily community circles, activities during morning meetings and extensive practice of routines and rituals.
- After the school year begins, we continue to teach, remind our students and practice expectations, routines and rituals during daily morning meetings and weekly community circles.
- We believe in telling our families when things go wrong. Our faculty and staff have cell phones and email addresses, which allow frequent and ongoing communication between all adult members of our learning community.
- We listen to feedback from our students, families, faculty and staff. Further, we respond to said feedback.
- We are proactive in gathering these data by administering surveys to our constituency groups. We respond quickly by collaborating to formulate action plans in our quest to continuously improve.
- We have a substantial adult presence during arrival, dismissal and during transitions. School leaders and faculty/staff are on duty every day during arrival and dismissal. Many adult members of the community are visible and active during transitions and we monitor student use of bathrooms, cafeteria and hallways in a strong, proactive manner. The procedures for use of bathrooms, water fountains, walking in hallways and stairwells are clear and enforced.
- School safety agents provided by the Department of Education are on duty during the day at each of our schools.

In order to ensure teachers are prepared for strong classroom management, professional development workshops are given during pre-service and throughout the year regarding strategies for managing difficult behavior. Each teacher is given a behavior binder with all materials discussed, along with an alphabetical filing system in order to keep a behavior record for each student. Teachers at the school are expected to maintain safe classrooms, but may rely on the Directors of Culture at the school for support related to school safety and discipline. The Directors of Culture are responsible for maintaining a strong and safe school culture, and report to the school's academic leadership team.

Discipline

In the event that students do not meet the expectations, Explore Exceed Charter School utilizes a "continuum of consequences" which emphasizes prevention strategies followed by intervention strategies that start small and grow if the behavior continues. Our goal is to provide appropriate consequences and interventions and to understand why a student is making poor choices. The more severe consequences are for those students whose behavior continues to be problematic. For those students who continue to make poor choices, we will have a very clear record of what has been tried and implemented to help them.

Details of our discipline policy including more information on the specific roles of teachers and administrators are included as Attachment 37.

Using the Institute template submit a draft Accountability Plan for the proposed school that includes at a minimum the Institute's required goals and measures. If the school will open with early elementary or high school grades, provide benchmark indicators that can be used to measure progress towards the required goals. The Accountability Plan may also contain any optional goals and measures you choose to include. The Accountability Plan template can be found at: http://newyorkcharters.org/schoolsAccountability.htm

- *As set forth in the Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. Whatever grades a school is providing, the expectation is that students will leave the school fully prepared and educated for the next step in their academic careers—middle school, high school or college. In order to determine whether a school has met that high standard, each charter school that the State University Board of Trustees authorizes is required to enter into a performance agreement, known as the Accountability Plan, which is part of each school's charter agreement.*
- *The primary purpose of the Accountability Plan is to lay out the specific student achievement goals that a school agrees to meet and the specific measures that define what constitutes meeting these goals. These plans contain a required set of goals and outcome measures which represent SUNY's expectations for student learning and achievement at the time of renewal.*
- *As public schools, charter schools are held accountable to the same outcomes as other public schools in New York State, namely performance on state exams. The Accountability Plan sets required goals and outcome measures for the school's performance in English language arts, mathematics, science, and social studies as well as for the school's standing with respect to the state's No Child Left Behind accountability system. There are separate requirements for school serving elementary and secondary grades.*
- *Schools that open with early elementary grades for which there are no state tests, e.g., kindergarten through 2nd grade, or early high school grades must provide benchmark indicators that can be used to gauge whether the school is making progress towards its Accountability Plan goals. These might include performance on standardized tests; for high schools they might also include credit accumulation or Regents pass rates. If the school intends to use internal assessments, it must demonstrate they are reliable predictors of performance on state exams.*
- *Schools may also choose to include in their Accountability Plan optional academic, as well as organizational or other non-academic goals and measures. These optional goals allow the school to establish explicit indicators of success beyond the limits of the state testing program and demonstrate in other ways the successful implementation of its key design elements and ultimately the achievement of its mission. Optional goals and measures may be added to the Accountability Plan, with the Institute's approval, during the school's first year of operation.*
- *Taken together, the outcome measures in the school's Accountability Plan determine the extent to which the school is making progress toward achieving each of the school's academic goals. Because of the importance of the specific outcome measures in determining goal attainment, applicants should carefully review the SUNY Guidelines for Creating an Accountability Plan on the Institute's website at:* http://www.newyorkcharters.org/schoolsAccountability.htm.
- *After a school has been chartered, it may incorporate additional optional goals and measures into its Accountability Plan during its first year of operation. Some schools may wish to avail themselves of this opportunity after they better know their students and staff and have baseline data to inform targets.*
- *The initial Accountability Plan covers the initial "Accountability Period," the first four years of the charter period. Because the renewal process is conducted during the fifth year of the initial charter term, only data from the first four years are available to inform the renewal decision. At the end of the initial Accountability Period schools develop a new Accountability Plan for the next charter term as part of their application for renewal.*

Explore Exceed Charter School intends to comply with the Regent's high standards for performance and will use its recommended template to create its goals. All students will meet or exceed the New York Board of Regents student performance standards for public schools.

Explore Exceed has set specific goals in accordance with the proposed Accountability Plan for academic goals for the charter period of 2012-2017.

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Exceed students will meet grade level expectations in English

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Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA exam.

- Each year, the school's aggregate Performance Index (PI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures
Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures
Elementary/Middle School

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL II: MATHEMATICS
Goal: Exceed students will meet grade level expectations in math.
Absolute Measures
Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
- Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures
Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Growth Measures
Elementary/Middle School

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam and 75 percent at

or above Level 3 on the current year's State mathematics exam. If a grade level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL III: SCIENCE
Goal: Exceed students will meet grade level expectations in Science.
Absolute Measures
Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.

Comparative Measures
Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a State science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: SOCIAL STUDIES
Goal: Exceed students will be meeting grade level expectations in social studies.
Absolute Measures
Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies exam.

Comparative Measures
Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of students in the same tested grades in the local school district.

GOAL V: NCLB
Goal: Explore Exceed will make Adequate Yearly Progress.
Absolute Measure

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

GOAL VI: GRADUATION
Not applicable.

GOAL VII: OPTIONAL ACADEMIC GOAL(S) [7]
Goal: All students will be reading on grade level.

- 75 percent of students in grades K through 2nd graders will be reading on grade level, as assessed by the Fountas & Pinnell Benchmark Assessment Systems.

Goal: Exceed will make AYP

- Each year, the school's aggregate Performance Index (PI) on the NYS Assessment will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS
GOAL I: OPTIONAL NON-ACADEMIC STUDENT GOAL(S)
Goal: Exceed will have high satisfaction rates from key stakeholders.

Teacher Retention:

- At the end of each school year, 100% of Explore Exceed teachers who choose to teach in a New York City public school in the following year will choose to return to, and teach at, Explore Exceed Charter School.

Enrollment Stability:

- Each year, student enrollment will be within 10% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS.

Parent Satisfaction:

- Each year, parents will express satisfaction with the school's program, based on the Parent Survey section of the NYC DOE report card in which the school will receive scores of 7.5 or higher (out of 10) in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.

Staff Satisfaction:

- Each year, teachers will express satisfaction with the school's program, Teacher Survey section of the NYC DOE report card in which the school will receive scores of 7.5 or higher (out of 10) in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.

Student Satisfaction:

- Once Explore Exceed Charter School begins to serve grades 5 and higher, each year, students will express satisfaction with the school as determined by the Student Survey section of the NYC DOE report card in which the school will receive scores of 7.5 or higher (out of 10) in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of students enrolled participate in the survey.

GOAL II: OPTIONAL ORGANIZATIONAL GOAL(S)
Goal: Exceed will be financially viable.

Financial Viability/ Compliance:

- Each year, the school will operate on a balanced budget and maintain a stable cash flow. Upon completion of the school's first year of operation and every year thereafter, the school

will undergo an independent financial audit that will result in an unqualified opinion and no major findings.

If the proposed school will serve students in the 12th grade within the charter term, describe your school's specific requirements for graduation *beyond* the basic Regents requirements.

- *According to 8 N.Y.C.R.R. § 100.5, students who first enter grade nine in September 2008, and thereafter, must attain a score of 65 or above on all required Regents examinations in order to earn a Regents diploma or a Regents diploma with advanced designation.*
- *If you intend to hold students to additional graduation requirements or to confer a non-Regents high school diploma, attach a description of these requirements. Additional requirements might include, for instance, completion of certain courses at certain levels of performance, culminating projects or performances, or community service.*

Explore Exceed Charter School will not serve students in the 12th grade within the charter term, therefore this question does not apply.

Explain how the school will monitor its progress towards meeting its Accountability Plan goals and how that information will be shared with and used by stakeholders, including parents, teachers, board members and school leaders.

- *Note that some of the required measures in the Accountability Plan require data provided by the Institute, e.g., the Comparative Performance based on a regression analysis. Other measures require the school to maintain student-level data in such a way that it can conduct the appropriate analysis, e.g., proficiency rates of students in at least their second year at the school. A strong proposal will explain how the necessary data will be collected, maintained and analyzed in order to evaluate the school's progress towards meeting its Accountability Plan goals.*
- *For schools that start with early elementary or high school grades, the proposal should indicate how benchmark indicators will be used to gauge whether student performance is on track to meeting the Accountability Plan goals by the end of the charter period.*

As stated in Attachment 17a our Accountability Plan Goals are as follows:

- Explore Exceed students will meet grade level expectations in English, math, science, and social studies.
- Explore Exceed will make Adequate Yearly Progress (AYP).
- Explore Exceed will have high satisfaction rates from key stakeholders including teachers, parents, and students.
- Explore Exceed will be economically viable.

To ensure that Explore Exceed meets these goals and is held accountable for progress we have implemented the following monitoring measures:

Annual external review:

An annual external evaluation/third party program audit of each school site is used evaluate schools against school-wide learning goals and to drive improvement at each site. Every evaluation includes an analysis of: instruction and instructional materials, school site leadership, staff culture and the learning community as a whole. An overview of strengths and recommendations for growth are developed as a result of observation, interviews, and review of staff and student data. This annual process is used to guide a myriad of actions including school site goals for the subsequent year, professional development, protocols and procedures, and staffing allocations. The annual third party program audit is conducted as a supplement to district and state mandated reviews and is an integral part of school-wide planning, student achievement, and staff satisfaction. The annual external review will be shared with the board of directors and leadership team at Explore Exceed and with the leadership team at Explore Schools.

Annual financial audit:

Each year, the school will operate on a balanced budget and maintain a stable cash flow. Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings. The completed audited will be shared with the board of trustees at Explore Exceed.

Board of Trustees oversight:

The financial, programmatic, and compliance aspects of Explore Exceed Charter School will be monitored by the Board of Trustees. Explore Exceed Charter School's Board of Trustees is composed of individuals with a variety of perspectives and skill sets. Members include individuals with expertise and experience in law, finance, management, the community, education and

Principalship. Other Trustees will include the following members of the school community: a grade-level teacher, Explore Exceed Charter School's PTA President and an additional parent of an Explore Exceed Charter School student. Explore Exceed Charter School's day-to-day programmatic and operational management will be primarily managed by a full-time Principal and Director of Operations at the school level.
Shared—Annual report:

An annual report will be produced with support from the Taproot Foundation. The annual report will highlight the financial and programmatic progress and successes of Explore Schools and the schools in the Explore Network, including Explore Exceed. The annual report will be available on the Explore Schools website for all interested individuals to review.

Parent/teacher/student satisfaction surveys:

We will utilize the Department of Education surveys for parents, staff members, and students to measure their satisfaction with Explore Exceed. The results of these surveys will be available to the general public on the annual report card issued by the New York State Department of Education.

Parent Satisfaction:

Each year, parents will express satisfaction with the school's program, based on the Parent Survey section of the NYC DOE report card in which the school will receive scores of 7.5 or higher (out of 10) in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.

Staff Satisfaction:

Each year, teachers will express satisfaction with the school's program, Teacher Survey section of the NYC DOE report card in which the school will receive scores of 7.5 or higher (out of 10) in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.

Student Satisfaction:

Once Explore Excel Charter School begins to serve grades 5 and higher, each year, students will express satisfaction with the school as determined by the Student Survey section of the NYC DOE report card in which the school will receive scores of 7.5 or higher (out of 10) in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of students enrolled participate in the survey.

RISE membership:

As part of our commitment to staff excellence and retention, Explore Schools is a member of the RISE (Resources for Indispensable Schools and Educators) network. The RISE annual survey compares teacher satisfaction at network schools to that of teachers at schools with comparable demographics. In a recent survey it was revealed that teachers at both Explore Schools sites were significantly more satisfied in all areas surveyed that their peers at comparable public school sites.

Explain the process and criteria that will be used to monitor and evaluate the extent to which the school is achieving its mission throughout the charter term.

- *As noted in Request 2, the mission should present clear and measurable outcomes. If a school has difficulty figuring out how to measure attainment of its mission, the mission statement itself is likely to be inadequately crafted.*
- *To address this request, you may reference goals and measures proposed in your Accountability Plan that specifically relate to mission achievement. Note, however, that the Institute does not consider proficiency on state exams as sufficient to demonstrate achievement of a college preparatory mission.*

To ensure that we are fulfilling our mission of providing students with the academic skills and critical thinking abilities they need to be successful in a college preparatory high school, we will pursue and measure the following:

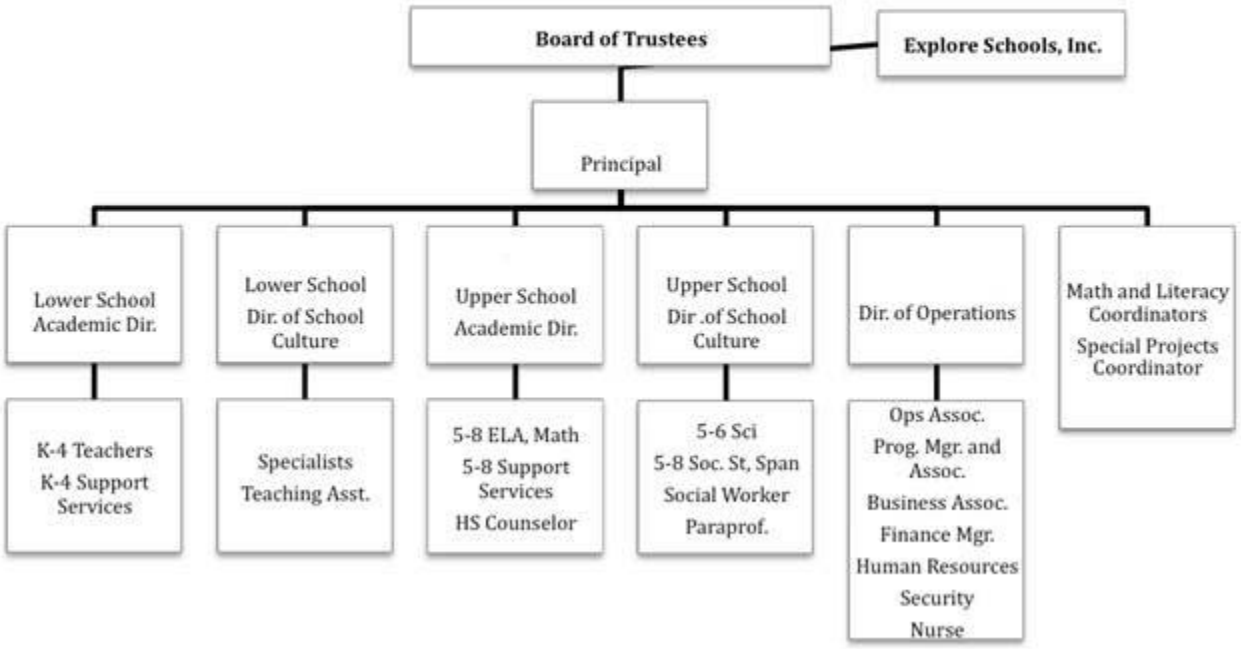
- 100% of eighth grade graduates will be accepted to college preparatory high schools.
- 70% of students in third through eighth grades will be proficient on standardized tests.
- The financial audit will result in an unqualified opinion with no major findings.
- On parent, student, and staff surveys, at least 50% of members of each group will participate, and Explore Exceed will receive a 7.5 on each survey.

Terra Nova

All schools in the Explore Schools network use the Terra Nova exam to measure student performance against that of their peers nation-wide. Students are benchmarked in Kindergarten (and in our first year of operation, all students will be benchmarked) and then at each grade level are tested annually thereafter so that instructional staff can assess growth from year to year, and so that our students can be gauged on a national standard.

Provide an organizational chart for the school and a narrative description of the chart.

- **The chart should clearly indicate the reporting structure of school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship.**
- **The narrative should explain the lines of reporting and accountability, your rationale for choosing this structure, and the roles of any management or partner organizations.**
- *Charter schools have the autonomy to structure themselves in the most effective way to support teaching and learning. Your proposal should make clear the lines of reporting and accountability in your organization. Many different organizational models exist. One model includes two school co-leaders who often serve different functions, e.g., one is responsible for administrative or operational matters, e.g., human services, facility management, budget and accounting, procurement, technology infrastructure, etc., and the other focuses solely on instructional matters, i.e. teacher observation and feedback, coaching, mentoring, modeling, curriculum and assessment development, etc. Another model has an executive director who oversees separate academic and operations staff. The applicant(s) and founding team are encouraged to investigate which models have been used successfully in high performing charter schools and will work best for their proposed model.*
- *Teachers, administrators and other school personnel are generally required to be employees of the education corporation formed to operate the charter school. Such personnel may generally not be employees of a management organization or other organization that has contracted with the charter school (§ 2854(3)(a-1)).*
- *For schools associated with management organizations, applicants are required to provide a specific statement indicating to whom the leader of the school reports.*



The Principal is responsible for implementing and monitoring programmatic, fiscal, and compliance policies developed by Explore Schools, Inc., and approved by the Board of Trustees. The Principal manages the Academic Directors, Directors of Culture, and Director of Operations. Each of these positions manages their respective teams which support the academic, operational, financial and compliance-related activities of the school. (Additionally, full position descriptions of all members of the Support Services Team can be found in Attachment 41) Explore Schools, Inc. provides leadership coaching, evaluation, and strategic direction for the Principal, and technical oversight for the Finance Managers, Human Resources Managers, and Operations Directors.

The Board of Trustees will maintain overall control of Explore Exceed Charter School and will be ultimately responsible for its quality and sustainability. Explore Schools, a non-profit school management organization will provide specific services to Explore Exceed Charter School in the areas of compliance, facilities, finance, human resources, student recruitment, and leadership support and evaluation. The members of the Explore Schools team provide these services in exchange for a fee, as outlined in an agreement between Explore Schools and Explore Exceed Charter School's Board of Trustees. Explore Exceed Charter School's Board of Trustees will evaluate the quality of the services provided by Explore Schools and have the opportunity to extend or cancel the agreement after at the end of each contract period. Additional information about the contract to be executed between Explore Exceed Charter School and Explore Schools can be found in Attachment 6.

Up to two members of Explore Schools will be members of the Board of Trustees, and will recuse themselves from all decisions involving the renewal of the agreement with Explore Schools.
The school Principal will be an employee of Explore Exceed Charter School. He or she will be evaluated by a committee composed of members of the Board of Trustees. On a weekly basis, the Managing Director of Program of Explore Schools will support the Principal through check-ins, observations and feedback. The school Principal will manage the day-to-day programmatic and operational aspects of the school. The Principal will be responsible for staff evaluation and observation, student assessments (both internal and state-mandated), teacher professional development, school schedule, compliance with the delivery of special education and ELL services, school culture and student discipline, final teacher hiring decisions, and parent and family engagement. The Principal may delegate these duties to the Academic Directors as appropriate.

The following table demonstrates the responsibilities of Explore Schools, the Board of Trustees, and the school-based leadership team. In order to better clarify the specific functions, roles and responsibilities of Explore Schools, the school and the Board of Trustees, Explore Schools utilizes a tool called ***RAPID***, piloted by the Aspire Schools school management organization during their expansion process. RAPID is an acronym that describes which entity ***Recommends*** a new idea, which entity provides ***Input***, which entity ***Decides*** on the new course of action, which entity ***Approves*** that decision, and which entity executes on the decision (***Performs***).

RAPID Analysis ES = Explore Schools BOT = Board of Trustees SBT = School-Based Team					
BOT					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
Recruitment	BOT	ES	BOT	BOT	ES
Committees (formation of)	BOT (per charter)	ES	BOT	BOT	BOT
Meeting Preparation	ES	BOT SBT	BOT	BOT	ES
Compliance					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
Annual Report	ES	SBT BOT	ES	BOT	ES to complete data required by report.

					SBT to complete academic reflection and to participate in site visit
Charter Material Change	SBT	ES	ES	BOT	ES
Compliance					
Charter Renewal Application	ES	SBT BOT	ES	BOT	ES SBT to provide academic information and to participate in site visit
Compliance Reports (VADIR, Special Education, BEDS, SAVE)	SBT	ES	SBT	SBT	SBT
Site Visit Preparation	ES	SBT	ES SBT	ES	ES (prep documents & docs required by NYC DOE) SBT (prepping teachers)
Title I Application	ES	SBT	ES	SBT	ES ES to complete data required by report. SBT to complete academic reflection and to participate in site visit
Contracted Services					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
Technology Systems	ES SBT	SBT	SBT ES	SBT BOT	SBT
Consultants & Contracted Services (Identification of need and vetting of contracts)	SBT ES	ES	SBT	ES BOT (if over the approved limit)	SBT
Consultants (Management of)	SBT	ES	SBT	SBT	SBT
Facilities					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
School Facilities – Start-Up (New School)	ES	SBT	ES	SBT	ES SBT
School Facilities – Start-Up (Standing School)	ES	SBT	SBT	SBT	SBT with support from ES
Finance					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
Audit (Preparation/ Management of)	ES	BOT SBT	ES	BOT	ES, with support from SBT
Budget Preparation	ES	SBT BOT	ES	BOT	ES
Budget Reporting	ES	SBT BOT	ES	ES	ES
Budget Approval	ES	BOT Finance	ES	BOT	ES

		Committee			
Payroll	SBT	ES	SBT	SBT	SBT

Fundraising					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
Soliciting Seed Funding (New School Only- for Planning)	ES	SBT BOT	ES	ES	ES
Reporting on Seed Funding	ES	BOT Finance Committee	ES	ES	ES
Identifying Special Projects	SBT	BOT	SBT	BOT	SBT
Special Projects	SBT BOT	BOT ES	SBT	BOT	SBT BOT
Reporting on Funds Special Projects	BOT	ES	ES	BOT	ES
Human Resources					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
Leadership Recruitment	ES	SBT	ES	SBT	ES
Leadership Selection	ES	BOT	ES SBT	BOT or SBT	ES
Leadership Evaluation Creation	ES	BOT SBT	ES	BOT	ES
Leadership Evaluation Execution (Principals)	ES	ES w/BOT	ES	BOT	ES w/BOT
Staff Recruitment	ES	SBT	ES	SBT	ES SBT
Staff Selection (Application, Resume Screen, Phone Call, Reference Check)	ES	SBT	ES	ES	ES
Staff Selection (Sample Teaching & Interview)	SBT	ES	SBT	SBT	SBT
Staff Salary Scale	ES	BOT SBT	ES	BOT	ES
Staff Dismissal	SBT	ES	SBT	SBT ES	SBT
Staff Evaluation Creation	ES	SBT	ES	SBT	ES
Staff Evaluation Execution	SBT	ES	SBT	SBT	SBT
Benefits Selection	ES	SBT	ES	ES	ES
Employee Handbook Creation	ES	SBT	ES	ES	ES SBT to create the "Academic Brief" section

Ordering & Purchasing					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
Ordering/Prchsng: Start-Up Materials	SBT	SBT ES	SBT	SBT	SBT ES
Ordering/Prchsng: Ongoing Supplies	SBT	SBT ES	SBT	SBT	SBT
School-Wide Events					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
Planning	SBT	ES	SBT	ES	SBT
Operationalizing & Staffing	SBT	ES	SBT	SBT	SBT
Students					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
Student Recruitment	SBT	ES	SBT	SBT	SBT (Presentations) ES (Materials)
Student Enrollment	ES	SBT	SBT ES	BOT	SBT ES
Student-Parent Handbook	SBT	SBT ES	SBT	SBT	ES (Template)
Recommendation for Student Expulsion	SBT	ES	SBT	BOT	SBT
Teaching & Learning					
	R*ecommend* new idea/ course of action	**I***nput* (From whom?)	**D***ecide* (Who?)	**A***pprove* (By whom?)	**P***erform* (Who executes?)
Assessment Tools (Math Interims, ELA Interims, F & P)	SBT ES	SBT ES	SBT ES	SBT ES	SBT
Assessments (Scoring of)	SBT	ES	SBT	SBT	SBT
Curriculum/Anchor Curriculum Decisions	SBT ES	SBT ES	SBT ES	SBT	SBT
Professional Development (PD) (Matching teachers to resources)	SBT	ES	SBT	SBT	SBT
PD (To support the academic frameworks)	SBT	SBT ES	SBT	SBT	SBT
Twice Annual Ldrshp Retreat (Principals)	ES	SBT	ES	ES	ES
Retreat (School-Specific)	SBT	ES	SBT	SBT	SBT
Retreat (Teachers)	SBT	ES	SBT	SBT	SBT
Tutoring	SBT	ES	SBT	SBT	SBT
Yearly Calendar	ES & SBT	SBT	SBT	ES & SBT	ES

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. EXCEED CHARTER SCHOOL
2. Full name: GRAEME EDWARD DAWKIN
   Home Address: [redacted] NEW YORK, NY, 10282
   Business Name and Address: [redacted], NEW YORK, NY
   Home telephone No.: [redacted]
   Work telephone No:. [redacted]
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☑ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☑ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☑ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

Certification

I, GRAEME DAMKIN, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the EXCEED [redacted] correct in every respect.

[redacted]

2/23/11.
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: EXCEED CHARTER SCHOOL
2. Trustee's name (print): GRAEME DAYKIN
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): MEMBER
4. Home address [redacted] NEW YORK, NY, 10282
5. Business Address: [redacted], NEW YORK, NY, 10022 [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ___Yes. _X_ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank. NONE			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. NONE				

[redacted]

Signat

2/23/11.

Date

Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

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* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Revised May 21, 2007

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- ❑ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- ❑ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- ❑ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
    1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following:
        a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
        b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
    2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
    3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
    4) By-laws, which may:
        a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
        d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- ❑ The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- ❑ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- ❑ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
❑	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Exceed Charter School
2. Full name: Ian J. Newton
   Home Address: [redacted] New York, NY 10036
   Business Name and Address: [redacted] Brooklyn, NY 11201
   Home telephone No.: [redacted]
   Work telephone No:. [redacted]
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

Revised May 21, 2007

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☒ Yes, I am an employee of the not-for-profit Charter Management Organization.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☐ I / we have no such interest. ☒ Yes, I am an employee of the not-for-profit Charter Management Organization.

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☐ Does not apply to me, my spouse or family. ☒ Yes, I am the Managing Director of Operations for the CMO.

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☒ Yes, as an officer of the CMO, I will not participate in any votes that may affect our contract with the school or compensation from the school.

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would bring this to the attention of the Board Chair and other officers of the Board and School, and would formally address the situation with those other members in writing to ascertain whether an actual situation exists. If such a situation existed, we would discuss in a board meeting and seek legal counsel.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Ian J Newton, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ____EXCEED_____ Charter School is true and correct in every respect.

[redacted]

(Signature)

2/17/2011

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Request for Information from
Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Exceed Charter School
2. Full name: James P. McNamara
   Home Address: [redacted], Brooklyn, NY 11201
   Business Name and Address: [redacted], NY, NY 10005
   Home telephone No.: [redacted]
   Work telephone No:. [redacted]
   E-mail address [redacted]
3. A brief educational and employment history (you may attach a resume):
   X Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. **X** I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. **X** Yes, Explore Charter School.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. **X** Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   X Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. **X** Yes, College friendships and prior Board experiences.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   X I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. **X** I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. **X** I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
X Yes, Prior Board affiliations.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. **X** I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. **X** I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. **X** Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. **X** None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *Inclusion of specific agenda item at next full Board meeting.*

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). **X** I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, _James P Mcnamara, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ____EXCEED_____ Charter School is true and

[redacted]

25th January 2011_____
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
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- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
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Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Revised May 21, 2007

Seating New Trustees: General Procedures

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❑	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
❑	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
❑	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
❑	The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
❑	Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
❑	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
❑	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Exceed Charter School
2. Full name: James Allan Randall
   Home Address: (after 2/27/2011) [redacted], New York, NY 10014
   Business Name and Address: [redacted], New York, NY 10018
   Home telephone No.: [redacted]
   Work telephone No:. [redacted]
   E-mail address [redacted]
3. A brief educational and employment history (you may attach a resume):
   X Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. X I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). X Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   X Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. X Yes, I'm a friend of Kyle Westaway.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   X I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. X I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. ☐ Yes, .

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

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. X I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. X I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I'd ask the board members in question about their motives for the alleged self-dealing in writing (e-mail or letter), so that it's documented and there are no misunderstandings. Assuming the response confirmed my suspicion (either through an unsatisfactory response or no response at all), I'd then escalate my concern to the Managing Director of Operations and outside legal counsel, and follow their guidance as to how to proceed further.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, James Randall, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ____EXCEED_____ Charter School is true and correct in every respect.

[redacted]

2/18/11
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

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* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Revised May 21, 2007

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- ❑ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- ❑ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- ❑ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following:
        a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
        b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
    2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
    3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
    4) By-laws, which may:
        a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
        d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.

- ❑ The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- ❑ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- ❑ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
❑	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Exceed Charter School
2. Full name: Kevin A. Pemberton
   Home Address: [redacted] Brooklyn, NY 11238
   Business Name and Address: [redacted] NY, NY 10158
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me. ☒ Yes, Brooklyn Arts Council (2009 calendar year) located at 55 Washington Street, Suite 218, Brooklyn, NY 11201
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☒ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. ☐ I / we do not know any such persons. ☒ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☐ Does not apply to me, my spouse or family. ☒ Yes, ESI through affiliation with another one of its network's school boards-Empower.

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

As a prospective trustee I recognize that Board service in the nonprofit sector carries with it important ethical obligations. Nonprofits serve the broad public good, and when board members fail to exercise reasonable care in their oversight of the organization they are not living up to their public trust. Board members also have a legal responsibility to assure the prudent management of an organization's resources. In some instances, they may be held liable for the organization's actions.

To that end, when it is brought to my attention that one or more board members may be engaging in self-dealing, it is my responsibility to escalate the issue up the chain to the committee or chairperson. The committee or chairperson is responsible for instituting a system of checks and balances to circumvent actual or potential conflict of interest. As a follow up, I would then remind Board members of our well defined operating policies on all matters that might lead to conflicts. It is most important to review these policies and procedures as they relate to the needs and circumstances of the organization. That way we ensure that we are adequately self-monitoring for best preventative measures. Each board member must once again agree in writing to uphold the policy to ensure that we are not lapse in our corporate governance duties.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review. None at this time.

Certification

I, Kevin A. Pemberton, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ____EXCEED_____ Charter School is true and correct in every respect.

[redacted]

Date: January 31, 2011

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Revised May 21, 2007

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

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* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

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- being paid by a charter school as an employee or contractor while serving as a school trustee;
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Revised May 21, 2007

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❑	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
❑	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following: a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
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Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
❑	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Revised May 21, 2007

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Exceed Charter School
2. Full name: Kyle J. Westaway
   Home Address: [redacted] Brooklyn NY 11201
   Business Name and Address: [redacted] Brooklyn NY 11201
   Home telephone No.: [redacted]
   Work telephone No: [redacted]
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☑ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
   ☑ Yes, I am currently serving on Excel a charter school that will be open in August 2011.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☑ Yes, I know JR Randall. We are personal friends.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. ☐ I / we do not know any such persons. ☐ Yes, I AM FRIENDS WITH LIZZ PAWLSON AND MORTY BALLEN AT ESI.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☑ Yes, I am personal friends with Morty Ballen and Elizabeth Pawlson of ESI.

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☑ I / we have no such interest. ☐ Yes,
.

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☑ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. If a situation arose where I believed a member or members of the board are involved in self-dealing I would follow the policy as outlined in the conflict of interest policy, which I have reviewed. In addition, I would make sure to disclose this information in writing to the Chair of the Board and the Chair of the Finance & Audit Committee ("the Committee") of the Board.

18.

Other

19. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, KYLE J. WESTAWAY, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ____EXCEED_____ Charter School is true and correct in every respect.

[redacted]

2/23/11
Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Revised May 21, 2007

GRAEME E. DAYKIN, CFA
[redacted] New York, NY, 10282
[redacted]

EXPERIENCE

[redacted]

EDUCATION:

COLUMBIA UNIVERSITY **NEW YORK, USA**

9/2006–4/2008 **MBA, Graduate School of Business**

- Winner of George E. Doty Fellowship, providing full program sponsorship
- Beta Gamma Sigma academic honors; Dean's List academic honors all terms

UNIVERSITY OF CAMBRIDGE **CAMBRIDGE, UK**

10/1993–6/1996 **MA (Cantab.), Historical Tripos**

- First Class (Part I, 1993-1995); Upper Second (Part II, 1996)
- Elected to College Scholarship (1995)
- Winner of Whitehead History Award (1995)

PROFESSIONAL:

Chartered Financial Analyst (CFA) Charterholder

Ian J. Newton
[redacted] • New York, NY 10036
[redacted] • [redacted]

SUMMARY OF QUALIFICATIONS

A strategic **Public/Nonprofit Director** with a commitment to the highest standards of collaboration, efficiency, and execution. Ten years management experience in finance, operations, and administrative issues with a track record of initiation and facilitation of administrative services projects.

Strategic Leadership	Lead all business operations and collaborate with leadership team to determine future opportunities for organizational growth and greater community impact.
Fiscal Control	Created and manage infrastructure and controls with reporting mechanisms to monitor and ensure agency fiscal and operational health.
Organizational Development	Developed and manage systems to nurture and sustain the organizational infrastructure; including alignment of goals with organizational strategy, fiscal realities and external environment.

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

ADDITIONAL PROFESSIONAL EXPERIENCE

Massachusetts District Attorneys Association 2000 -2001
Executive Assistant – Tracked policy and legislative initiatives, and provided logistics support.

Town of Sutton 2000
Administrative Assistant – Supported volunteer Planning Board and Conservation Commission

Office of Representative James P. McGovern, Washington, D.C. 1999
Research Intern

The Royal Institute for International Affairs, Energy and Environmental Programme, London 1998
Research Intern

EDUCATION and PROFICIENCIES

MBA, Public & Nonprofit Management, Boston University, Boston, MA 2008

MA, International Development and Social Change, Clark University, Worcester, MA 2002

BA, Government and International Development, Clark University, Worcester, MA 1999

James P. McNamara

[redacted]
Brooklyn, NY 11201
Email: [redacted] Tel: [redacted]

EMPLOYMENT EXPERIENCE

[redacted]

[redacted]

EDUCATION AND CERTIFICATIONS

College of the Holy Cross, Worcester, MA, Bachelor of Arts May 1997
Double Major: Economics and Political Science
Securities and Exchange Commission (US) Series 7 and Series 63
Securities and Futures Commission (Hong Kong) Investment Representative

JAMES "J.R." RANDALL

[redacted] • New York, NY 10075 • [redacted]

PROFILE

Seasoned business development leader possessing an exceptional track record of driving value both internally and for external clients by combining strategy expertise, business consulting skills and industry relationships. Possess subject matter expertise in digital media and wireless technologies stemming from engineering background combined with technology industry and digital agency experience.

AREAS OF EXPERTISE

- Account development
- Emerging technologies (mobile applications, social media)
- Financial modeling
- Strategic analysis
- Networking & relationship-building
- Communicating with and presenting to C-level executives

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

EDUCATION

2002-2004 **MIT Sloan School of Management** **Cambridge, MA**
Master of Business Administration
Co-launched Entertainment, Media & Sports (EMS) club

1994-1998 **Stanford University** **Palo Alto, CA**
Bachelor of Science in Industrial Engineering

KEVIN A. PEMBERTON

[redacted] Brooklyn, NY 11238 [redacted](personal) [redacted] (mobile)

Profile: Senior investment management professional with 12 years of experience identifying complex organizational and technical issues. An effective team leader with a proven track record of establishing effective relationships with senior management in order to analyze, define and deploy effective compliance solutions that benefit an organization and its stakeholders.

PROFESSIONAL EXPERIENCE:

[redacted]

[redacted]

EDUCATION: HARVARD UNIVERSITY CAMBRIDGE, MA
AB, Economics G.P.A.: 3.41, Overall G.P.A.: 3.45, *cum laude*

TECHNICAL SKILLS: PC: Proficient in Microsoft XP Applications--Word, Excel, PowerPoint, Visio, Lexis-Nexis database, Bloomberg, Reuters, and Factset.

REFERENCES: Available upon request.

kyle westaway

[redacted]

experience

[redacted]

education

REGENT UNIVERSITY
JD / MA, Public Policy - 2006

UNIVERSITY OF TENNESSEE
BS, Speech Communication - 2002

honors

CORDES FELLOW

SOCAP 10
"What's Next" Scholar

HARVARD / STANFORD LAW SCHOOL
Lecturer on Social Enterprise Law

publications / press

TRIPLE PUNDIT – 10/04/10
2 Simple Keys to Unlocking $120 Billion

DOWSER – 8/11/10
Be a Biographer: Tapping Design to Tell the Stories of Sex Trade Workers

service

EXCEL CHARTER SCHOOL
Board of Trustees

THE ADVENTURE PROJECT
Chairman of the Board

Describe the roles and responsibilities of your school's board of trustees. Your response should at least explain the role of the board in:

- **Selecting school leader(s) (and partner or management organizations, if any);**
- **Monitoring school performance;**
- **Evaluating school leaders (and partner or management organizations, if any); and**
- **Holding school leaders (and partner or management organizations, if any) accountable for achievement of the school's mission and goals.**

- *Education Law subdivision 2853(1)(f) provides that the board of trustees of the charter school shall have final authority for policy and operational decisions of the school, but that nothing therein shall prohibit the board of trustees of a charter school from delegating decision making authority to officers and employees of the school in accordance with the provisions of the charter. You may wish, therefore, to discuss in particular those decisions over which the school's board of trustees, as a general matter, intends to retain authority and those it intends to delegate. You may also wish to discuss in more general terms the proposed board's governance philosophy.*
- *In discussing the board of trustees' role, you must indicate how the board of trustees is to be kept informed of the school's progress, including what sources of data it will use to assess that the school is meeting its educational goals and whether the school is operating pursuant to the directives of the board.*
- *Your founding board must have at least five members. You may wish to discuss plans to grow the board over time or to change the skill sets of the board as it transitions from start-up board to mature board.*
- *Your discussion should also indicate that the school board intends to meet monthly as required by the 2010 amendments to the Act.*
- *Education Law subdivision 2855(4) provides that the board of trustees of the charter school will hear and address complaints brought by any individual or group alleging a violation of the provisions of the Act, the charter of the school, or any other provision of law relating to the management or operation of the charter school. Handling complaints may be delegated by the school board to a committee of trustees or to a school employee or officer. Your response should address this issue and be consistent with both the school's by-laws (Request No. 34) and complaint policy (Request No. 39).*
- *Certain school policies (whether or not included in the proposal) may delegate specific responsibilities to committee(s) of the charter school's board of trustees, or may require the board to take certain actions. Your response to this request should include how the board or its committees will meet these responsibilities.*
- *Your response to this request may reference your by-laws or other policies provide in other requests. For additional information, see the guidance regarding board by-laws in Request No. 34, conflict of interest in Request No. 35 and complaint policy in Request No. 39.*

The founding Board of Trustees of Explore Excel Charter School is an essential force in driving the development of the school in conjunction with support provided by Explore Schools. The Board will provide the governance function, which encompasses legal responsibilities, general oversight, planning, policy-making and fiduciary obligations. The Board of Trustees will carry out its statutory responsibilities associated with operating the charter school in an efficient and ethical manner and in compliance with the New York State Charter Schools Act of 1998, Article 56 of the New York State Education Law, and all other applicable state and federal laws and regulations.

The Board shall be notified of progress in the areas of academics, finance and parental involvement via monthly meetings and through updates provided by Explore Schools. The board will be provided with the following specific information throughout the course of the year by the Principal and Explore Schools in order to hold the school's leadership and Explore Schools accountable for school quality and sustainability:

- Quarterly and annual financial data
- Annual financial audit
- NYS, Achievement Network and Terra Nova test data
- Parent, student and staff satisfaction surveys
- Annual third-party evaluator school quality reviews

In general, the Board of Trustees of Explore Excel Charter School is responsible for overseeing the mission and purpose of the organization. Board member duties include participation in strategic planning and policy decisions, securing the financing required to enact identified priorities and monitoring their execution. Members must be willing to attend the requisite meetings, follow through on commitments, and participate fully in the decision-making process. The Board of Trustees also

presents the organization's image to the community and solicits its support in achieving Explore Exceed Charter School's goals. The following are the Board's general responsibilities:

Fiscal

- Review revenues and expenses on a regular basis to ensure the mission of the organization is being upheld.
- Strengthen Explore Exceed Charter Schools' financial base by participating in and contributing to the organization's fundraising efforts.
- Participate in strategic planning and the setting of long-term goals.

Mediation

- Hear and render decisions on issues brought to the Board's attention.
- Participate in disputes that are brought to the Board's attention as they relate to the school's discipline policy, especially disputes arising in the areas of expulsion and long-term suspension.
- Handle complaints submitted to the Board in a timely manner per the complaints process detailed in this Explore Excel Charter School charter application.

Legal

- Act on behalf of the organization and its interests, putting aside personal concerns, affiliations, or constituencies.
- Set procedures and policies to ensure that the organization is in compliance with applicable law.
- Review and determine approval of contract between school and Explore Schools based on review of annual performance against contract

Ambassadorship

- Advocate on behalf of the school by working to establish partnerships with community organizations, institutions of higher learning, nonprofit foundations and corporate entities that support education through noncommercial relationships.
- Promote Explore Excel Charter School's mission, generating good will for the organization, and encouraging support for the efforts of staff and volunteers.
- Make introductions to new communities, corporate sponsors, foundations, and helpful individuals.

Staff

- Select the Principal from recommendations provided by Explore Schools' recruitment team
- Review the Principal's performance annually.
- Be willing to use individual expertise to assist in staff organization and development.

Attendance and Contribution at Meetings

- Attend monthly meetings and participate in Committees as appropriate.

Describe and provide rationale for the proposed design of the school's board of trustees. Your response should address:

- **Number of trustees;**
- **Qualifications to be a trustee;**
- **Trustee recruitment and selection process and criteria;**
- **New trustee orientation process;**
- **Officer positions;**
- **Standing committees (if any);**
- **Ex-officio members (voting and non-voting);**
- **Frequency of board and committee meetings;**
- **Delegation of authority;**
- **Procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes;**
- **Procedures for handling complaints, including from staff and parents;**
- **Board training and development.**
- **Note that many of these elements should also be enshrined in the school's proposed by-laws submitted as Request No. 34.**
- *Subdivision 2851(2)(c) provides that an applicant must describe the qualifications that the school has established for determining an individual's eligibility to serve on the proposed school's board. Oftentimes, the qualifications of the initial members of the proposed board do not necessarily match the qualifications that the applicant has provided in response to that item. Because the needs of the school may change over time, and therefore the qualifications of its trustees may also change, the Institute does not view this as necessarily indicating a deficiency (though an alignment is still desirable). If there is a mismatch between the school's qualifications for board membership and the initial board members, the applicant should so indicate and explain.*
- *Education Law subdivision 2851(2)(m) requires an applicant to provide background information on all proposed members of the school's board of trustees.*
- *Each proposed member of a charter school's board of trustees must complete, sign and date a copy of the Request for Information. We stress that completion of these forms is not and should not be taken lightly. This is a critical component of the charter school proposal process and each proposed board member must complete the form him or herself.*
- *An ex-officio board member is someone who is on the board as a result of their position. For example, the president of the school's parent association could be an ex-officio board member, in which case whoever currently fills that position is a member of the board. Ex-officio board members can be either voting or voting members.*
- *Oftentimes, applicants will reserve certain positions on the school's board for which no individuals can as yet be identified. For instance, some boards include an elected representative of the parents. Where you intend to do so, you should so indicate, and either the by-laws or this response should make clear how that person would be placed on the school board.*
- *Application of the General Municipal Law's conflicts of interest provisions prevents the following persons from serving on a charter school board unless they do so as non-voting members:*
- *Teachers, school administrators or employees; and*
- *Any person with an interest in a for-profit contract with the school or whose spouse or dependent child has such an interest (unless one or more of the exceptions listed in General Municipal Law § 802 are applicable).*
- *Teachers, school administrators, or school employees may serve as ex officio members on the board of trustees <u>only</u> if they are non-voting and do not count towards the establishment of a quorum, which should be clearly designated in the school's bylaws. Persons with interests in not-for-profit contracts with the school may serve on the school board but must disclose such interests and recuse themselves from voting on matters related to such contracts.*
- *Persons affiliated with not-for-profit management organizations may constitute no more than two (2) school board seats if the total number of trustees is at least seven (7), and no more than one (1), seat if the total number of trustees is at least six (6).*
- *The minimum number of trustees is five (5) pursuant to subdivision 226(1) of the Education Law and the maximum number is 25. The Institute does not dictate the actual size of the board of a proposed charter school. Founding groups should consider a number that balances adequate skill sets for effective oversight with the logistics of operating an effective board.*
- *Please note that no more than 40 percent of the board of trustees may be affiliated with any single entity, except another charter school. On a case by case basis the SUNY Trustees may waive this SUNY charter requirement. Indicate if you wish to seek a waiver and your reasons for seeking it.*
- *Education Law subdivision 2853(1)(f) provides that the board of trustees of the charter school shall have final authority for policy and operational decisions of the school, but that nothing therein shall prohibit the board of trustees of a charter school from delegating decision making authority to officers and employees of the school in accordance with the provisions of the charter. You may wish, therefore, to discuss in particular those decisions over which the school's board of trustees, as a general matter, intends to retain authority and those it intends to delegate. You may also wish to discuss in more general terms the proposed board's governance philosophy.*
- *Your discussion should also indicate that the school board intends to meet monthly as required by the 2010 amendments to the Act.*
- *In discussing the board of trustees' role, you must indicate how the board of trustees is to be kept informed of how the school is doing, including what sources of data it will use to assess that the school is meeting its educational goals and whether the school is operating pursuant to the directives of the board.*
- *Education Law subdivision 2855(4) provides that the board of trustees of the charter school will hear and address complaints brought by any individual or group alleging a violation of the provisions of the Act, the charter of the school, or any other provision of law relating to the management or operation of the charter school. Handling complaints may be delegated by the school board to a committee of trustees or to a school employee or officer. Your response should address this issue and be consistent with both the school's by-laws (Request No. 34) and complaint policy (Request No. 39).*
- *Certain school policies (whether or not included in the proposal) may delegate specific responsibilities to committee(s) of the charter school's board of trustees, or may require the board to take certain actions. Your response to this request should include how the board or its committees will meet these responsibilities.*
- *Your response to this request must be consistent with the school's proposed by-laws.*

Number

The number of Trustees of the Corporation shall be not less than 5 and not more than 16. The Board shall fix the exact number of Trustees, within these limits by Board resolution or amendment of the Bylaws.

Qualifications

Individuals are invited to join the Board of Trustees based on their expertise and/or experience in one or more of the following areas:

- Principalship in a private, public, or parochial school and/or Principalship in a school serving students in low-income neighborhoods
- Community outreach/Community engagement
- Finance
- Philanthropy/fund-raising
- Law
- Teaching at the elementary or middle school level
- Organizational strategy and management
- Marketing/Publicity/Public relations

Though not all of the experiences/expertise will be filled by the initial founding board listed in the application, Explore Exceed Charter School's founders will work to augment the board's expertise with new members over time. In addition to the individuals identified in this application, Explore Exceed Charter School's Board of Trustees will include a "ex officio" positions for up to two members of the Charter Management organization, and a parent of a student attending the school. There will be three non-voting "ex-officio" positions including that of Principal, a Teacher Representative, and the President of the PTO. As a governing body, Explore Exceed Charter School's Board of Trustees will be characterized by individuals who, collectively, use their wide range of perspectives to effectively govern the school.

Recruitment/Selection

Initial board members have been recruited by the lead applicant through resources such as the Robin Hood Foundation's board initiative and Board Source, as well as through networking and advertising the positions through professional connections. All founding board members went through a screening process that included:

- Resume and background screen
- Interview with lead applicant
- Visit to Explore Schools network school
- Final meeting to confirm mission alignment, time commitment, etc

In the future, the current board members will play a strong role in recruiting and screening potential board members for Explore Exceed. In terms of selecting Board members, except for the Trustees who are members of Explore Schools, Inc., Trustees shall be elected by the vote of a majority of the Trustees then in office, whether or not the number of Trustees is sufficient to constitute a quorum, or by the sole remaining Trustee.

Trustee Orientation and On-Going Training

All new trustees will receive on-boarding materials and a weekend-long board training that will be developed with the support of Explore Schools. As an organization that supports the boards of its three network schools, Explore Schools is well-positioned and qualified to provide this type of training. Explore Schools also contracts with outside service providers to prepare board members to read and understand financial statements, assessment data and other technical information for which board oversight is expected.

After orientation, board members receive trainings and professional development throughout the year at board meetings, and annually at a weekend retreat. Again, Explore Schools provides support for this area of board development.

Officer Positions

The Board of Trustees will be led by a Chair, Treasurer and Secretary. The responsibilities of the Board's Chair are as follows:

General:

- Work with the Principal and the Board to establish the guiding principles, policies, and mission for the organization — for example, by initiating a regular review of the organization's strategic plan and mission to keep them fresh and relevant, and by establishing metrics to measure success.
- Ensure the effective action of the Board in governing and supporting the organization.
- Work with the Principal to develop the agendas for board meetings and lead the meetings. During meetings, the chair ensures the agenda is closely followed, every Board member has the opportunity to participate in discussions, and the Board uses proper decision-making procedures.

Committees:

- Serve as an ad hoc member of all board committees and work to structure a committee system that contributes to the board's overall effectiveness.
- Ensure each committee has a chair and stay in touch with them to ensure that their work is carried out.
- Identify committee recommendations that should be presented to the full Board.
- Determines whether executive committee meetings are necessary and convenes the committee accordingly.

Fundraising:

- Guide the work of the Board to secure funds for the organization by overseeing the development of fundraising policies, encouraging and supporting the fundraising efforts of the development committee and individual board members, soliciting contributions from board members and selected outside contributors, and setting an example by contributing his or her own funds to the organization.

Finances:

- Work with the Principal and Explore Schools to oversee the budget of the organization and assumes ultimate responsibility for the integrity of its finances.

Development/Evaluation:

- Convene board discussions on evaluating the Principal and negotiating compensation and benefits package; convey information to the Principal.
- Oversee efforts to build and maintain a strong board by setting goals and expectations for the Board, cultivating leadership among individual board members, and working with the nominating committee to make board development a priority.
- Work with the nominating committee to identify and recruit new board members who bring important skills and knowledge to the board.

Community Relations/Media:

- Speak for the board in the event of a controversy or crisis; and works to promote the work of the organization in conversations, speeches, interviews, and other day-to-day activities

The responsibilities of the Secretary and Treasurer are as follows:

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

Treasurer: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of accounts available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Director and the Board, at least once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

Standing Committees

The Board may, by resolution passed by a majority of the Board of Trustees, designate an Audit and Finance Committee, Program Committee, Discipline Committee, Principal Evaluation and Compensation Committee, Contract Committee, and Grievance Committee. Standing Committees will consist of not less than three Trustees, who shall serve at the pleasure of the Board. Between Board meetings, the Trustees meet in their respective Committees. At the Board meetings, Committee members bring proposals to the Board of Trustees for discussion and deliberation.

The board may delegate to a Standing Committee any of the authority of the Board, including, but not limited to: *Financial authority*, *Discipline authority* to consider recommendations by school employees for a student suspension of more than five days or a student expulsion and *Fundraising authority*, provided that a Standing Committee may not exercise authority with respect to the election of Trustees, filling vacancies on the Board or any Board Committee which has the authority of the Board, the fixing of Trustee compensation for serving on the Board or any other Board Committee, the amendment or repeal of Bylaws or the adoption of new Bylaws, the appointment of other Committees of the Board, or the members of the committees; and the amendment or repeal of any Board resolution which by its terms is not amendable or repealable by a committee

Special Committees shall have only the powers specifically delegated to them by the Board.

Ex-officio members (voting and non-voting)

The Board of Trustees has up to three voting ex officio positions - a parent of a student attending Explore Exceed, and up to two members of Explore Schools, Inc. leadership team, provided that none of these "ex officio" positions can hold office of Chair or Treasurer, and that termination of the relationship (child's enrollment in school or management services contract) shall constitute cause for removal of such person(s) from the School Board. Finally, the Board of Trustees will have three non-voting, ex-officio position – the president of the Exceed Parent Teacher Organization, which shall serve up to three annual terms; a current employee to represent the interests of teachers and staff, which shall serve up to three annual terms; and the school Principal.

Frequency of board and committee meetings

The Board shall meet at least ten times a year during the academic year at an agreed upon time and place. All meetings will be held in accordance with Article 7 of the Public Officer's Law (Open Meetings Law).

Delegation of authority

The Board will delegate authority and decision making responsibility for day-to-day operations of the school to the school Principal. These day-to-day responsibilities would include: hiring and firing school staff, implementing the school's curriculum, and approving the school's annual budget (subject to Board approval).

The school site Boards delegate the oversight of the principals to Explore Schools Program Team, and the oversight of school operations to Explore Schools' Operations team. In turn, the schools' Boards of Trustees hold Explore Schools accountable for providing network schools with the support needed to sustain their success.

Open Meetings/Minutes

Every Explore Excel Charter School Charter School Board of Trustees meeting and committee meetings will be open to the general public with the exception of executive sessions. The school's Open Meetings Law policy is as follows:

Public Notice

1. A calendar of all board meeting dates will be posted at the school at all times.
2. The school will provide public notice of the date, time and place of any board meeting that is scheduled at least one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
3. The school will provide notice of the date, time and place of any board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and shall conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
4. Copies of both types of notices will be kept with the required minutes of school's Board of Trustees meeting.

Executive Sessions

Under certain limited circumstances, and as allowed by law, the Board of Trustees will conduct closed, executive sessions. Executive sessions will not occur in isolation from, or instead of, an open meeting. Before an Executive session is convened, the Board of Trustees will first meet in open session, make a motion to go to executive session, identify the general reason for doing so, and the motion must be carried by a majority vote of the total membership of the Board of Trustees. Executive sessions will be called for the following subjects only and shall never be called to appropriate public funds:

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

Minutes of Meetings

1. Per the Open Meetings Law, meeting minutes of both regular meetings and executive sessions will be compiled and made available to the public. Regular session meeting minutes will be available within 2 weeks of a meeting, and executive session minutes will be available within 10 days of a meeting.
2. The Secretary of the Board of Trustees will take minutes at all open and executive sessions. All minutes will contain the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of how each board member voted in every instance in which a vote is taken.

3. Meetings of committees meetings where members exercise independent action and judgment will also be noticed and minutes will be kept in the same manner as the school's regular Board of Trustee meetings

Procedures for handling complaints, including from staff and parents;

A Grievance Committee, composed of Board members, parent representatives, and other such members as necessary to conduct investigation, exists to address complaints brought against the school by an individual or an organization. If members of the Grievance Committee are the subject of the complaint, they will remove themselves, and a different board member will be appointed to the Committee by the Chair for the purposes of hearing that particular complaint.

The process for a parent or guardian to bring a concern to the Board's Grievance Committee is as follows:

- The parent or guardian brings their concern to the Principal.
- If they are not satisfied with the response, then they bring their concern to Explore Schools, Inc.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least two Board members, a parent representative serving on the Board, and other such members as necessary to conduct an investigation.

The process for an employee to bring a concern to the Grievance Committee is as follows:

- The employee brings their concern to the Principal.
- If they are not satisfied with the response, then they bring their concern to Explore Schools, Inc.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least two Board members and other such members as necessary to conduct an investigation.

The process for an individual or organization, who is neither a parent or guardian, nor an employee, is as follows:

- The individual or organization brings their concern to the Principal.
- If they are not satisfied with the response, then they bring their concern to Explore Schools, Inc.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least two Board members and other such members as necessary to conduct an investigation.

All individuals who initiate complaints will be provided with adequate notification of their right to appeal to the State University Trustees (through the Charter Schools Institute) if they are not satisfied with the handling of their grievance by the school's board of trustees, and, if still unsatisfied, thereafter to the Board of Regents. The school's policy will be available upon request and further Explore Exceed Charter School will furnish individuals with the latest version of the Institute's complaint procedures together with the school board's written decision regarding the complaint.

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Complete the following table for all members of the proposed founding school board, including any currently vacant seats. A minimum of five members must be identified when the proposal is submitted.

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Kyle Westaway	☒	☐	Not yet determined	One year
James JR Randall	☒	☐	Not yet determined	Two years
James McNamara	☒	☐	Not yet determined	Three years
Kevin Pemberton	☒	☐	Not yet determined	One year
Ian Newton	☒	☐	Not yet determined	One year
Graeme Dayken	☒	☐	Not yet determined	One year
Parent seat--vacant	☐	☐	Not yet determined	Two years
Community leader--vacant	☐	☐	Not yet determined	
	☐	☐		
	☐	☐		
	☐	☐		
	☐	☐		
	☐	☐		
	☐	☐		

Explain the capacity of this founding board to govern the proposed school and ensure the achievement of its mission, including the relevant skill sets and experiences of the proposed board members.

Note: Each proposed trustee should submit a resume or biographical statement in response to this request. Each proposed trustee who is named must also complete, sign and submit the "Request for Information from Prospective Charter School Board Members" form in response to this request. This form can be found on the Institute's website at: http://newyorkcharters.org/schoolsBOT.htm.

The most important qualification required of members of Explore Exceed Charter School's Board of Trustees is a demonstrated commitment to the overall mission of the school. The composition of Explore Exceed Charter School's founding Board of Trustees intentionally pulls together a diverse group of individuals with varied skill sets, experiences and expertise that will provide the school with strong leadership. The currently selected founding members have the following key skills and experiences:

- Jay McNamara: finance, charter school board experience, governance
- Kevin Pemberton: finance, charter school board experience, governance, Brooklyn community outreach, fundraising
- Kyle Westaway: legal, non-profit management, organizational strategy
- James JR Randall: marketing, technology
- Ian Newton: finance, charter school operations, governance, Explore Schools experience
- Graeme Dayken: finance, budget, organizational strategy

Working in concert with Explore Schools, the board's current skill set covers much of what is required for the successful founding and operation of Explore Exceed Charter School. Exceed's founding board will also seek to add additional board members who can assist the school's development in the areas of parental engagement (a parent will be added to the board), community outreach (a local community leader will be added to the board) and education experience (an educator will be added to the board).

Full resumes and additional Board member information can be found in Attachment 20 under Board resumes and Request for Information.

Use the table below to provide a list of all staff positions in the school during the first five years of operation and provide a narrative that explains the rationale for your staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESL teachers, as well as any other specialty teachers.

- *Your staffing chart need not list every individual person in the organization; you can list categories and provide the number in that position, e.g., the number of kindergarten classroom teachers or the number of math teachers.*
- *Your rationale should demonstrate alignment between your proposed student enrollment numbers, key design elements and budget. For instance, if your school design focuses on technology education then your staffing chart and personnel budget should reflect your capacity to support direct technology instruction for students as well as training for teachers to implement your model.*
- *Strong proposals often provide job descriptions that illustrate the roles and responsibilities of positions within the organization and can also provide detail to the hiring process.*

Five Year Staffing Plan						
	Certified	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	Yes	1	1	1	1	1
Academic Director	Yes	1	1	1	2	2
Director of Culture		1	1	1	1	1
Operations Director	No	1	1	1	1	1
Finance Manager	No	1	1	1	1	1
Operations Manager	No	0	1	1	1	1
Operations Assistant	No	1	1	1	2	2
Program Assistant	No	0	1	1	1	2
Receptionist/Associate	No	1	1	1	1	1
Teachers	Yes	14	18	23	27	32
Special Education Certified Learning Specialist **(Support Services Team)**	Yes	2	2	3	3	4
Reading Recovery **(Support Services Team)**	Yes	1	1	1	1	1
Academic Intervention Teacher **(Support Services Team)**	Yes	0	0	0	1	2
Counselor/Social Worker	Yes	1	1	1	1	2
Coordinators	Yes	0	1	1	2	2
Total Headcount		25	32	38	46	55

The staffing model at Exceed has been created in order to meet the needs of students who previously attended a failing public school. It is a robust staffing model because we anticipate that students will need more remediation and on-going support in order to achieve academically.

Explore Exceed Charter School will be led by a Principal who will be responsible for the day-to-day academic and operational facets of the school. Academic Directors for the lower school (K-4) and upper school (5-8) will work closely with the Principal to ensure academic excellence at all grade levels. In the lower grades (K-5), Explore Exceed Charter School will employ the co-teacher model, with approximately 28 students to two teachers per classroom, making the student/teacher ratio 1:14. In the upper grades (6-8) Explore Exceed Charter School will have one teacher per classroom of 20 students with three classes per grade level. The teacher count also includes the enrichment staff of the school (the arts, physical education, etc). All students in every grade level will have access to enrichment classes each year. This facet of Explore Exceed's program is essential to ensuring that students not only succeed academically, but grow into well-rounded young adults who love school.

Explore Exceed will employ a robust Support Services Team to meet the individual needs of students attending the school. . Definitions of the specific roles of the Support Services Team include (Full position descriptions of all members of the Support Services Team can be found in Attachment 41):

- **Learning Specialists**: Learning Specialists are certified special educators who will provide mandated services to students with IEPs. Based on the needs of the students with special needs, they may also work with individual students and small groups of students to provide additional instruction, based on their needs as identified by achievement data. Based on the specific needs of the student population, we may hire learning specialists who are ELL certified. Throughout the course of the charter, four people will be special education certified Learning Specialists.
- **Reading Recovery Teacher:** One Reading Recovery instructor will implement the Reading Recovery program with 1st grade students identified as needing intensive reading instruction support. This person is a certified teacher who has had Reading Recovery training. Throughout the course of the charter, one person will serve as a Reading Recovery teacher.
- **Academic Intervention Teachers:** Academic Intervention Teachers are certified teachers who will work with individual students and small groups of students to provide additional instruction, based on their needs as identified by achievement data. They will provide this instruction by pushing into the classroom and/or pulling students out. There will be zero Academic Intervention Teachers in Years 1 and 2 of the charter, one Academic Intervention Teacher in Year 3, two Academic Intervention Teachers in Year 4, and three Academic Intervention Teachers in Year 5.

The school will also employ counselors who will see to students' emotional needs and in year five a high school placement counselor to focus on high school placement for our students as they prepare for college preparatory high schools. Program Directors will work to support the school in specific areas, such as school culture and student enrichment and Coordinators will support to staff and students in the areas of student enrichment, student support services and general programming. The Explore Schools' team specializing in the areas of training and coaching will serve to support the school-level academic staff on a daily basis.

The operational needs of the school will be supported by managers of finance and operations, who will be supported by operations assistants, program assistants and a receptionist. Explore Schools'

operations team will provide support in operations, compliance, finance, facilities and budgeting and will be in touch with school-level operations staff on a daily basis.

Explain the management structure of the school. Your response should address:

- **Roles and responsibility for managing at least the academic program, finances, hiring and operations;**
- **Management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;**
- **If the school will work with a management organization, explain the relationship between employees of the school and that organization; and**
- **Evaluation procedures for staff in management positions.**

School Management Roles

Explore Exceed Charter School will be led by a Principal who will be responsible for the day to day academic program at the school. The Principal will be supported by Academic Directors for the lower school (K-4) and upper school (5-8) will work closely with the Principal to ensure the academic program is successfully implemented at all grade levels. Finances will be managed day to day by the school's finance manager, who will be hired in year one. The finance manager will receive ongoing assistance and support from Explore Schools' Director of Finance. The final hiring decisions at the school are made by the Principal, though all initial recruitment and screening for school staff is performed by Explore Schools' Talent Team (as described in Attachment 6). Operations for the school are the responsibility of the school's Director of Operations, who will be hired up to six months prior to the start of the school.

Management Practices and Procedures

Annually the school leadership reviews a variety data: academic, satisfaction, doe learning environment surveys, audit data. From that data we create an annual plan aligned to the priorities of the school. Plan is shared with school community and suggestions are noted. MD of program then uses that document to help reach its academic goals and priorities throughout the year. It is a living document that gets edited as needed with new data in real time.

Relationship between Explore Schools' Employees and Exceed Employees

Explore Schools staff provides technical assistance and support, and oversight function for the board to ensure the academic and operational excellence of the school.

As described in Attachment 6, Explore Schools provides support in a number of areas including:

TALENT MANAGEMENT	TIMELINE
Revision and refinement of staff evaluation templates	Ongoing/As Needed
Design and implementation of a staff recruitment planincluding the placement of ads, attendance at career fairs, letter-writing campaigns, open houses	Designed by end of Term 2; implemented in Terms 3-5

Revision of the staff application and application review criteria	Staff application and rubric revised by Day 1, Term 3
Refinement of the staff selection process, including recruitment and selection goals	Staff selection process outlined by end of Term 2; goals completed by Term 1
Conduct initial phone interviews to recommend candidates to the school leaders	Ongoing/as needed
Develop a leadership succession plan, in conjunction with the Board of Trustees	As needed, per leadership vacancies
Create and execute a leadership recruitment and selection strategy that includes grooming of internal candidates, tapping into established leadership networks and the placement of ads. Strategy will be network-wide, as well as school-specific, depending upon need	Ongoing
Revise and refine the leadership selection process with the outcome of recommending primary school leader candidates to the Board of Trustees.	Ongoing
Facilitate components of the secondary leader selection process,in collaboration with the School Principal, to queue up qualified candidates for the Principal's final selection.	Ongoing
Revision and refinement of leadership evaluation templates	Ongoing
Leadership coaching for primary school leaders on a regular basis; organization and facilitation of two leadership retreats throughout the school year	Leadership meetings every other month; leadership retreats in August and February
Support and supervision of school principal	Weekly 1:1 meetings and twice yearly evaluation (Mid-Year in February; Operating Values in August)

STRATEGIC PLANNING AROUND ESI'S CORE VALUES	TIMELINE
Facilitate the creation of a yearly priority plan based on input from the Board of Trustees and the Principal, and provide for approval by Board of Trustees	1st Draft reviewed at August leadership retreat; final draft completed by end of Term 1
Network-wide staff engagement and	August and February

development through two primary events: pre-service day and mid-year network day.	
Refinement and revision of observation tools to assess academic rigor, student investment, student safety	Focus on Walk-Through Document, Completed by end of Term 1
Distribution, collection and analysis of mid-year staff satisfaction survey	Administered in February, with a turnaround time within one month
School quality review: hire independent education expert and facilitate school quality review; facilitate cross-school review of project's findings	End of term 3
Support the school to administer the Terra Nova standardized test	Completed by the end of Term 5
Facilitate network-wide discussion to refine and revise the academic frameworks	Developed in conjunction with school principals
Coordinate cross-network opportunities to analyze student achievement and provide professional development	All sessions completed by the end of Term 2
Coordinate, deliver and evaluate 3 "New To Explore" sessions for instructional employees new to the network	Ongoing
Provide the school leader with tools and technical	Ongoing
assistance to maintain a school environment and school culture characterized by high academic expectations and a safe, orderly and nurturing environment (e.g.,formats to review attendance and suspension data)	

GOVERNANCE SUPPORT	**TIMELINE**
Facilitate the preparation and distribution of Board meeting materials	Prior to each Board meeting
Assist, provide guidance and facilitate board	As needed, per the Board of Trustees' goals

development and committee development	As needed, per the Board of Trustees' goals
Support Board recruitment through the facilitation of school visits for Board candidates	Yearly, based on Board goals
Facilitation of Board retreats to build capacity	Ongoing
Point of contact for parents and other stake holders to investigate complaints, including student discipline	

FINANCE SUPPORT	TIMELINE
Prepare an annual budget, in conjunction with the School Principal, for Board approval	Per board meeting calendar
Provide technical assistance with the preparation and distribution of quarterly budget to actual reports	To be shared within the month following quarter end
Facilitate finance committee meetings to review the quarterly financial reports	Per board meeting calendar
Provide tools and technical assistance to school-based personnel to provide budget-to-actual figures to key members of the school-based leadership team	Process to be launched in Term 1
Serve as point person for the school to work with the auditors to prepare for the annual financial audit	Summer/Fall = support for year's audit
Conduct periodic internal audits to confirm school-based staff is following the procedures outlined in the Finance Manual	

HUMAN RESOURCES SUPPORT	TIMELINE
Revise the employee handbook template and review with employees	Completed prior to pre-service
Provide technical assistance for staff discipline issues, including termination	As needed
Provide support to create staff handbook addenda, specific to the school	As needed, per school leadership
Provide technical assistance to site-based leadership and staff with payroll	Ongoing, per each pay period

Recommend an employee benefit plan, for approval by the Board of Trustees and school leaders	June - per procurement policy
Recommend a salary scale, for approval by the Board of Trustees and school leaders	Completed prior to final passage of the budget as needed, per counsel
Ongoing revision of the hire letter	As needed by school leadership, based on employee needs
Provide technical assistance in the area of benefits administration to school-based leadership	As needed by school leadership
Provide technical assistance and expertise in the collection, filing, maintenance, and upkeep of personnel information	As needed
Point person with counsel to ensure personnel issues are handled in compliance with the law	As needed
Provide technical assistance to support the tracking of time and leave time	As needed
Provide technical assistance with compliance requirements of teacher certification and fingerprinting of all staff members	As needed

STUDENT ENROLLMENT AND INFORMATION	TIMELINE
Prepare a student-parent handbook template	
Provide support and technical assistance to comply with the law and procedures regarding student suspension & expulsion(e.g. tools to communicate with Trustees), student enrollment (tools to track initial and ongoing enrollment) and student immunization	As needed
Provide the school with technical assistance to maintain, collect, store and transfer student records in compliance with city and state data collection mandates	As needed

Draft and recommend a yearly calendar, aligned to Explore Schools' extended year model, for approval by the school leader	Complete by end of Term 5
Ongoing refinement of the network's marketing materials; school-specific marketing materials are revised by school-based staff	As needed

REPORTING REQUIREMENTS	TIMELINE
Facilitate the completion of annual report, annual site visit preparation, charter material changes	For school leader approval, prior to federal and state deadlines
Assist the school in meeting the goals set forth in school's charter contract and any additional guidelines set forth by the school and the Board of Trustees	As needed

OTHER OPERATIONS SUPPORT	TIMELINE
Recommend liability, etc, insurance coverage and policies to the schools. Liase with insurance broker. Technical assistance to school-based staff on insurance policy issues	Coverage recommendations in June. Technical assistance ongoing.
Manage the completion of the Charter renewal application in conjuction with school-based staff	Per deadlines provided by NYC DOE and NYS Regents

ADVOCACY, POLICY, AND EXTERNAL RELATIONS SUPPORT	TIMELINE
Maintain communication with the NYCDOE regarding long-term space	Facilitate future site planning meeting with Office of Portfolio Development by completion of Term 2
Plan and execute an external fundraising event Send an annual newsletter and update to market the school's achievements	Term 4 or Term 5
Maintain network website, including updates as relevant to school's individual pages	Completed no later than end of Term 3
Advocate for Explore at the city, state, and	Ongoing

national level with funders, policymakers, elected officials, and NYCDOE decision-makers	

TECHNOLOGY SUPPORT	TIMELINE
Data management--facilitate network-wide support of Reddiker	Ongoing
Strategic vision, including network-wide technology planning such as purchasing/replacement schedule, inventory; network support; staff training	Ongoing
Manage on-site tech staff and contractors; act as point of contact for issues between school site and tech vendors	Ongoing

PUBLIC GRANTS SUPPORT	TIMELINE
Complete and submit to school leadership for approval; E-rate application, Title I application,	Per funder requirements
Facilitate ongoing reporting and invoicing requirements for CSP, Title grants and E-rate; provide school-based staff with reminders of deadlines and contract requirements; technical assistance with grant management/data delivery	Ongoing
Advise school staff regarding grant requirements	Ongoing

Leadership Evaluation

At Explore Exceed there will be a mid-year evaluation of school based leadership conducted by a supervisor (in the case of principal, the evaluation will be completed by the Managing Director of Programs of the Explore Network). Employees will be evaluated based on their fulfillment of responsibilities outlined in their position. Additionally, all employees at Explore Exceed Charter School will be evaluated based on their demonstration of organization-wide operating values. This is based on the belief that the way in which Explore employees conduct their professional duties is critical to our larger success as an organization. Explore Exceed Charter School's operating values are: *Our communication is direct and sensitive; We make things happen; We are flexible; We are professional*.

Below is the evaluation rubric for school leadership:

TECHNICAL STRAND Student Investment & Student Safety				
	Never	**Sometimes**	**Often**	**Always**
Supports and implements school-wide procedures and policies to ensure student safety				
Supports solutions to safety and attendance issues through motivation and/or incentives				
Supports structures and incentives for students to internalize & celebrate academic goals				
Supports operations on program; clearly communicates needs to Ops team				
Comments: Student Investment & Student Safety				

TECHNICAL STRAND Student Achievement & Student Success				
	Never	**Sometimes**	**Often**	**Always**
Adheres to school-wide assessment calendar; ensures data is crunched; returns data to teachers within 5 business days of the assessment; prioritizes time for teachers to discuss implications				
Has a clear sense of grade level priorities in math and ELA, based on assessment data				
After school-wide assessments, re-allocates time & personnel asap to meet students' needs				
Monitors lesson plans & instruction to ensure alignment to priorities from assessment data				
Ensures effective implementation of tutoring & support services to meet individual academic needs				
School-wide schedule maximizes time aligned to academic priorities & teacher collaboration				
Ensures transparent communication of student data & objectives b/w teachers & support service				
Assesses effectiveness of curriculum and initiates changes as needed				
Comments: Student Achievement & Student Success				

TECHNICAL STRAND Staff Development, Supervision & Retention				
	Never	**Sometimes**	**Often**	**Always**
Identifies less-than-proficient teachers; initiates/supports the process to provide intervention				
Identifies proficient teachers; initiates/supports the process to provide professional development				
Evaluates lesson plans & conducts walk-throughs; gives immediate feedback				
Supports the process to counsel out staff members who have not demonstrated growth				
Assesses big-picture professional dev. needs; designs/implements relevant in-service sessions				
Comments: Staff Development, Supervision & Retention				

Leadership Strand HARD-WORKING STRATEGIST			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Unable to differentiate b/w long and shot-term priorities • Unable to appropriately prioritize • No thought is given to the process of creating a solution; solutions devised do not have a long-lasting impact • Little to no evidence of independence in the solution-devising process • Little to no evidence of a change in performance/ • Little to no evidence of reflection • Solutions do not appropriately address the challenge • Action steps lack focus and discipline • Actions rarely show a desire to achieve 100% student achievement	• Inconsistent accurate differentiation between long-term and short-term priorities • Inconsistently prioritizes the most important issues • Processes and solutions are inconsistently matched to the issue that needs to be solved • Inconsistent independence and solution-orientation to challenges • Changes in performance are somewhat evident some of the times • Actions taken are inconsistently strategic and inconsistently correlate to measurable outcomes, • Action steps inconsistently demonstrate discipline and focus • Actions inconsistently demonstrate a pursuit of 100% student achievement	• Differentiates between long-term and short-term priorities • Correctly prioritizes the most important issues most of the time • Processes and solutions are appropriately matched to the issue that needs to be solved • Evidence of independence and solution-orientation to challenges, most of the time • Changes in performance are evident, fairly quickly following reflection • Actions taken are often strategic and correlate to measurable outcomes, based prioritized goals • Action steps mostly demonstrate discipline and focus • Actions demonstrate a pursuit of 100% student achievement most of the time	• Effectively differentiates between short-term & long-term priorities & remedies • Consistently prioritizes the most important issues • Chooses thoughtful processes and solutions to ensure a long-lasting impact • Evidence of independence and a solution-orientation when approaching challenges • Changes in performance/new or different actions are quickly taken, based on reflection • Actions taken are strategic and correlate directly to measurable outcomes, based on ambitious and prioritized goals • Actions are carried through with discipline and focus • Actions demonstrate a relentless pursuit of 100% student achievement, all of the time

Leadership Strand: INFLUENTIAL COMMUNICATOR & TEAM-BUILDER			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Little to no evidence of valuing relationships • Little to no evidence of investing others in decision-making processes • Little to no evidence of appropriately matching message with the listener • Paralyzed by the decision-making process • Communication is characterized by exaggeration or an hysterical tone based on a subjective analysis • Communication during dialogue is rarely characterized by active listening; does not appear to want to hear new perspectives • Little to no sensitivity in regard to time or place when issues are raised; • Unable to accurately identify and expediently communicate areas of growth of direct reports and teachers • Writing is rarely checked and is	• Inconsistent evidence of valuing relationships • Inconsistently articulates rationale for decisions; utilizes few strategies to invest others in the decision-making process, and in the final decision, • Inconsistently delivers appropriate messages, • Inconsistently chooses appropriate decision-making processes • Communication inconsistently characterized by clear language, empirical data; tone is inconsistent • Inconsistently identifies areas of growth among direct reports and teachers; communicates areas for growth within an inappropriate time frame • Inconsistent demonstration of active listening • Sensitive issues and concerns are inconsistently raised at appropriate	• Evidence of valuing relationships most of the time • Articulates rationale for decisions; utilizes strategies to invest others in the decision-making process, and in the final decision, most of the time • Appropriately communicates messages, • Distinguishes b/w when it's necessary to make a decision and when to invest others in the decision-making process • Communication is characterized by clear language, empirical data, and a calm tone most of the time • Accurately identifies growth areas among employees and shares data within an appropriate and effective time frame, most of the time • Communication during dialogue demonstrates active listening most of the time • Sensitive issues and concerns are raised at an appropriate time/location • Writing is error-free and/or efforts are made to ensure accuracy of writing • Discusses and	• Builds, maintains, and values relationships both within and across the organization, all of the time • Articulates clear rationale for decisions; utilizes a range of strategies to invest others in both the decision-making process, and in the final decision • Appropriately communicates messages, stragetically matches message to the specific constituency • Distinguishes b/w when it's necessary to make a decision and when to invest others in the decision-making process • Communication is consistently characterized by clear and precise language, empirical data, and a calm tone • Quickly/accurately identifies growth areas among employees and shares data within an appropriate and effective time frame • Communication during dialogue is always characterized by body language, eye contact and questions that demonstrate active listening and a desire to hear a new perspective • Sensitive issues and concerns are always raised at an appropriate time/location • Writing is always error-free and/or efforts are

characterized by errors • Does not demonstrate or show importance of mission	times/locations • Writing is inconsistently error-free • Inconsistently reminds team of school mission	reminds team of school mission	always made to ensure accuracy of writing • Consistently discusses and reminds team of school mission

Leadership Strand ORGANIZED MANAGER			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Little to no evidence of establishing information systems • Paralyzed by limited resources and is unable to make decisions • Organizational systems and completed work demonstrate a lack of attention to detail. • Little to no evidence of delegation • Time on independent projects is rarely used efficiently • Time in meetings is rarely maximized or used efficiently	• Inconsistently establishes and utilizes systems to record and respond to information from a variety of constituencies • Inconsistently makes a decision when constrained by limited resources (time, money, people) • Organizational systems and completed work inconsistently demonstrate attention to detail • Inconsistently delegates projects • Inconsistently assesses progress along the way • Time on independent projects is inconsistently used efficiently • Time in meetings is inconsistently used efficiently	• Sets up and maintains systems to record and respond to information from a variety of constituencies • Utilizes this system effectively, most of the time • Most of the time is able to achieve a goal or make the best decision, even when constrained by limited resources (time, money, people) • Organizational systems and completed work demonstrate a high attention to detail most of the time • Delegates projects most of the time • Assesses progress along the way • Time on independent projects is maximized and used efficiently most of the time • Time is maximized and used efficiently in meetings most of the time	• Sets up and maintains effective systems to record and respond to information from a variety of constituencies in an appropriate time frame • Able to achieve a goal or make the best decision, even when constrained by limited resources (time, money, people) • Organizational systems and completed work demonstrate a high attention to detail. • Effectively delegates projects • Accurately assesses progress along the way • Time on independent projects is maximized and used efficiently • Time in meetings is maximized and used efficiently

Leadership Strand EFFECTIVE TEACHER			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Reflection is characterized by blame on the student or outside external factors for less than 100% achievement • Rarely commands presence • Rarely invests students in the academic goals • Actively ignores or misses opportunities to be visible among teachers, parents and students	• Inconsistently demonstrates belief that 100% of students can achieve at high levels most of the time • Inconsistently demonstrates presence with students • Inconsistently invests students in the academic goals • Reflection is inconsistently characterized by the question "What more can we do so that 100% of our students will master the learning objectives?" • Inconsistently visible among teachers parents, and students	• Demonstrates unyielding belief that 100% of students can achieve at high levels most of the time • Demonstrates presence with students • Invests students in the academic goals • Reflection is characterized by the question "What more can we do so that 100% of our students will master the learning objectives?" • Visible among teachers, parents & students	• Consistently demonstrates unyielding belief that 100% of students can achieve at high levels • Commands presence with students on a regular basis, using a range of strategies • Effectively invests students in the academic goals, on a regular basis, using a range of strategies • Reflection is consistently characterized by the question "What more can we do so that 100% of our students will master the learning objectives?" • Maintains a high level of visibility among teachers, parents & students

EXPLORE OPERATING VALUES Our communication is direct and sensitive			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Communication during dialogue is rarely characterized by active listening • Appearance that there is no desire to hear a new perspective • Little to no sensitivity in regard to time or place when issues are raised • Challenges are communicated as road-blocks or reasons to give up • Speaker's comments and actions demonstrate little belief that their colleagues or the organization want the best for students • Writing is rarely checked and is characterized by errors	• Communication during dialogue inconsistently demonstrates active listening • Sensitive issues and concerns are inconsistently raised at appropriate times or in discreet locations • Challenges are posed after they have become a crisis • Speaker's comments and actions sometimes question the motives of their colleagues or the organization as a whole • Writing is inconsistently error-free and/little effort is made to revise or to ask for help	• Communication during dialogue demonstrates active listening • Sensitive issues and concerns are raised at an appropriate time or in a discreet location • Challenges are framed pro-actively • Speaker's comments and actions mostly demonstrate their belief that their colleagues want the very best for the students and for the organization • Writing is error-free and/or efforts are made to ensure accuracy of writing	• Communication during dialogue is always characterized by body language, eye contact and questions that demonstrate active listening and a desire to hear a new perspective • Sensitive issues and concerns are always raised at an appropriate time and/or in a discreet location • Challenges are framed pro-actively; language used demonstrates speaker's belief that they can be solved • Speaker's comments and actions always demonstrate their belief that their colleagues want the very best for the students and for the organization • Writing is always error-free and/or efforts are always made to ensure accuracy of writing

EXPLORE OPERATING VALUES We are flexible and reflective			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Behaviors and actions rarely or never demonstrate a willingness to go above and beyond the standard job description • Requests for support are met with complaints or excessive and unnecessary questions • Behaviors, actions, and comments demonstrate an active resistance to change or new ideas or demonstrate a fierce reliance on one's own ideas • Fails to engage in activities that foster professional growth	• Behaviors and actions inconsistently demonstrate a willingness to go above and beyond the standard job description • Behaviors, actions, and comments inconsistently demonstrate a willingness to change one's mind • Rarely engages in activities that foster professional growth	• Behaviors and actions demonstrate a willingness to go above and beyond the standard job description • Behaviors, actions, and comments demonstrate a willingness to change one's mind • Regularly engages in activities that foster professional growth	• Behaviors and actions always demonstrate a willingness to go above and beyond the standard job description • Behaviors, actions, and comments always demonstrate a willingness to change one's mind • Evidence of an eagerness to evaluate old habits, routines or approaches to assess their effectiveness • Very frequently engages in activities that foster professional growth

EXPLORE OPERATING VALUES We make things happen			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Actions are rarely taken and are rarely aligned to outcomes • Actions demonstrate a random approach with little to no strategy • Actions taken are not seen through to goal completion • Little to no evidence of personal responsibility in reflection; little to no evidence of a sense of efficacy; a reliance on others to solve challenges is apparent • Behavior remains the same, after feedback is repeatedly given • Time is rarely used efficiently	• Actions taken have little correlation to relevant goals • Actions inconsistently demonstrate strategic thinking • Actions taken are inconsistently seen through to goal completion • Inconsistent evidence of independent reflection; inconsistent evidence to independently create and/or implement solutions • Inconsistent or little effort is made to change behavior after feedback is given • Time is inconsistently used efficiently	• Actions taken mostly correlate to relevant goals • Action steps mostly demonstrate discipline and focus • Evidence of independent reflection, followed by consistent attempts to independently create and implement solutions • New or different actions are taken after feedback is given • Time is used efficiently most of the time	• Actions taken correlate to relevant goals • Actions taken are characterized by discipline and focus • Evidence of independent reflection, followed by self-sufficiency in the creation and implementation of solutions • New or different actions are immediately taken after feedback is given • Time is used efficiently

EXPLORE OPERATING VALUES We demonstrate professional integrity			
Underdeveloped	**Developing**	**Proficient**	**Exemplary**
• Words and actions are rarely characterized by honesty and transparency • Professional responsibilities, as outlined in the job description, and as requested by the supervisor, are met with complaints and excessive questions and are not consistently carried out • Arrival to work and to meetings is consistently late • Demeanor at meetings is characterized by a lack of focus, engagement in a different activity, or socializing/ whispering with others • Paperwork is rarely submitted on time without several reminders	• Words and actions are inconsistently characterized by honesty and transparency • Professional responsibilities, as outlined in the job description, and as requested by the supervisor, are inconsistently carried out or met • Arrival to work and to meetings is inconsistently punctual • Demeanor at meetings is inconsistently characterized by focus • Paperwork is inconsistently submitted on time	• Words and actions are consistently characterized by honesty and transparency • Professional responsibilities, as outlined in the job description, and as requested by the supervisor, are carried out consistently • Punctual arrival to work and to meetings • Demeanor at meetings is mostly professional • Submission of paperwork is punctual	• Words and actions are characterized by honesty and transparency at all times • All professional responsibilities, as outlined in the job description, and as requested by the supervisor, are quickly carried out • Punctual arrival to work and to meetings • Demeanor at meetings is always professional • Submission of paperwork is always punctual

Describe how you will recruit and retain staff, particularly high quality teachers. Your response should provide:

- **The qualifications you will require of teachers and other staff;**
- **The process you will use to recruit and hire teachers and other staff;**
- **The strategies you will use to retain high quality teachers;**

Note: Personal policies will be submitted separately as Attachment 41.

- *Subdivision 2854(3)(a-1) of the Education Law provides that a charter school may hire teachers who are not certified or otherwise approved by the Commissioner of Education, so long as such teachers do not exceed in total more than 30 percent of the teaching staff or five teachers, whichever is less, and, in addition, each such uncertified teacher fits within one of the criteria set forth in subdivisions 2854(3)(a-1)(i-iv). The federal No Child Left Behind Act (NCLB), however, creates an additional (and different) teacher standard, "highly qualified" that applies to all charter school teachers regardless of state certification status. Additional information is available at: http://www.newyorkcharters.org/documents/memoNCLB_001.doc. While a charter school need not employ any but certified teachers, you may wish to preserve the flexibility granted to you by the law.*
- *Pursuant to the federal Individuals with Disabilities Education Act (IDEA), teachers providing instruction to students with disabilities (as identified by a Committee on Special Education) must be New York State certified in special education (and, depending on circumstances, in other subjects as well). Also, if the school plans on applying for federal Title I funding, paraprofessionals must meet federal standards as set forth in the NCLB (see http://www.newyorkcharters.org/documents/memoNCLB_001.doc for more information).*
- *Subdivision 2851(2)(i) of the Education Law requires that a charter school employ at least three teachers after the first year of operation unless the charter school presents a compelling reason why it should not, such as service in a geographically remote region of the State. If you are planning to employ fewer than three teachers in the second or subsequent years of operation, please provide a sufficiently compelling justification*

Explore Exceed Charter School's hiring policies and procedures are designed to ensure that employees demonstrate professionalism and possess the appropriate skills and qualifications to complete their duties.

Qualifications: Teachers

In accordance with Article 56 Section 2854(3)(a-1) of New York State Education Law, all teachers, regardless of the number of students taught or hours per week employed, will be certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program; and (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii) and (iv) of this paragraph shall not in total comprise more than thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

Additionally, Explore Schools has developed an effective teacher recruitment and hiring process for all network schools. Last year, Explore Schools received nearly 802 staff applications for 21 open instructional slots. As part of a year-round, intensive staff search, the organization uses a rigorous selection protocol, which includes resume review, a series of interviews and delivery of a sample lesson. The selection protocol is designed to evaluate candidates on nine standard core competencies that have been identified as integral to the success of an instructional professional in facilitating student achievement. The core competencies are:

1) Achievement Focused
2) Internal Locus of Control
3) Commitment to Going Above and Beyond
4) Flexible
5) Mission Driven
6) Reflective/Self Aware/Constant Learner
7) Team-Focused
8) Direct and Sensitive Communicator
9) Collaborative

The final decision for hiring is made at the school level for all teaching staff, while the decisions around leadership staff are made by Explore Schools. This process leverages the experience and expertise of Explore Schools' staff in recruitment and evaluation and enables school site leadership to select staff that is the best fit the school site from a more limited, capable candidate pool.

Explore Exceed will seek a mix of newer, and more experienced teacher, but in general, we will not consider first year teachers, given the anticipated challenges of school turnaround work in year one. We will seek teachers who have at least two years of teaching experience in an urban setting, who have earned an advanced degree in education, and who are certified in New York. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

Our selection process/criteria for teachers would entail:

- We will assess candidate resumes for relevant skills, experiences and qualifications. We will look for written mastery of the English language, as well as appropriate demonstration of Explore Schools' operating values (note where these are listed).
- Candidates whose applications meet our qualifications are contacted for a phone interview. During this conversation, the candidate describes goals they have set for their students and the outcome of those goals, their ability to work with others, their motivation to teach in an urban setting, their understanding of our organization's mission and their approach to instruction.
- Candidates whose responses meet the qualifications will be invited to meet with the Principal. During that interview, candidates are asked specific questions about their instruction, classroom management, their approach to parent involvement, their work ethic, their level of reflection, and their ability to work with others.
- Candidates are also required to teach a sample lesson that will be observed by the Principal or other leadership team member.
- If the candidate demonstrates that he/she is of high quality, then we extend an offer.

More details on the selection and hiring process can be found in Attachment 41.

Please describe how staff will be involved in the charter school, in particular, in the governance and management of the charter school.

- *Education Law subdivision 2851(2)(c) states that a charter school applicant must provide the processes "to be followed by the school to promote . . . staff involvement in school governance." Accordingly, while an applicant is required by law to set out those processes, the law does not require any specific governance structure.*
- *Due to the General Municipal Law's conflicts of interest provisions that are now applicable to charter schools, no teacher or school administrator who is employed by the school may serve on the school's board of trustees.*
- *Note that the 2010 revisions to the Charter Schools Act give preference to schools that:*
- *Demonstrate the management and leadership techniques necessary to overcome initial start-up programs to establish a thriving, financially viable charter school.*

Teachers at Explore Exceed Charter School are absolutely essential to our school's success. They are the individuals most in touch with our students on a daily basis and as such, it is important that the communication lines between teachers, school leadership and the Board of Trustees remain open at all times. While the Principal will be the Board's primary point of contact regarding progress within the school, Explore Exceed Charter School's Board of Trustees will allow teachers to be on non-voting board committees and teachers are welcome to attend all board meetings.

All teachers at Explore Exceed Charter School will also be vital day-to-day collaborators with school leadership. Teachers have opportunities to provide input to the school principal who will have an "open door" policy to staff for informal feedback, and will administer formal staff evaluation surveys twice per year to engage teachers in their thinking about strategies for continuously improving the school. Teachers will also have the ability to become part of the school's leadership team. Explore Exceed Charter School will have a distributed approach to leadership, and teachers with strong leadership potential can grow into leadership roles over time.

Teacher Advisory Board

The Teacher Advisory board is a group of teachers that is convened as deemed necessary by the school's administration to review and solve identified challenges. Challenges are identified in a variety of ways, including student and teacher survey feedback and through members of the school's community. This solutions-oriented group works to review identified problems and develop ideas for improving the school's culture and approach to academics based on the challenges identified. The group is made up of teacher volunteers and participation among teachers rotates on an annual basis.

Demo Classrooms

Teachers may also become involved with the school by agreeing to have their classroom designated as a "demo classroom". The designation is based on strong positive reviews of a teacher's classroom by the school's academic leadership. Once a classroom is identified as a demo classroom, teachers who may be struggling will be sent to the demo classroom to observe the strong practices in place. Demo classrooms are another way that Explore Exceed Charter School will leverage its teaching staff to create a culture of professional development and continuous improvement.

Describe the qualifications required for your school leader.

- **If you have already identified a school leader, explain the process that was used to recruit this person and the criteria that were used to select him or her. In addition, attach a resume or biography for this person.**
- **If you have not yet identified a school leader, explain the process and criteria that will be used to select this person, including who will be involved and the role of the board (and management organization, if any) in the process.**
- *Your school leader should be the person(s) at the top of the organizational chart within the school, and need not be the same person as your instructional leader. For example, some schools have a principal that handles academic affairs and reports to an executive director. As noted, some schools have co-leaders and it should be clear who is held accountable for the overall performance of the school, which may be one or both leaders. Contemporary research and the Institute's experience indicates that effective school leadership is one of the primary elements of a highly effective school. The Institute is looking to see that the founding group has devoted serious thought to determining the type of school leader needed to establish and sustain an effective, academically high-performing charter school.*

Explore Exceed Charter School will be led by a Principal who will oversee the day to day operations as well as the academic quality of the school. The Principal will be supported in both areas by the Explore Schools' central office staff. Specifically, Principals will receive support from Explore Schools in the areas of:

- Finance
- Academic quality
- Operations
- Compliance
- Human Resources
- Strategic Planning
- Technology

Experience with the schools in Explore Schools' network, and research in the field demonstrates that school quality benefits when there is a support system for the Principal that covers both academic and operational support[1].

To be a Principal at Explore Exceed Charter School, candidates must possess the following qualities:

- Achievement-focused strategist; relentlessly focused on the achievement of ambitious goals, can recognize and prioritize highest needs, is flexible in his/her approach to problem solving and understands the need to take calculated risks for the good of the organization.
- Self-aware, constant learner; a reflective practitioner who is aware of his/her strengths and weaknesses, open to feedback and seeks help to improve.
- Influential communicator and team builder; an active listener who can inspire others around a shared vision and motivate team members to work together to execute against the vision that has been set.
- Effective manager; a detail-oriented manager who is can set clear expectations and hold others accountable for progress. One who is skilled at creating and implementing systems and processes that enable work to be accomplished effectively across an organization.
- Accomplished teacher and instructional leader; A passionate educator who believes that all students will succeed academically in the right environment. A skilled instructional mentor who can model effective instructional strategies and work with teachers to both coach and evaluate their practice.

[1] Ed Week: "*Charter-Management Organizations: More Pluses Than Minuses"*

Principals must also possess the following experiences:

- Five years of classroom teaching experience; school administration experience preferred.
- Candidates should have experience in an urban setting with at-risk youth and should be able demonstrate achievement of exceptional results with their students.
- Demonstrated success managing a team of adults to achieve a common goal; ideally candidates have lead a team of adults to "turn around" a struggling initiative or organization.
- A minimum of a bachelor's degree from a four-year college or university is required.

Explore Exceed Charter School will use the Principal competency model developed by Explore Schools as a guide for selecting qualified Principal candidates:

Achievement-Focused Strategist
• Sets aggressive goals, works hard, and goes above and beyond to achieve goals.
• Perseveres through challenges, with a sense of urgency and tenacity.
• Adaptable in the face of continuous change and can continue to focus on goals that have been set.
• Quickly and effectively identifies and prioritizes between primary and secondary objectives. Can understand the implications of potential decisions and can make appropriate trade-offs given limited time, financial and personnel resources.
• Constantly seeks and uses data to inform progress against goals.
• Analytical thinker who can see patterns from seemingly unrelated issues and correctly identify cause and effect.
• Willing to take measured risks, challenge conventional wisdom, stand by personal principles, and make sacrifices for the good of the organization.
Self-Aware Constant Learner
• Aware and reflective about strengths and weaknesses; constantly seeks feedback on behavior and approach and takes appropriate action based on feedback.
• Accepts well-founded blame. Recognizes and takes responsibility for failures.
• Appropriately balances humility and self-confidence.
Influential Communicator
• Inspirational speaker who can articulate a compelling rationale to invest others in the decision being made.
• Synthesizes a range of perspectives to appropriately match a message to a constituency.
• Aware of demeanor at all times and able to control expression and communication without letting emotion interfere.
• Garners respect through direct and sensitive communication and demonstration of personal integrity and honesty.

Team Builder & Leader
• Is able to assume authoritative leadership of a group for the good of the organization.
• Builds and maintains relationships across the organization to get things done.
• Can effectively guide others through ambiguity, instability, adversity, and change.
Effective Manager
• Sets clear expectations and holds others accountable for performance.
• Able to delegate projects and assess progress along the way.
• Recognizes strengths and weaknesses of others and can strategically manage their roles and performance to maximize strengths.
• Organizational systems and completed work demonstrate attention to detail.
Accomplished Teacher and Instructional Leader
• Demonstrates unyielding belief that all students can get smart through hard work.
• Is passionately motivated to provide a high-quality education for low-income students.
• Has generated significant, measurable academic results with low-income students in classroom and/or in building.
• Can identify strengths and weaknesses in instructional approach of others and can serve as both effective coach and evaluator.
• Shows evidence of exemplary planning, instructional methodology and the use of data to inform instruction.

Describe how the school will involve parents in the education of their child and in the governance and operation of the school.

- *Education Law subdivision 2851(2)(c) states that a charter school applicant must provide the processes "to be followed by the school to promote parental involvement in school governance." Accordingly, while an applicant is required by law to set out those processes, the law does not require any specific governance structure or require a specific level of parent participation.*
- *Applicants seeking to establish charter schools in New York City do not automatically have to establish a parent association or a parent-teacher association pursuant to the 2010 amendments to Section 2590-h of the Education Law. That amendment was not an amendment to the Charter Schools Act and, therefore, is not binding on SUNY authorized charter schools. Like many other laws and regulations applicable to district schools, SUNY authorized charter schools need not follow this law but may choose to establish a parent organization as part of the charter. However, the new law does direct the New York City Schools Chancellor to ensure that such organizations are established. Therefore, it is anticipated that any school in NYCDOE space will be required to establish such an organization as part of its lease or memorandum of understanding related to use of space.*
- *Due to the General Municipal Law's conflicts of interest provisions that are now applicable to charter schools, no parent who is employed by the school may serve on the school's board of trustees. However, parent volunteers that do not receive any compensation from the school may serve on the school's board of trustees.*
- *There are many ways for parents to participate in the governance of the school, including having parents on the board, opportunities for parents to interact with the board such as open comment time at board meetings, or parent committees or organizations that make reports to the board, not to mention complaint or grievance procedures. Schools should consider carefully whether they want to have a "parent representative" position on the board of trustees. While it may be valuable to have the perspective of parents on the board, it can be difficult in practice for a single person to officially represent all of the school's parents and that member may feel limited in t heir role on the board or filter their input through a narrow perspective. Parents on the board may also raise conflict of interest issues.*

Explore Exceed Charter School will employ a variety of methods to communicate with students and families. These methods include:

Parent-Teacher Association: Explore Exceed Charter School's Parent-Teacher Association will be an active part of the school. The PTA will partner with Explore Exceed Charter School to provide a safe and healthy environment for students. Membership to the PTA is automatic for all children enrolled. A PTA Bulletin Board will be posted at the school so that parents may access information about PTA activities, and students' take home homework folders will also include PTA information. Explore Exceed Charter School's administration will coordinate with the PTA to ensure that the PTA meetings are held on the same evenings as all-school events so that parents may attend both.

Cell Phones: All classroom and enrichment teachers have cell phones to discuss academic and behavior issues. Though teachers will not be accessible to speak on the phone during hours of instruction, they will check their cell phone for messages twice each day and will return calls within one business day.

Weekly Blue Memo: Once a week, Explore Exceed Charter School will send a Blue Memo to the parents and guardians of each student. This memo contains important information about school events and news. It will go home in students' take-home folder every Monday. The first Blue Memo will go home at the end of the first full week of school.

Classroom Newsletter: Once a week, K-4 teachers will send home a class newsletter outlining the week's academic objectives, classroom news, homework, and the names of students on the Respect Corps. Parents should keep an eye out for this newsletter each week. The first newsletter will go home the by the 2nd week of school. Upper School teachers will send a monthly update.

Monthly Calendar: Each month, parents will receive a calendar that outlines important events, such as early dismissal and parent-teacher conference days. This calendar will be sent in students' homework folder.

Parent-Teacher Conferences: Parents and teachers have the opportunity to discuss each student's progress in formal conference that will be held twice per year. It is expected that every parent attend each of the parent-teacher conferences.

Report Cards & Progress Reports: Four times per year, teachers will send home progress reports outlining each student's progress in the areas of literacy, math and behavior. Formal report cards will be issued at the end of each term.

Take-Home Folder: Homework will be assigned each evening and sent home either as a weekly packet or on a daily basis in a "Take-Home Folder". Homework will be checked on a daily basis for completion and will be checked on a weekly basis for accuracy. Parents and guardians are expected to review the contents of this folder each night.

PASSAS: Created by staff and parents at Explore Schools' network schools, PASSAS! (Parents, Staff, Students Achieving Success) is an annual event for members of the entire Explore Schools community (parents, teachers, students) to attend in order that they can get to know each other in venues other than school. Events will be planned and executed by Explore Schools and open to all members of the Explore Schools community.

Parents can also get involved with the governance of Explore Exceed Charter School as the Board of Trustees is expected to have one parent; the parent representative will either be the President of the PTA or will be selected through the Trustees' Board member selection process.

Describe any explicit support for this proposal from the district in which the school intends to be located and provide supporting evidence. In addition, describe the school's intended strategies for establishing and maintaining an ongoing relationship with the local school district, including any foreseen opportunities or challenges.

- *When possible, the applicant should obtain a written representation of the district of proposed location's willingness to develop an ongoing relationship with the proposed charter school. The letter should provide an outline of what the relationship will entail, although it may not be explicitly clear at this point in the charter school's evolution.*
- *If it is not possible to provide a letter from the school district, provide evidence of how the applicant has attempted to establish a relationship with the district and the results of such outreach.*

To ensure that we maintain an ongoing relationship with our community, we will continue to utilize current outreach strategies implemented to keep our community informed of our plans (explained in full detail in Attachment 7-Evidence of Community Outreach). In particular we will:

- Attending CEC meetings
- Holding community engagement forums
- Working closely with our PTA to stay abreast of changes and challenges in the community

Describe any explicit support for this proposal from community stakeholders or others and provide supporting evidence.

- *Evidence of community support can take a variety of forms, such as explicit letters of support, public statements captured in official meeting minutes or by the media, or memoranda of understanding to provide support for the proposed school. The Institute does not require the evidence come in any particular form or combination of forms. A strong proposal will demonstrate adequate support to allow the school to effectively operate its academic program and achieve its mission.*
- *Evidence of support should be concrete and specific to this school, e.g., letters or memoranda of understanding that pertain directly to the school. Generic support for charter schools or education innovation in general is not sufficient.*
- *Subdivision 2851(2)(q) requires an applicant to provide evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach its anticipated enrollment.*

We have secured letters from the following community stakeholders that demonstrate a commitment to supporting our work.

- Walter Mosley III, 57th Assembly District, New York
- Karim Camara, The Assembly, State of New York
- Kevin Parker, The Senate State of New York
- Eric Adams, 20th Senatorial District, State of New York
- Marty Markowitz, Office of the Brooklyn Borough President
- Cheryl Hall, Caribbean Women's Health Association, Inc
- Stanley King, Madison Square Boys and Girls Club
- David Walker, Talk-It-Up, New York
- Bryan K. Kearse, Brooklyn Sunday School Union
- Baruchi Nissinboim, Campus After School Program
- Curtis Nelson, Sesame Flyers International

Letters can be found in Attachment 23-Evidence of Support as requested.

Describe the student demand for the school that would allow you to meet your intended enrollment figures and provide supporting evidence.

- *Per Education Law subdivision 2852(9-a)(b), consideration will be given for the demand for the charter school within the community and school district, whether the proposed charter school would be located in a region or regions where there may be a lack of educational alternatives and access to a new charter school would provide new alternatives within the traditional public education system that would offer the greatest educational benefit to students.*
- *If the proposed school's program is similar to existing educational options including charter schools near the proposed location, the response should provide evidence of excess demand for such options in the community and how the proposed school would meet that demand.*
- *While petitions are a useful method for gauging support, please remember that the evidence you gather should be targeted to showing that your proposal has support sufficient to meet its enrollment goals. In other words, your petition is most effective if it demonstrates that parents of school-aged children are interested in potentially sending their children to the school you propose. Petitions should clearly indicate the purpose of the petition and whether the signatory has school-age children and would be inclined to send children to such a school if it opened. Please note: Names of signatories and street addresses will need to be redacted in the interest of personal privacy and are not subject to disclosure under FOIL. Thus, the Institute would prefer that petitions not contain (1) student names or any other personally identifiable information protected by the federal Family Educational Rights and Privacy Act (FERPA) or (2) complete street addresses. In lieu of complete street addresses, please do collect zip code and school district/CSD of the parent's home address.*
- *While a petition provides perhaps the most direct and compelling evidence that sufficient community support and interest exists to permit a proposed school to meet its enrollment targets, it is not the only valid evidence. For instance, an applicant might submit a mix of the following: a valid petition; evidence of a desire for alternatives in the school's proposed district of location/community; evidence of waiting lists at other charter schools in the same geographic vicinity; evidence that the alternatives now available are insufficient; and/or support from community leaders and/or organizations that are willing to provide support for the school.*
- *Applicants should resist any temptation to submit recycled petitions that were used for other applications, or petitions containing incomplete information or fraudulent signatures.*

Firstly, because Explore Exceed seeks to meet the demand for students whose school is being closed for poor performance by the NYC DOE, demand for the school will be met by serving the students who have been displaced by the closure of their school. Explore Exceed seeks to meet the needs of those students, who otherwise may not have access to a high-quality public school within in their zone.

Our two operating schools—Explore Charter School and Empower Charter School—have a waiting list of over 2,500 students, indicating a strong demand for our schools. The complete waiting list for our schools can be viewed in Attachment 23-Evidence of Student Demand.

Describe any known opposition to this proposal, including the individuals or organizations and their rationale for opposing your school, and explain any efforts you have made to address or respond to their concerns. Indicate whether opposition to your school could impede your ability to successfully implement your program and, if so, how you intend to overcome those challenges.

- *Evidence of opposition to the charter will not in and of itself prevent the approval of a charter. However, if opposition has the potential to inhibit the school from implementing its programs and achieving its mission, your proposal should be straightforward about those challenges and demonstrate deliberate planning and contingencies to overcome them.*
- *Note that the 2010 revisions to the Act give preference to schools that:*
- *Demonstrate the support of the district in which it will be located and/or the intent to establish an ongoing relationship with the district*

At this time, we are unaware of any opposition that is specific to our proposal. We understand that there are opponents to charter schools in New York City, including some factions of the UFT, but do not believe their opposition is specific to Explore Exceed, nor that their opposition would impede our ability to successfully operate our program.

Describe any explicit support for this proposal from community stakeholders or others and provide supporting evidence.

- *Evidence of community support can take a variety of forms, such as explicit letters of support, public statements captured in official meeting minutes or by the media, or memoranda of understanding to provide support for the proposed school. The Institute does not require the evidence come in any particular form or combination of forms. A strong proposal will demonstrate adequate support to allow the school to effectively operate its academic program and achieve its mission.*
- *Evidence of support should be concrete and specific to this school, e.g., letters or memoranda of understanding that pertain directly to the school. Generic support for charter schools or education innovation in general is not sufficient.*
- *Subdivision 2851(2)(q) requires an applicant to provide evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach its anticipated enrollment.*

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- Stanley King, Madison Square Boys and Girls Club
- David Walker, Talk-It-Up, New York
- Bryan K. Kearse, Brooklyn Sunday School Union
- Baruchi Nissinboim, Campus After School Program
- Curtis Nelson, Sesame Flyers International

Letters can be found on the following pages.

Hon. Walter T. Mosley III

NEW YORK STATE COMMITTEEMAN / DISTRICT LEADER
57TH ASSEMBLY DISTRICT

February 14, 2011

Charter Schools Institute
The State University of New York
41 State Street, Suite 700
Albany, New York 12207

To Whom It May Concern:

My name is Walter T. Mosley, and I am the New York State Committeeman and District Leader in the 57th Assembly District. I am writing a letter to support the application to create Explore Exceed Charter School in Central Brooklyn.

As an elected official, I have worked on a range of educational initiatives, including working to ensure that all students have access to a high-quality public education. Likewise, as a third generation and former educator, I truly under the need to provide quality and relevant educational programming at the grade school level – for if we wish to close the achievement gap and the countering effects of poverty on our students, the need for more effective schools is highly critical.

I have watched Explore Charter School progress since it opened its doors in September of 2002. I have consistently been impressed with the students' levels of academic achievement and their levels of self-respect and self-pride. Further, I have been impressed with Explore Schools (Explore's non-profit management organization) and their commitment to authentic and on-going community engagement.

Explore Charter School and Explore Empower Charter School, Explore Schools first two network schools, are valuable assets of the Central Brooklyn community. More than 2,500 families are on both schools' waiting list, and the academic results posted by the students demonstrate the effectiveness of its academic program.

As a State Committeeman and District Leader representing the communities where Explore Schools' current schools are located, I feel that the schools provide an important service to the children living here. In addition, I totally support the procedures whereby the alienation of the current student body is not applied. That an inclusive approach of working with the current student body and students from the community is something that I wholeheartedly support.

309 Lafayette Avenue • Brooklyn, New York 11238
(646) 337-4626 • (718) 284-4700 • Fax (718) 282-3585
waltertmosley57thAD@gmail.com
friendsofwaltermosley.com

With that being said, I submit this letter in strong support of seeing the creation of a fourth school in the Explore Schools model.

I fully support the application to open a Explore Exceed and look forward to seeing it grow into a K-8 school.

If you have any questions, please contact me directly. I remain…

Sincerely,

HON. WALTER T. MOSLEY III
New York State Committeeman /
District Leader
57th Assembly District

KARIM CAMARA
Assemblyman 43rd District
Kings County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

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

February 1, 2011

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

To the Charter School Institute of the State University of New York:

I write this letter to support the application to create Explore Exceed Charter School in Central Brooklyn.

I have watched Explore Charter School progress since it opened its doors in September of 2002. I have consistently been impressed with the students' levels of academic achievement and their levels of self-respect and self-pride. Further, I have been impressed with Explore Schools -Explore's non-profit management organization- and their commitment to authentic and on-going community engagement.

Explore Charter School and Explore Empower Charter School, Explore Schools first two network schools, are valuable assets of the Central Brooklyn community. More than 2,500 families are on both schools' waiting list, and the academic results posted by the students demonstrate the effectiveness of its academic program. Representing the communities where Explore Schools' current schools are located, I feel that the schools provide an important service to the children living here. I am in strong support of seeing the creation of a fourth school in the Explore Schools model.

I fully support the application to open an Explore Exceed and look forward to seeing it grow into a K-8 school.

If I can be of further assistance in this matter, please do not hesitate to give me a call.

Sincerely,

Karim Camara
Member of the Assembly

ALBANY OFFICE: Room 827, Legislative Office Building, Albany, New York 12248 • 518-455-5262 Fax: 518-455-5768
DISTRICT OFFICE: 1216 Union Street, Brooklyn, New York 11225 • 718-771-3105 Fax: 718-771-3276
E-mail: camarak@assembly.state.ny.us

KEVIN S. PARKER
SENATOR, 21ST DISTRICT
COMMITTEES
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INSURANCE
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THE SENATE
STATE OF NEW YORK

ALBANY OFFICE
ROOM 412
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
PHONE 518-455-2586
FAX 518-426-6843

DISTRICT OFFICE
1360 FLATBUSH AVENUE
BROOKLYN, NEW YORK 11210
PHONE 718-629-6401
FAX 718-629-6420

email
parker@nysenate.gov

February 4, 2011

Susan Miller Barker
Interim Executive Director
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

I write in support of the application to create **Explore Exceed Charter School** in Central Brooklyn. Having supported the partners of Explore Charter School for a number of years, I am confident in their commitment to build a successful public charter school.

As State Senator for Central Brooklyn's 21st Senate District, I have watched Explore Charter School progress since it opened its doors in September of 2002. I have consistently been impressed with the students' levels of academic achievement and their levels of self-confidence and self-worth. Further, I have been impressed with Explore Schools Inc. and their commitment to authentic, on-going community engagement, educational and youth development services.

Explore Charter School and Explore Empower Charter School, Explore Schools' first two network schools, are valuable assets of the Central Brooklyn community. More than 2,500 families are on both schools' waiting list, and the academic results posted by the students demonstrate the efficacy of its academic program. As an elected official representing the communities where Explore Schools' are located, I know firsthand that the schools provide an important service to the children and families who also reside in my district.

For these reasons, I am in full support of the creation of a fourth school in the Explore Schools Inc. model. I maintain Explore Exceed Charter School will effect critical and necessary changes in the lives of Central Brooklyn families and preserve the quality of life for all Brooklyn residents.

I humbly request that you consider granting Explore Exceed Charter School its application not only for their proven record of providing essential and sustainable services but, also for their insatiable commitment to serve the Central Brooklyn community. If you have additional questions regarding this matter, please do not hesitate to contact me at my district office at (718) 629-6401.

Yours in Partnership,

KEVIN PARKER

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

COMMITTEE ASSIGNMENTS
ENERGY & TELECOMMUNICATIONS
CONSUMER PROTECTION
JUDICIARY
BANKS
MENTAL HEALTH

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

ALBANY OFFICE:
ROOM 915
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
(518) 455-2431
FAX: (518) 426-6836

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

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

WEBSITE:
adams.nysenate.gov

February 7, 2011

Susan Miller Barker, Interim Executive Director
The Charter School Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Dear Ms. Barker:

I am writing this letter in full support of the proposal to create the Explore Exceed Charter School in Central Brooklyn. During this troubling time, where numerous schools are being shuttered due to poor performance, the addition of this charter school would be a wonderful development.

I have watched the Explore Charter School progress since it opened its doors in September of 2002. I have consistently been impressed with their students' levels of academic achievement and their levels of self-respect and discipline. Further, I have been impressed with Explore Schools (Explore's non-profit management organization) and their commitment to authentic and on-going community engagement.

Explore Charter School and Explore Empower Charter School, Explore Schools first two network schools, are valuable assets of the Central Brooklyn community. More than 2,500 families are on both schools' waiting list, and the stellar academic results posted by the students demonstrate the efficacy of its academic program. As a New York State Senator representing the communities where Explore Schools' current schools are located, I feel that the schools provide an important service to the children living here. I am in strong support of seeing the creation of a fourth school in the Explore Schools model.

I fully support the application to open a Explore Exceed and look forward to seeing it grow into a K-8 school.

Very truly yours,

Eric Adams
NYS Senator
District #20

OFFICE OF THE BROOKLYN BOROUGH PRESIDENT

January, 2011

To the Charter School Institute of the State University of New York:

To Whom It May Concern:

I am writing in support of the application to establish the *Explore Exceed Charter School* in Central Brooklyn, an extension of the popular and successful Charter School Network.

As borough president, I am committed to ensuring that our children receive the highest quality of public school education in a safe, challenging and nurturing environment.

Explore Exceed Charter School will continue to provide the highly successful elements of its cousin school, *Explore Exceed* Charter School, including: a safe environment and distinct culture; academic instruction that builds skills and fosters critical-thinking; and, a partnership between the school and the home.

Explore Exceed's mission is to provide students with the academic skills they need to succeed in a college-prep high school. Explore schools is a network of high-performing schools providing students in Brooklyn with the outstanding public education they deserve.

I believe that *Explore Exceed* will continue to set very high goals for students, while at the same time ensuring individualized attention, high academic and behavioral standards, and promotion through achievement. *Explore Exceed* will also continue to provide Brooklyn with a valuable educational option.

I urge your favorable consideration of their application.

Sincerely,

Marty Markowitz

Brooklyn Borough Hall • 209 Joralemon Street • Brooklyn, New York 11201 • 718/802-3700 • Fax 718/802-3616 • www.brooklyn-usa.org

Caribbean Women's Health Association, Inc.

Transforming Lives, Strengthening Families and Empowering Communities

February 7, 2011

The Charter School Institute of the State University of New York:

My name is Cheryl Hall, Executive Director of Caribbean Women's Health Association, Inc. located at 3512 Church Ave., Brooklyn, New York. Our organization's mission is to provide culturally sensitive, comprehensive, immigration, healthcare and social support services to its diverse constituents.

I am writing a letter to support the establishment of Explore Exceed Charter School and to support its goal of becoming a Kindergarten through 8th grade school. As part of the Explore Schools network, I know that Explore Exceed will be a valuable addition to Central Brooklyn's public school options. Explore Charter School and Explore Empower Charter School, the network's first two schools, provide a critical service to families living in the Flatbush and Crown Heights neighborhoods – more than 2,500 families have submitted applications for their child to enroll at these schools.

I am a strong supporter of quality public schools for all of our children; and as such, I am a strong supporter of this proposed school. I am impressed with Explore Schools' focus on academics, its high academic expectations for its students, and its demonstration of respect for parents and guardians.

I feel very strongly that Explore and Explore Empower's academic programs play an important role in strengthening the Brooklyn community. I wholeheartedly support the establishment of Explore Exceed Charter School.

If you have any questions, please contact me directly.

Sincerely,

Cheryl Hall
Executive Director

3512 Church Avenue
Brooklyn, New York 11203

Tel: 718-826-2942
Fax: 718-826-2948

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1665 Hoe Avenue
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Fax: 718-328-9278

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CLUBHOUSE
240 Nassau Street
Brooklyn, NY 11201
Tel: 718-625-4295
Fax: 718-855-4373

THOMAS S. MURPHY
CLUBHOUSE
2245 Bedford Avenue
Brooklyn, NY 11226
Tel: 718-462-6100
Fax: 718-462-0660

CAMP MADISON
201 Powder Mill Bridge Rd.
Kingston, NY 12401
Tel: 845-336-7124
Fax: 845-336-7126

FOUNDING MEMBER OF
BOYS & GIRLS CLUB
OF AMERICA

January, 2011

To the Charter School Institute of the State University of New York:

My name is Stanley King and I am the Unit Director for the Madison Square Boys & Girls in the Flatbush section of Brooklyn. Our organization's mission is to save and enhance the lives of New York City boys and girls who by reason of economics and/or social factors are most in need of its services.

I am writing a letter to support the establishment of Explore Exceed Charter School and to support its goal of becoming a Kindergarten through 8th grade school. As part of the Explore Schools network, I know that Explore Exceed will be a valuable addition to Central Brooklyn's public school options. Explore Charter School and Explore Empower Charter School, the network's first two schools, provide a critical service to families living in the Flatbush and Crown Heights neighborhoods – more than 2,500 families have submitted applications for their child to enroll at these schools.

I am a strong supporter of quality public schools for all of our children; and as such, I am a strong supporter of this proposed school. I am impressed with Explore Schools' focus on academics, its high academic expectations for its students, and its demonstration of respect for parents and guardians.

Additionally, I feel that Explore is a benefit to the community because they have been a great partner to the boys & girls club and a true champion for the advancement of our youth.

I feel very strongly that Explore and Explore Empower's academic programs play an important role in strengthening the Brooklyn community. I wholeheartedly support the establishment of Explore Exceed Charter School.

If you have any questions, please contact me directly.

Sincerely,

Stanley King
Unit Director

Talk It Up

PO Box 330398
Brooklyn NY 11233-0398

February 12, 2011

To the Charter School Institute of the State University of New York:

My name is David Walker and I am the Founder and Director at Talk-It-Up in Brooklyn, NY. Talk-It-Up (talk-it-up.org) is an organization committed to empowering parents and their teenagers to work collaboratively to strengthen their relationship while inspiring personal growth.

I am writing a letter to support the establishment of Explore Exceed Charter School and to support its goal of becoming a Kindergarten through 8th grade school. As part of the Explore Schools network, I know that Explore Exceed will be a valuable addition to Central Brooklyn's public school options. Explore Charter School and Explore Empower Charter School, the network's first two schools, provide a critical service to families living in the Flatbush and Crown Heights neighborhoods – more than 2,500 families have submitted applications for their child to enroll at these schools.

I am a strong supporter of quality public schools for all of our children; and as such, I am a strong supporter of this proposed school. I am impressed with Explore Schools' focus on academics, its high academic expectations for its students, and its demonstration of respect for parents and guardians.

Additionally, I feel that Launch will be a benefit to the community because, as with Talk-It-Up, having parents involved in their children's development is vital to program execution and its impact on strengthening the Brooklyn community.

I feel very strongly that Explore and Explore Empower's academic programs play an important role in strengthening the Brooklyn community. I wholeheartedly support the establishment of Explore Exceed Charter School.

If you have any questions, please contact me directly.

Sincerely,

David Walker
Founder and Director

BROOKLYN SUNDAY SCHOOL UNION

Organized April 8th, 1816

125 Fort Greene Place
Brooklyn, NY 11217
(718) 522-4317
bklynssu@gmail.com

February, 2011

To the Charter School Institute of the State University of New York:

My name is Bryan Kearse the president of the Brooklyn Sunday School Union, location in downtown Brooklyn. Our organization's mission is to support train and help develop Sunday Schools programs with the Churches located within the borough of Brooklyn.

I am writing a letter to support the establishment of Explore Exceed Charter School and to support its goal of becoming a Kindergarten through 8th grade school. As part of the Explore Schools network, I know that Explore Exceed will be a valuable addition to Central Brooklyn's public school options. Explore Charter School and Explore Empower Charter School, the network's first two schools; provide a critical service to families living in the Flatbush and Crown Heights neighborhoods – more than 2,500 families have submitted applications for their child to enroll at these schools.

I am a strong supporter of quality public schools for all of our children; and as such, I am a strong supporter of this proposed school. I am impressed with the Explore School's focus on academics, its high academic expectations for its students, and its demonstration of respect for parents and guardians.

Additionally, I feel that Explore's strong focus on building community and family partnerships is a benefit to the community.

I feel very strongly that Explore and their Empower academic programs play an important role in strengthening the Brooklyn community. I wholeheartedly support the establishment of Explore Exceed Charter School.

If you have any questions, please contact me directly.

Sincerely,

Bryan K. Kearse
B.S.S.U.
President

Campus After School Program

2901 Campus Rd. Brooklyn, N.Y. 11210
(718) 421-7575

February 6, 2011

To the Charter School Institute of the State University of New York:

My name is Baruchi Nissinboim and I am the Director of Campus After School Program in Brooklyn, NY. Our organization's mission is to serve school age children located in Public and Private Schools throughout Brooklyn. We currently pick up children from seventeen schools throughout the borough. We primarily serve the Flatbush and Midwood sections but our reach extends to Mill Basin, Crown Heights and Brownsville. Our program creates an enriching environment where students complete homework and receive additional tutoring and preparatory programs for State Exams.

Our academic program is supplemented by a wide array of extra curricular activities. We offer karate, arts and crafts, music, physical education and many more enriching activities. These activities combined with our academic services create a well balanced atmosphere that fosters education and growth.

I am writing a letter to support the establishment of Explore Exceed Charter School and to support its goal of becoming a Kindergarten through 8th grade school. As part of the Explore Schools network, I know that Explore Exceed will be a valuable addition to Central Brooklyn's public school options. Explore Charter School and Explore Empower Charter School, the network's first two schools, provide a critical service to families living in the Flatbush and Crown Heights neighborhoods – more than 2,500 families have submitted applications for their child to enroll at these schools.

I am a strong supporter of quality public schools for all of our children; and as such, I am a strong supporter of this proposed school. I am impressed with Explore Schools' focus on academics, its high academic expectations for its students, and its demonstration of respect for parents and guardians.

Additionally, I feel that Explore is a benefit to the community because throughout my ten years of experience I have had the opportunity to work with children from all facets of the educational system. I have found that students who attend charter schools are better prepared for both academic benchmarks and state standardized tests.

I feel very strongly that Explore and Explore Empower's academic programs play an important role in strengthening the Brooklyn community. I wholeheartedly support the establishment of Explore Exceed Charter School.

If you have any questions, please contact me directly.

Sincerely,

Baruchi Nissinboim
Director



MAIN OFFICE – 3510 CHURCH AVENUE - BROOKLYN, NY 11203 – TEL 718-693-0500 FAX 718-693-2007
WINTHROP BEACON III COMMUNITY CENTER @I.S.232 –ROOM 127B– 905 WINTHROP STREET, BROOKLYN NY 11203 - TEL 718-221-8880 FAX 718-493-7163
WINTHROP BEACON III CENTER FOR FAMILY SU PPORT @ I.S.232-ROOM 131 – 905 WINTHROP STREET, BROOKLYN, NY 11203 TEL 718-221-8881 FAX 718 493-7318
BILDERSEE BEACON @ I.S 68- ROOM 160- 956 E 82ND STREET, BROOKLYN, NY 11226 – TEL 718-241-3847/48 FAX 718-241-3849
http://www.Sesameflyers.org

February 7, 2011

To the Charter School Institute of the State University of New York:

My name is Curtis Nelson and I am the Executive Director in Sesame Flyers International. Our organization's mission is to provide a range of youth development, social welfare, and supportive services to individuals and families residing in Brooklyn

I am writing a letter to support the establishment of Explore Exceed Charter School and to support its goal of becoming a Kindergarten through 8th grade school. As part of the Explore Schools network, I know that Explore Exceed will be a valuable addition to Central Brooklyn's public school options. Explore Charter School and Explore Empower Charter School, the network's first two schools; provide a critical service to families living in the Flatbush and Crown Heights neighborhoods – more than 2,500 families have submitted applications for their child to enroll at these schools.

I am a strong supporter of quality public schools for all of our children; and as such, I am a strong supporter of this proposed school. I am impressed with Explore Schools' focus on academics, its high academic expectations for its students, and its demonstration of respect for parents and guardians.

I feel very strongly that Explore and Explore Empower's academic programs play an important role in strengthening the Brooklyn community. I wholeheartedly support the establishment of Explore Exceed Charter School.

If you have any questions, please contact me directly at [redacted]

Sincerely,

Curtis Nelson
Executive Director

Love a Kid Today and Everyday

Describe the student demand for the school that would allow you to meet your intended enrollment figures and provide supporting evidence.

- *Per Education Law subdivision 2852(9-a)(b), consideration will be given for the demand for the charter school within the community and school district, whether the proposed charter school would be located in a region or regions where there may be a lack of educational alternatives and access to a new charter school would provide new alternatives within the traditional public education system that would offer the greatest educational benefit to students.*
- *If the proposed school's program is similar to existing educational options including charter schools near the proposed location, the response should provide evidence of excess demand for such options in the community and how the proposed school would meet that demand.*
- *While petitions are a useful method for gauging support, please remember that the evidence you gather should be targeted to showing that your proposal has support sufficient to meet its enrollment goals. In other words, your petition is most effective if it demonstrates that parents of school-aged children are interested in potentially sending their children to the school you propose. Petitions should clearly indicate the purpose of the petition and whether the signatory has school-age children and would be inclined to send children to such a school if it opened. Please note: Names of signatories and street addresses will need to be redacted in the interest of personal privacy and are not subject to disclosure under FOIL. Thus, the Institute would prefer that petitions not contain (1) student names or any other personally identifiable information protected by the federal Family Educational Rights and Privacy Act (FERPA) or (2) complete street addresses. In lieu of complete street addresses, please do collect zip code and school district/CSD of the parent's home address.*
- *While a petition provides perhaps the most direct and compelling evidence that sufficient community support and interest exists to permit a proposed school to meet its enrollment targets, it is not the only valid evidence. For instance, an applicant might submit a mix of the following: a valid petition; evidence of a desire for alternatives in the school's proposed district of location/community; evidence of waiting lists at other charter schools in the same geographic vicinity; evidence that the alternatives now available are insufficient; and/or support from community leaders and/or organizations that are willing to provide support for the school.*
- *Applicants should resist any temptation to submit recycled petitions that were used for other applications, or petitions containing incomplete information or fraudulent signatures.*

Firstly, because Explore Exceed seeks to meet the demand for students whose school is being closed for poor performance by the NYC DOE, demand for the school will be met by serving the students who have been displaced by the closure of their school. Explore Exceed seeks to meet the needs of those students, who otherwise may not have access to a high-quality public school within in their zone.

Our two operating schools—Explore Charter School and Empower Charter School—have a waiting list of over 2,500 students, indicating a strong demand for our schools. Below is the complete waiting list.

Grade	Last Name	First Nam		Date Received
K	[redacted]			03/24/10
K				03/09/10
K				03/22/10
K				02/01/10
K				02/03/10
K				02/18/10
K				02/03/10
K				02/02/10
K				03/09/10
K				02/01/10
K				02/04/10
K				03/23/10
K				03/31/10
K				03/31/10

K	[redacted]	03/11/10
K		02/24/10
K		02/19/10
K		04/01/10
K		03/05/10
K		04/01/10
K		03/01/10
K		02/04/10
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Explain how the proposed school will meet or exceed the *enrollment* targets established by the SUNY Trustees for (i) students with disabilities, (ii) students who are English language learners, and (iii) students who are eligible to participate in the federal free and reduced-price lunch program. Your response should address:

- **The recruitment strategies you will employ to attract students to your school, including outreach to parents in the community for whom English is not their primary language;**
- **Any at-risk admissions factors or preferences you would offer that would increase the likelihood of enrolling targeted students; and**
- **Methods for evaluating the efficacy of your recruitment and enrollment efforts during the charter period.**

Note: The school's admissions policy should be submitted separately as Attachment 36.

- *According to Education Law subdivision 2851(4), a school chartered under the RFP process must meet or exceed enrollment and retention targets as prescribed by the SUNY Trustees of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.*
- *Further, the SUNY Trustees must ensure the enrollment targets are comparable to the enrollment figures and rate of retention of the selected populations attending public schools within the school district in which the charter school is located.*
- *As a result of this amendment to the law, the SUNY Trustees must consider the likelihood of the proposed charter school meeting or exceeding the enrollment and retention targets and make that finding before approving the proposal.*
- *At the time of renewal, the SUNY Trustees will take into account the extent to which the charter school has demonstrated good faith efforts to enroll and retain a comparable proportion of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program when compared to the enrollment figures for such students in the school district in which the charter school is located.*
- *According to the amendments to the law, the SUNY Trustees or the Regents "may terminate a charter" for "repeated failure to comply with the requirement to meet or exceed the enrollment and retention targets, provided that it has not demonstrated that it has made extensive efforts to recruit and retain such students, including outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, and efforts to academically support such students in such charter school.*
- *The Institute is, on behalf of the Trustees, in discussion with the State Education Department on developing a common approach for setting the targets for each charter school based on comparable enrollment figures and rate of retention within its district of location.*
- *In the interim and for the purpose of this RFP proposal, applicants should use a preliminary target based on the overall district percentage of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. These preliminary targets for each district can be found on the Institute website at*: http://newyorkcharters.org/openAppKit.htm.
- *The Institute will set final targets for each charter school during its first year of operation, based on a method for identifying comparable schools within the district that may include the following components: 1) identifying up to three district schools at each school level (i.e., K-5, 6-8, and 9-12) that are representative of the percent of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program; 2) providing a review process whereby the leader of each operating charter school would review the list of potential comparable schools and could suggest alternative schools for comparison (based on residential patterns, educational programs provided, etc.); and 3) with consideration of steps 1 and 2, establishing a final set of comparable schools whose enrollment and retention statistics would serve as the basis of comparison throughout the current charter period.*
- *The percent of students in the selected categories might be determined by calculating a composite percent across the comparable schools based on the movement of student cohorts into, and out of, the schools. The Institute would analyze the demographic characteristics of the incoming and exiting students, including their history of services, in order to develop the enrollment and retention targets for each charter school. This analysis would be in contrast to the preliminary district-wide targets, which are based on a static count of entire school populations, which is not tailored to individual schools and grades. As such this analysis would yield targets that are likely to be lower than the preliminary overall district-wide target.*
- *Keep in mind that schools will be evaluated not only by their distance from, and attainment of, targets but also by their year-to-year progress in moving toward the targets.*
- *In addition to being a minimum eligibility requirement for recommending a proposal for approval, the response to this request will also contribute to the evaluation of the enrollment and retention criteria on the preference scoring rubric.*

Explore Exceed seeks to re-open a traditional public school that has been closed for low performance. To do this successfully we will preference students who had previously attended the closed school. We anticipate that because the school is a zoned school, the student demographics will match those of the community.

Beyond enrollment preference for those students we will utilize the following methods to reach students that reflect district demographics:

- **Information Sessions and Tours:** During the recruitment period, open houses will be held weekly in the morning and evenings. These meeting will be open to all interested families and will provide families with an opportunity to complete applications. During the school year, school tours will be available weekly by contacting the school's main office.
- **Website:** Explore Exceed Charter School will leverage its website to disseminate information about upcoming information sessions and tours.
- **Community Outreach:** Explore Exceed Charter School will seek and develop relationships with organizations that serve families of preschool children within the community, including those that service students with disabilities and English Language Learners. These organizations include, but are not limited to local day care centers, preschools, Head Start programs, community boards, community-based organizations (health-based organizations, WIC Centers, etc.) and public libraries in the community school district. In addition to mailings announcing our recruitment period, Explore Exceed Charter School staff will also make presentations to Head Starts and other programs that have potential applicants. This information will include school brochures and the dates of upcoming information sessions, as well as key features of Explore's academic program.
- **Outreach to students/families of closed school:** Explore Exceed Charter School's founders will specifically target students who have attended the failing school which Explore Exceed Charter School will replace. We will visit the homes of these families to share information about our program and to encourage students to enroll, highlighting the ability of families to send their students to a high-performing school in their local school building location.
- **Flyers:** Flyers will be posted and distributed that emphasize Explore Exceed Charter School's small class and school size and specifically highlight the benefits of the school that would attract families of special needs students ELL/LEP students.
- **Language Accessibility:** The application and flyers will be available in Spanish and other languages representative of the community. Bi-lingual staff will be available at open houses to work with Spanish-speaking families.

Explain how the proposed school will meet or exceed the *retention* targets established by the SUNY Trustees for (i) students with disabilities, (ii) students who are English language learners, and (iii) students who are eligible to participate in the federal free and reduced-price lunch program. Your response should address:

- **Retention strategies or specific programmatic elements at the school that will assist in retaining the three target populations; and**
- **Methods to monitor and evaluate the retention of students in the specified sub-populations.**

Most of the students in the Explore Network have disabilities or are eligible for free or reduced lunch. We have a successful track record of attracting and retaining students from these populations. The following elements of our school model are responsible for our success and will be implemented at Explore Exceed:

Small class size:

A small class size is one way we provide each student with a quality education. The small class size (28 in K-5 with two teachers per classroom, and 20 students per class in 6-8) will enable teachers to work with students in small groups to individualize and tailor instruction.

Positive culture that fosters love of learning:

One of the core beliefs of Explore Exceed Charter School is that students learn best when there is a safe and distinct culture at school. In order to create and maintain a strong culture and to foster a love of learning, the school community meets regularly to celebrate the accomplishments of students and staff. Respect Corps (an honor bestowed upon students for behavioral and/or academic excellence) celebrates students and reinforces the values of hard work and respect. Schools also reward excellence in behavior and academic growth at daily morning meetings and at weekly Community Circle gatherings. All students receive weekly instruction in art, music, physical education, and technology in addition to access to multiple extra-curricular activities to foster a love of learning and excitement about school. In grades 6-8, students choose from a myriad of electives and are encouraged to provide feedback about what electives should be offered.

Intervention strategies for struggling students:

Explore Exceed Charter School's approach to meeting the needs of students at-risk of academic failure is a combination of high academic expectations, standards-based instruction, extended time to teach math and ELA, and ongoing and regular assessments to measure student achievement of the standards, and re-allocating resources based on the data yielded by the assessments. Explore Exceed Charter School will use a range of diagnostic instruments, based on the students' age and grade level to identify and assess students who are performing below grade level. Throughout their K-8 career at Explore Exceed Charter School, students' reading comprehension and accuracy will be assessed utilizing the Fountas & Pinnell reading assessment. In math, students will be assessed at all grade levels through math interim assessments that are aligned to the New York State math standards. The data from all of these assessments will provide teachers and administration with regular ways to identify students who are performing below grade level. Remedial instruction at Explore Exceed Charter School will be provided through a range of methods and strategies. Explore Exceed Charter School's learning support team will work with students in small, flexible groups to provide re-teaching of specific standards, based on the data on the assessments. In addition, students may be

provided with extended math and literacy instruction through a range of research-based remediation programs such as Soar to Success and Fast For Word in literacy, and Fast Math and Number Words in math.

Strong connection with families through ongoing outreach and communication:

Explore Exceed Charter School will employ a variety of methods to communicate with students and families. The complete list of outreach methods is available in Attachment 22. Some of these methods include:

- **Parent-Teacher Association:** Explore Exceed Charter School's Parent-Teacher Association will be an active part of the school. The PTA will partner with Explore Exceed Charter School to provide a safe and healthy environment for students. Membership to the PTA is automatic for all children enrolled. A PTA Bulletin Board will be posted at the school so that parents may access information about PTA activities, and students' take home homework folders will also include PTA information. Explore Exceed Charter School's administration will coordinate with the PTA to ensure that the PTA meetings are held on the same evenings as all-school events so that parents may attend both.

- **Weekly Blue Memo:** Once a week, Explore Exceed Charter School will send a Blue Memo to the parents and guardians of each student. This memo contains important information about school events and news. It will go home in students' take-home folder every Monday. The first Blue Memo will go home at the end of the first full week of school.

- **Parent-Teacher Conferences:** Parents and teachers have the opportunity to discuss each student's progress in formal conference that will be held twice per year. It is expected that every parent attend each of the parent-teacher conferences.

- **Report Cards & Progress Reports:** Four times per year, teachers will send home progress reports outlining each student's progress in the areas of literacy, math and behavior. Formal report cards will be issued at the end of each term.

- **Board Membership:** Parents can also get involved with the governance of Explore Exceed Charter School as the Board of Trustees is expected to have one parent; the parent representative will either be the President of the PTA or will be selected through the Trustees' Board member selection process.

K-8 program allows us to build strong relationships with families over time and keeps students in our schools:

Students and families will be at Explore Exceed Charter School for more than half of their school experience. The K-8 continuity will allow for the delivery of a clear and consistent scope of academic work. Many middle schools have to take time to discover the academic abilities of entering students. At Explore Exceed Charter School, we will already have a sense of each student's strengths and challenges and will be able to quickly evaluate each student's academic needs. Because of the physical, social, and developmental changes that puberty brings, middle school can be a trying time for students. We will have already made connections with both students and their parents that will help to ease our students' transition to adulthood.

Describe the facility needs of the proposed school for each year of the charter period, including any unique features necessary to implement your school design and academic program. Your response should address:

- **The desired location of the school facility;**
- **The number of general education classrooms required each year;**
- **Any additional classroom space required for special education or ESL services, specialty classes and intervention or enrichment programs;**
- **Space requirements for administrative functions, food services and physical education.**

For purposes of notice pursuant to the Charter Schools Act, the applicant must provide a school district of proposed location even if the location is not 100 percent certain. For this purpose, New York City is considered one district but SUNY requests the borough and CSD as well for two reasons: 1) the New York City Department of Education (NYCDOE) must hold a hearing regarding the new proposal and the State Education Department has required that the hearing be held in the proposed CSD; and 2) recent amendments to the Act require enrollment targets for students with disabilities, students who are English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program, that will be compared to schools within the CSD of location. As more information becomes available to the applicant, it is possible to change school district or CSD, but this would likely require additional notice or even a modification to the charter if issued.

Explore Exceed Charter School will open with 224 K-3rd graders, in a total of six classrooms, with two classes per grade. The chart below assumes 750 square feet per classroom. In addition, the chart below assumes common areas for students and administrative areas for faculty. Additional classrooms have been added for enrichment and for student services, including special education and reading recovery. Ideally, Explore Exceed Charter School will seek space that permits at least one art room, gymnasium, library and conference room. These space needs are folded into the chart below.

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Grades	K-3	K-4	K-5	K-6	K-8
# of Students	224	280	336	396	456
# of Classrooms	8	10	12	15	
# of Additional Classrooms	5	6	7	8	9
Library	1,500	1,500	1,500	1,500	1,500
Administrative Space	1,500	1,500	1,500	1,500	1,500
Cafeteria/ Gymnasium	3,000	3,000	3,000	3,000	3,000
Other Common Space (inc restrooms)	1,000	1,500	1,750	2,250	
Total Square Footage	**16,750**	**19,500**	**22,000**	**25,550**	

Explore Exceed Charter School will comply with all applicable codes for space use requiring permits. Explore Exceed Charter School will utilize the services of the New York City Department of Education's Office of School Food and Nutritional Services. The Office will serve a hot breakfast and hot lunch program and oversee all aspects of this operation. Explore Exceed Charter School will ensure that the Office is able to supply all food preparation under the appropriate compliance codes. All Kindergarten areas will be located below the third floor.

Describe the efforts to date to secure a facility for the school.

- **If a facility has been identified, describe the facility and how it meets your needs, including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use.**
- **If a facility has not been identified, explain your plans for securing a suitable facility and preparing it for use by the time you intend to open the school, including any contingency planning.**
  - **Note: Additional facility information, such as blue prints or maps, should be submitted as Exhibit F.**
  - *If the proposed charter school plans to be located in a school district outside of New York City, the State Education Department must approve its plans and specifications. The State Education Department must also issue a certificate of occupancy prior to the school beginning operation. Just as traditional public schools, the charter school would have to comply with all health, safety, sanitation, local zoning, land use and building code requirements. The State Education Department may grant specific exemptions in cases where the school provides evidence that compliance to the requirements would result in undue economic hardship or is otherwise extremely impractical for the proposed charter school. To be considered for an exemption, the school would also have to demonstrate that it exerted effort to overcome the stated obstacles. At this time there is no guidance regarding such exemptions and one should not rely on receiving an exemption.*
  - *If the proposed charter school plans to be located in New York City in private space, the school would have to comply with the State Education Department's health, safety and sanitation requirements to the same extent as traditional public schools.*
  - *It should be noted that before a charter school can be located or co-located in public school space in New York City, that the New York City Schools Chancellor must identify public school buildings that may be used for that purpose. The Chancellor must make that information, along with the rationale for the identification, publicly available and provide notice of such availability. In addition, the Chancellor must also develop a building usage plan.*
  - *Applicants seeking to establish charter schools in New York City should also be aware that in each public school building in which one or more charter schools are located or co-located, a shared space committee must be established. The committee must meet at least four times per year to review the implementation of the building usage plan. The committee is to include the principal, a teacher and a parent from each co-located school. A methodology for selecting the parent should be included in your response.*
  - *Applicants proposing schools in New York City should also be aware that the New York City Schools Chancellor must authorize in writing any proposed capital improvements or facility upgrades in excess of $5,000 (regardless of funding source) made to accommodate the location/co-location of a charter school in a public school building. For each authorized improvement or upgrade, an equal amount must be spent on improvement or upgrades on each non-charter school in the NYCDOE space.*
  - *Charter school facilities for schools approved pursuant to an RFP process and located outside of New York City must meet all requirements of the State Education Department regarding public school facilities in addition to local zoning, land use regulation and building code compliance. Charter schools outside of New York City must also receive a certificate of occupancy (C of O) for the building from the State Education Department. This is a significant expense and must be reflected in your budget. You may find it helpful to access the State Education Department's facility resource website at: http://www.emsc.nysed.gov/facplan. The website provides much useful information, including recommended square footage for classroom sizes. The National Clearinghouse for Educational Facilities website at: http://www.edfacilities.org/ is also a useful resource tool.*
  - *Charter school facilities for schools approved pursuant to a RPF process located inside of New York City will need approval of the New York City Buildings Department and must have a C of O that displays "school use G." In addition the State Education Department specifications applicable in New York City public schools for health, safety and sanitation must be followed.*
  - *There are specific new procedures that New York City charter schools must follow according to a specific timeline that mandates the New York City Department of Education and other entities hold hearings. Absent special circumstances, the applicant must provide written evidence that the NYCDOE is willing to place the charter school in public school space. See §2853(3) for procedures on co-location.*
  - *Part of the amendments to the Act prohibit any co-located charter school in New York City from spending more than $5,000 to renovate public school space regardless of the source of funding, unless the New York City Schools Chancellor approves the same in writing. In that case, the NYCDOE must spend the same amount of funds as will be spent by or for the charter school on each district school in the building. Unless you have such a letter in the proposal, any amount over $5,000 in your renovation budget should be regarded as discretionary, and an alternative use for that money should be described in the event that such facilities renovations are not approved. Further, if such planned facilities renovations are not approved, and as a result, the charter school would seek or require alternate facility plans, please indicate that in this response.*
  - *If the school plans on occupying part of a district school building, you must allow enough time in your facilities completion schedule for the Institute to hold a hearing on notice as required by the Act prior to occupancy. (§ 2853(3)(a)).*

Explore Exceed Charter School has yet to finalize a site for the school and will notify the SUNY Charter Schools Institute within 10 days of securing a facility for the school. As we are planning to site our school in a building where a failing school has been closed by the NYC DOE, the facility will be an existing building. We will ensure that the selected facility complies with all applicable code requirements.

Explore Schools is currently working closely with the NYC DOE to identify the schools that may be closed and would be slated for use by Explore Exceed Charter School. As soon as a school has been identified for closure by the NYC DOE and its facility has been assigned to Explore Schools (and Explore Exceed Charter School), we will notify the Charter Schools Institute and the Board of Regents within ten days. It should be noted that the two other schools within the Explore Schools network currently operate in NYC DOE facilities.

In partnership with Explore Schools has specifically requested that the NYC DOE considered placing Explore Exceed Charter School in a facility in CSD 17, 18, 19, or 23 and the NYC DOE has acknowledged its interest in working on a school turnaround strategy in these specific districts. Though our planning team is committed to opening a school in Brooklyn we would also consider locating in NYC DOE space elsewhere in the city if a school turnaround opportunity presents itself elsewhere. Though we acknowledge the particular challenges of co-locating with other schools within a larger NYC DOE site (in the instance where a school is "phased out" rather than closed entirely all at once) we are confident that Explore Exceed Charter School's management and teaching teams will be able to create a strong school culture within any site secured through the DOE.

The Explore Exceed Charter School founding team will notify the Charter Schools Institute and the Board of Regents within ten days of securing a facility.

If the charter school or its applicants or partners would own or lease its facility, provide a description of the ownership or lease arrangement of the facility, indicating specifically any potential conflicts of interest and arrangements by which such conflicts will be managed or avoided.

- *No proposed school trustee or employee may have an ownership interest in the school facility or any interest in a for-profit lease or financing arrangement.*
- *A school trustee may be affiliated with a not-for-profit entity that would lease space to the school so long as such conflict of interest is disclosed and the trustee recuses himself or herself from voting on matters related to the facility. In addition, the SUNY charter agreement requires that when there is a conflict of interest regarding a facility agreement, the school must obtain a fair market valuation of the facility lease or price from an independent appraiser familiar with the real estate market in that geographic area. Such information should be provided with the proposal.*
- *Schools proposing to open in 2011 that plan to locate in DOE space must have a contingency facility identified when they submit their proposal.*

Explore Exceed Charter School will likely lease its facility from the NYC DOE. In line with the other agreements it has executed with the NYC DOE, Explore Exceed Charter School expects to pay $1/year for any facility it leases. We have not identified any potential conflicts of interest with this approach, but if any such conflict should arrive, the Explore Exceed Charter School conflict of inflict policy will be used to ensure an appropriate response.

As one of the main priorities of Explore Exceed Charter School is to turnaround a failing traditional public school, we are committed to operating in the public school space where the failing school previously operated. As such, we are not seeking alternative space options for our school. As we will be occupying NYC DOE space, we will allow enough time in our facilities completion schedule for the Charter Schools Institute to hold a hearing on notice as required by the Charter Schools Act prior to occupancy.

While we are working closely with the New York City Department of Education on ensuring our placement in a school that will be closed due to low performance, we have not yet secured a space as the failing school has not yet been identified. We will update SUNY with information on our location as soon as progress has been made.

Describe the plans for food services to be provided by the charter school.

- *Applicants should be aware that many school districts allow charter schools to participate in district food service contracts or programs.*
- *Whether a school serves meals prepared elsewhere (in which case heaters and coolers for such meals are needed) or it is outfitted with its own kitchen, the proposal should also reflect the concomitant budget and staffing ramifications. Kitchens also require specific local permitting and may not be permissible under all leases.*
- *Further information is available in the Institute's Pre-Opening Workbook at: http://www.newyorkcharters.org/schoolsCompliOverview.htm.*

Explore Exceed Charter School will offer a hot/cold breakfast, snack and lunch program to all students. Additionally, the school will participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA.) All meals will meet USDA minimum nutrition requirements, including dietary guidelines, and recommended daily allowances of protein, Vitamin A, Vitamin C, iron, calcium and calories.

In order to provide meal service to our students, Explore Exceed Charter School will utilize the services of the New York City Department of Education's Office of School Food and Nutritional Services. The Office will serve breakfast and lunch and oversee all aspects of this operation.

Describe the plans for health services to be provided by the charter school.

- *Charter schools must provide a program of health services similar to those provided in district schools. While a permanent school nurse is not specifically required, it is highly recommended. School nurses must be Registered Nurses (RNs) or Licensed Practical Nurses (LPNs) serving under the supervision of a RN. Please be advised that boards of education, with the exception of Buffalo, Rochester and New York City, must provide resident children who attend charter schools "any and all of the health and welfare services and facilities which are made available...to or for children attending the public schools of the district" (§ 912; see also § 2853(4)(a)).*
- *Accordingly, in responding, you may first wish to ask the school district in which you propose to locate for a description of the services that equivalent public schools are currently being provided. In the cities of Buffalo, Rochester and New York City, health services are to be provided, respectively, by the Erie County, Monroe County Departments of Health and the New York City Department of Health and Mental Hygiene. If you are proposing a charter school to be located in one of these cities, you may wish to contact the Department of Health office in that region to obtain a description of the services provided to public schools prior to developing your response to this request. Also, charter schools sharing New York City district school space may be able to arrange to share the host school's nurse. In that case the charter school will likely follow all of the New York City Department of Education procedures for health services.*
- *As part of your response you should specifically indicate the plans and procedures the proposed charter school will establish for the provision of medication to students who require it on a daily basis. Please note that it is illegal for non-licensed staff to administer medication in New York.*
- *Your response should cover the collection/storage of immunization and medical records.*
- *Further information is available online in the Institute's Pre-Opening Workbook at: http://www.newyorkcharters.org/schoolsCompliOverview.htm.*

General Medical Services

Explore will seek the services of a Registered Nurse who will provide the following medical care through the New York City Department of Health and Mental Hygiene (DOHMH). In the event that Explore Exceed Charter School does not meet the standard for securing a nurse from DOHMH, Explore Exceed Charter School will employ a full-time Registered Nurse (RN) from a nursing agency. The RN will provide the following services:

- Maintain students' health and immunization records, including the Authorization for Administration of Medication to Students and logs of visitations.
- Administer first aid to students.
- Evaluate the health needs of students and contact parents, as needed.
- Administer prescription medications as ordered by students' physician(s).
- Monitor blood sugar of diabetic students and administers insulin, as needed.
- Provide instruction to students and parents on the management of health problems.
- Provide medical referrals to parents when necessary.
- Teach students about maintaining good health.

All students who visit the medical room will be sent with a staff person's referral stating the reason for the visit. The student will be evaluated by the school nurse or authorized school personnel. Treatment will then be initiated and the parent/guardian will be contacted. All students requiring attention for complaints of chest pain, shortness of breath, dizziness or any injury requiring immediate attention will be accompanied to the medical room by an adult.

Plans and Procedures for Students who Require Daily Medication

During school hours, students requiring medication must bring a letter from their physician showing medical necessity, or an Authorization for Administration of Medication to Students. All medication must be sent with the pharmacy label attached. Only medications requiring a dose during school hours will be administered in school. All daily or twice a day medications shall be administered at home before or after school.

Asthmatic students who require daily medication must have a current Authorization for Administration of Medication to Students form on file. The student will be sent to the medical room daily at the prearranged time. Medication must be stored in the medical room except for students with documented permission to carry and self-administer their own medication. Medication will only administered by the school nurse.

Diabetic students requiring blood sugar monitoring must have a glucose monitoring form on file. These students will be sent to the medical room at prearranged times as per their physician's instructions. Blood sugar monitoring and the administration of insulin will be done by the school nurse.

Immunization Requirements

Explore Exceed Charter School, in accordance with New York State law, will require all students to produce documentation of all state-mandated immunizations by requiring, at the time of enrollment, a student's original immunization record. This record will be reviewed and photocopied by Explore Exceed Charter School staff and filed securely in the student's medical file. Before the beginning of each school year, Explore Exceed Charter School will forward any additional immunization requirements to all families and require documentation of these immunizations before the start of the school year.

Explore Exceed Charter School will maintain an accurate and updated list of students who have fulfilled immunization requirements. Explore Exceed Charter School will also update immunization records on the New York City Department Education's Automate The Schools (ATS) database.

In accordance with Public Health Law § 2164 (7)(a), no student will be permitted to attend or enter Explore Exceed Charter School after fourteen days without documentation that they have been administered required vaccines. Parents who fail to produce documentation that their student has been properly immunized will be notified on the first day of school and each day thereafter. Appropriate logs will be kept of these communications. Students will be barred from Explore Exceed Charter School after fourteen days if no documented evidence of vaccinations has been received. In these cases, the Director of Operations will place both a phone call and write a letter to the New York City Department of Health and Mental Hygiene as well as to parents of students who are out of compliance with immunization requirements.

Parents may waive immunization in accordance with Public Health Law § 2164(9) and exceptions to immunizations will be granted if a licensed physician or nurse practitioner – via letter – certifies that such immunizations may be detrimental to the student's health. Parents who possess genuine and sincere religious beliefs that are contrary to immunization practices will also be granted a waiver from immunization practices upon production of a written letter testifying to same.

CPR and Automated External Defibrillator

As required by New York Education Law § 917, Explore Exceed Charter School will make available an Automated External Defibrillator (AED) for public access during emergencies. Explore Exceed Charter School will also ensure that during school hours and at Explore Exceed Charter School sponsored events offsite that there are staff members trained in CPR and in the operation and use of the AED.

Describe the transportation arrangements for students, including arrangements made for students who would not qualify for public school transportation under Education Law Section 3635, and any supplemental transportation arrangements planned with the school district.

- *For the purposes of transportation, charter schools are considered nonpublic schools. In light of this classification, charter school students are eligible for the same transportation services from the school district in which they reside as other students attending nonpublic schools.*
- *Parents of students seeking transportation services must submit a written request each year, no later than April 1st, to the school district in which they reside. The request forms are generally available from the district's administrative office. The Act mandates an admissions lottery date for new students of no earlier than the evening of April 1 of any given year. As a result, parents must make transportation requests prior to being admitted to the charter school. See the Institute's guidance memo on this subject at: http://www.newyorkcharters.org/schoolsRecruitOverview.html.*
- *A charter school is not required to provide any supplemental transportation. However, if you propose to do so, the additional costs should be reflected in your budget.*
- *Also, other charter schools have found that transportation becomes a major issue if the charter school calendar is not coordinated with that of the school district in which the charter school is located. School districts of location are not required to provide transportation when their schools are not in session. So, as you plan your calendar you should seriously consider how students would be transported during days when the proposed charter school is in session, but the district is not. The additional cost for such transportation, as well as transportation for sports and field trips, should also be reflected in the school's budgets.*

Explore Exceed Charter School will not be responsible for providing transportation services to its students. In other cases, eligibility for public school transportation pursuant to Education Law § 3635 will be determined following the New York City Department of Education's Office of Pupil Transportation guidelines. These guidelines provide full fare transportation for students in grades K through 2 who live more than a ½ mile from school, students in grades 3 through 6 who live more than 1 mile from school and students in grades 7 and 8 who live more than 1½ miles from school. For all students who are eligible under these guidelines, metro cards will be provided to students. No busing will be provided for students, except when a student's IEP mandates that yellow school bus transportation must be provided. Parents/guardians of students ineligible for transportation will be responsible for transporting their children, and will be notified as such.

For Explore Exceed Charter School's extended year, Explore will purchase metro cards for all students who are eligible according to the New York City Department Education's Office of Pupil Transportation guidelines. Explore Exceed Charter School's extended day program falls within the appropriate school hours so as to allow for public transportation to be provided by the Office of Pupil Transportation. Additional costs related to purchasing metro cards for students during Explore Exceed Charter School's extended year have been included in our budget projections.

Describe any planned program audits to be initiated by the school, including the area(s) to be audited and the purpose, objectives and timing of the audits.

Charter schools are subject to the same programmatic audits required of other public schools in New York State.

As a charter school, Explore Exceed Charter School recognizes that it is subject to the same programmatic audits required of other public schools in New York State. Further, as part of the Explore Schools network of schools, Explore Exceed Charter School will benefit from an annual school quality review that is paid in full by Explore Schools. Explore Schools hires, on an annual basis, highly qualified reviewers from organizations like 102 Group, School Works and Cambridge Education Associated to conduct a multi-day review of the school sites. The school quality review covers the following areas:

- Instruction & Instructional Materials
    - Clarity of expectations regarding learning objectives
    - Rigor and quality of instruction
    - Student engagement
    - How are the curricula being utilized? How adept is the staff utilizing the curriculum?
    - Analysis of actual instructional time in literacy and math
- Leadership
    - Norming/calibrating use of the teacher observation tool
    - Identification of the "right" priorities/management of the priorities
    - Processes of continuous improvement (how are the data from interims being used to re-teach; what is the quality of the teach-collect data-re-teach cycle)
    - Management of people
    - Clarity of roles and responsibilities
- Staff Culture & Learning Community
    - The ways in which staff members are growing professionally and how those opportunities are accessed and communicated to the faculty.
    - The level to which staff members feel invested in the school community.

All audits begin with a school self-evaluation (which generally takes place in December) and then a multi-day site visit (which generally takes place in January).

Describe any low-performing schools in the area in which the proposed charter school intends to be located, and explain how the charter school might partner with those schools to share best practices and innovations.

- *Strong plans for school partnerships will explain how best practices and innovations will be identified and how partner schools will be selected for sharing. Your plan should provide concrete strategies for cultivating these partnerships, and may include third parties. The Institute will consider innovative plans to reach out to low performing public schools. In New York City, these plans could include, but are not limited to, the establishment of borough-wide cooperatives and/or more formal structures mediated by the NYCDOE or education or charter school support organizations.*
- *You may wish to use your response to this request to address how your school will meet the statutory purposes in Request 8(c).*
- *Note that the 2010 revisions to the Charter Schools Act give preference to schools that:*
- *Have viable plans for partnering with low-performing schools to share best practices and innovations.*

Of the 137 schools located in CSD 17, 18, 19, or 23 that serve some or all of the schools that Explore Exceed seeks to serve, 47% received a C or lower on their progress reports, indicating a need for stronger schools. Additionally, these districts have low scores on New York State assessments:

School District	4th Grade Math % Proficient/ Advanced	4th Grade ELA % Proficient/ Advanced	8th Grade Math % Proficient/ Advanced	8th Grade ELA % Proficient/ Advanced
CSD 17	46%	36%	33%	25%
CSD 18	52%	40%	36%	27%
CSD 19	48%	32%	31%	22%
CSD 23	33%	29%	30%	26%
Explore Charter School	**63%**	**40%**	**86%**	**54%**

Not only do students in the Explore Network outperform their peers in the district, but also Explore Charter School received a B on its progress report, indicating our success in ensuring our students succeed academically in a positive and safe environment.

Given our success, Explore Schools seeks to be a model for turning around failing schools, and as such, has much to share with struggling schools in the community. To share our best practices and learn from our peers, we will host tours for visitors to come and observe our practice and will invite leadership from surrounding traditional public schools, especially those that are struggling, to visit our school. Following each tour there will be a discussion of observations, sharing of tools and techniques that work successfully in creating a rich and engaging school culture, and an opportunity to speak with leaders of the school.

Charter Schools Institute
The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

*** It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10**

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	10201	BERNE KNOX	10,653	10,814	10,814	13,371
3	10306	BETHLEHEM	10,050	12,653	12,653	12,513
4	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500	COHOES	10,516	11,070	11,070	11,791
6	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615	MENANDS	16,576	16,582	16,582	15,870
9	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802	GUILDERLAND	10,011	10,712	10,712	11,356
13	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200	WATERVLIET	8,850	9,070	9,070	9,404
15	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601	ANDOVER	10,738	11,107	11,107	12,353
17	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801	BELFAST	8,535	10,153	10,153	11,619
19	21102	CANASERAGA	10,752	11,354	11,354	12,329
20	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001	FILLMORE	7,539	8,668	8,668	9,156
22	22101	WHITESVILLE	9,180	10,241	10,241	10,904
23	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401	SCIO	10,157	12,133	12,133	11,968
25	22601	WELLSVILLE	9,976	11,455	11,455	11,681
26	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200	BINGHAMTON	8,896	9,820	9,820	10,244
29	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301	DEPOSIT	11,710	14,020	14,020	14,304
34	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601	VESTAL	10,513	11,413	11,413	12,166
38	31701	WINDSOR	9,118	9,813	9,813	10,115
39	40204	WEST VALLEY	12,044	13,408	13,408	13,623
40	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
42	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401	HINSDALE	10,311	10,640	10,640	9,952
44	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400	OLEAN	9,145	9,933	9,933	10,976
46	42801	GOWANDA	9,677	10,020	10,020	11,326
47	42901	PORTVILLE	9,153	9,726	9,726	10,058
48	43001	RANDOLPH	8,957	9,806	9,806	10,720
49	43200	SALAMANCA	9,448	11,211	11,211	11,582
50	43501	YORKSHRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

Charter Funding By NYS School District

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESEO	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

Charter Funding By NYS School District

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251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICHO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

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351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

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401	450801	MEDINA	9,550	10,525	10,525	10,826
402	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500	FULTON	9,852	10,413	10,413	11,616
405	460701	HANNIBAL	8,070	9,278	9,278	10,178
406	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901	MEXICO	9,693	10,521	10,521	11,702
408	461300	OSWEGO	10,684	12,105	12,105	12,263
409	461801	PULASKI	8,770	10,270	10,270	11,580
410	461901	SANDY CREEK	10,230	10,747	10,747	12,911
411	462001	PHOENIX	10,791	11,107	11,107	12,226
412	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
413	470501	EDMESTON	8,457	9,031	9,031	11,243
414	470801	LAURENS	9,163	10,185	10,185	10,634
415	470901	SCHENEVUS	10,974	11,100	11,100	12,566
416	471101	MILFORD	10,874	11,422	11,422	12,217
417	471201	MORRIS	9,165	9,185	9,185	10,436
418	471400	ONEONTA	10,060	10,915	10,915	11,790
419	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506	WORCESTER	10,398	10,422	10,422	12,352
424	480101	MAHOPAC	12,057	13,264	13,264	13,924
425	480102	CARMEL	14,319	14,865	14,865	15,409
426	480401	HALDANE	14,121	14,783	14,783	16,483
427	480404	GARRISON	18,482	20,327	20,327	21,676
428	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601	BREWSTER	14,336	15,649	15,649	16,808
430	490101	BERLIN	10,974	12,019	12,019	12,890
431	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200	RENSSELAER	10,247	10,996	10,996	8,883
438	491302	AVERILL PARK	8,683	9,363	9,363	10,036
439	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501	SCHODACK	10,509	11,674	11,674	12,169
441	491700	TROY	11,481	13,360	13,360	15,986
442	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108	NANUET	16,675	17,763	17,763	18,531
444	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304	NYACK	16,020	17,016	17,016	18,240
447	500308	PEARL RIVER	13,277	14,413	14,413	14,854
448	500401	RAMAPO	15,993	17,571	17,571	16,919
449	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101	BRASHER FALLS	8,633	9,507	9,507	10,172

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451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

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501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
551	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507	CONNETQUOT	13,359	14,373	14,373	15,947
553	580509	WEST ISLIP	11,756	12,679	12,679	13,799
554	580512	BRENTWOOD	11,583	12,950	12,950	13,488
555	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602	RIVERHEAD	13,909	15,743	15,743	16,076
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801	SMITHTOWN	12,667	13,272	13,272	13,969
561	580805	KINGS PARK	12,556	13,065	13,065	13,928
562	580901	REMSENBURG	28,044	29,102	29,102	36,414
563	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903	QUOGUE	34,967	38,866	38,866	46,916
565	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910	SAGAPONACK	13,289	19,419	19,419	N/A
569	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005	SOUTHOLD	14,515	15,431	15,431	17,390
575	581010	GREENPORT	14,041	14,945	14,945	16,696
576	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501	FALLSBURGH	15,248	16,265	16,265	19,402
579	590801	ELDRED	11,596	13,588	13,588	13,570
580	590901	LIBERTY	13,524	15,551	15,551	17,552
581	591201	TRI VALLEY	15,653	16,260	16,260	18,324
582	591301	ROSCOE	15,149	17,289	17,289	17,826
583	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401	MONTICELLO	11,687	12,084	12,084	14,106
585	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101	WAVERLY	8,126	8,476	8,476	9,059
587	600301	CANDOR	9,861	10,252	10,252	11,287
588	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903	TIOGA	7,712	8,451	8,451	9,445
592	610301	DRYDEN	9,582	10,200	10,200	11,011
593	610501	GROTON	8,899	9,486	9,486	10,405
594	610600	ITHACA	11,162	12,113	12,113	12,670
595	610801	LANSING	11,773	12,850	12,850	10,855
596	610901	NEWFIELD	8,554	8,923	8,923	9,830
597	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600	KINGSTON	12,176	12,731	12,731	14,461
599	620803	HIGHLAND	10,690	11,914	11,914	12,457
600	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586

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601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALLKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

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651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

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1	10100	ALBANY	11,149	11,712	11,712	14,072
2	570101	ADDISON	10,537	10,215	10,215	11,263
3	410401	ADIRONDACK	9,936	10,915	10,915	11,668
4	80101	AFTON	10,510	11,717	11,717	13,800
5	142101	AKRON	9,157	9,760	9,760	10,134
6	450101	ALBION	8,014	8,887	8,887	10,580
7	140101	ALDEN	9,267	9,737	9,737	9,862
8	180202	ALEXANDER	9,501	10,005	10,005	11,325
9	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303	AMAGANSETT	59,305	45,754	45,754	57,648
14	140201	AMHERST	10,520	10,138	10,138	10,721
15	580106	AMITYVILLE	14,006	16,765	16,765	17,777
16	270100	AMSTERDAM	8,584	8,887	8,887	9,443
17	120102	ANDES	14,329	15,445	15,445	21,107
18	20601	ANDOVER	10,738	11,107	11,107	12,353
19	660405	ARDSLEY	15,063	17,638	17,638	20,471
20	640101	ARGYLE	8,772	10,694	10,694	11,402
21	571901	ARKPORT	8,402	8,587	8,587	9,666
22	131601	ARLINGTON	9,976	10,651	10,651	11,469
23	670201	ATTICA	9,266	9,393	9,393	9,552
24	50100	AUBURN	8,945	9,959	9,959	10,495
25	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302	AVERILL PARK	8,683	9,363	9,363	10,036
27	570201	AVOCA	9,594	11,471	11,471	13,201
28	240101	AVON	9,000	10,726	10,726	10,465
29	580101	BABYLON	15,378	17,161	17,161	16,928
30	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210	BALDWIN	14,024	15,336	15,336	15,658
32	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
33	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301	BARKER	12,412	13,293	13,293	12,895
35	180300	BATAVIA	11,169	12,503	12,503	12,293
36	570302	BATH	8,726	9,370	9,370	9,780
37	580501	BAY SHORE	13,930	15,048	15,048	15,355
38	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200	BEACON	9,227	9,650	9,650	11,093
40	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102	BEDFORD	18,038	19,852	19,852	20,556
42	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801	BELFAST	8,535	10,153	10,153	11,619
44	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207	BELLMORE	15,949	17,562	17,562	19,638
46	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001	BEMUS POINT	9,766	10,726	10,726	11,810
48	490101	BERLIN	10,974	12,019	12,019	12,890
49	10201	BERNE KNOX	10,653	10,814	10,814	13,371
50	10306	BETHLEHEM	10,050	12,653	12,653	12,513

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51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

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101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CINCINNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

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201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESEO	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

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251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

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301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICHO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

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351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRAW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	91101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	51101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

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501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSEN	11,110	13,154	13,154	14,790
506	580901	REMSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

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551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

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601	600903	TIOGA	7,712	8,451	8,451	9,445
602	142500	TONAWANDA	9,165	9,779	9,779	10,051
603	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201	TRI VALLEY	15,653	16,260	16,260	18,324
605	491700	TROY	11,481	13,360	13,360	15,986
606	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302	TUCKAHOE	17,306	18,600	18,600	20,009
608	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902	TULLY	8,785	9,585	9,585	10,036
610	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903	TUXEDO	16,710	18,323	18,323	17,470
612	81003	UNADILLA	9,879	10,725	10,725	11,393
613	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202	UNIONDALE	16,518	18,310	18,310	19,864
615	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300	UTICA	7,860	8,441	8,441	9,280
617	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805	VALHALLA	18,472	19,877	19,877	20,983
620	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601	VESTAL	10,513	11,413	11,413	12,166
625	431701	VICTOR	8,790	9,618	9,618	9,518
626	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302	WAINSCOTT	13,289	19,419	19,419	N/A
629	621801	WALLKILL	9,807	10,532	10,532	10,997
630	121901	WALTON	9,575	9,739	9,739	10,718
631	280223	WANTAGH	12,237	13,441	13,441	13,593
632	132101	WAPPINGERS	9,186	10,055	10,055	10,887
633	631201	WARRENSBURG	12,837	14,290	14,290	14,836
634	671501	WARSAW	10,242	12,111	12,111	11,643
635	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101	WATERFORD	10,199	12,183	12,183	12,844
638	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000	WATERTOWN	7,344	7,934	7,934	8,985
640	411902	WATERVILLE	9,725	10,734	10,734	10,900
641	11200	WATERVLIET	8,850	9,070	9,070	9,404
642	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101	WAVERLY	8,126	8,476	8,476	9,059
644	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801	WAYNE	9,957	10,781	10,781	11,034
646	261901	WEBSTER	10,136	10,427	10,427	10,872
647	50301	WEEDSPORT	9,113	10,421	10,421	11,820
648	200901	WELLS	19,282	18,500	18,500	21,823
649	22601	WELLSVILLE	9,976	11,455	11,455	11,681
650	580102	WEST BABYLON	12,571	13,840	13,840	14,848

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651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743

Charter Schools Institute
The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template

for SUNY Authorized Charter Schools

Excel Exceed Charter School

Contact Name:	Ian Newton
Contact Email:	[redacted]
Contact Phone:	
	Examples
Pre-Opening Period	July 1, 2011 to June 30, 2012
Operational Year ONE	July 1, 2012 to June 30, 2013

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue	**202,082**
Total Expenses	**202,082**
Net Income	**(0)**
Actual Student Enrollment	**-**
Total Paid Student Enrollment	**-**

DESCRIPTION OF ASSUMPTIONS

	CY Per Pupil Rate	**START-UP PERIOD**	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue			
School District 1 (Enter Name)	-	-	
School District 2 (Enter Name)	-	-	
School District 3 (Enter Name)	-	-	
School District 4 (Enter Name)	-	-	
School District 5 (Enter Name)	-	-	
School District 6 (Enter Name)	-	-	
School District 7 (Enter Name)	-	-	
School District 8 (Enter Name)	-	-	
School District 9 (Enter Name)	-	-	
School District 10 (Enter Name)	-	-	
School District 11 (Enter Name)	-	-	
School District 12 (Enter Name)	-	-	
School District 13 (Enter Name)	-	-	
School District 14 (Enter Name)	-	-	
School District 15 (Enter Name)	-	-	
School District - ALL OTHER	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	
Special Education Revenue		-	
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs		-	
Title I		-	
Title Funding - Other		-	
School Food Service (Free Lunch)		-	
Grants			
Charter School Program (CSP) Planning & Implementation			
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		202,082	$5K Pro Bono Legal Services, Remainder funded through CMO
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		202,082	
TOTAL REVENUE		**202,082**	

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue		**202,082**	**DESCRIPTION OF ASSUMPTIONS**
Total Expenses		**202,082**	
Net Income		**(0)**	
Actual Student Enrollment		**-**	
Total Paid Student Enrollment		**-**	
		START-UP PERIOD	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		
Executive Management	1.00	100,000	Principal Residency
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.33	26,667	1/3 Year Ops Director (March Start)
Administrative Staff	0.08	5,000	June Start Finance Mgr
TOTAL ADMINISTRATIVE STAFF	1.41	131,667	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.41	131,667	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		11,666	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits		19,750	Fringe and Benefits 15% of salary
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		31,416	
TOTAL PERSONNEL SERVICE COSTS	1.41	163,082	
CONTRACTED SERVICES			
Accounting / Audit		5,000	
Legal		5,000	Pro Bono Legal
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		10,000	
SCHOOL OPERATIONS			
Board Expenses			
Classroom / Teaching Supplies & Materials			
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other			
Equipment / Furniture		-	
Telephone		2,000	
Technology		2,000	Computers
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		2,000	
Staff Development		8,000	
Staff Recruitment		-	
Student Recruitment / Marketing		10,000	
School Meals / Lunch		-	
Travel (Staff)		2,000	
Fundraising		-	
Other		-	
TOTAL SCHOOL OPERATIONS		26,000	
FACILITY OPERATION & MAINTENANCE			
Insurance		3,000	
Janitorial		-	
Building and Land Rent / Lease		-	
Repairs & Maintenance		-	
Equipment / Furniture		-	
Security		-	
Utilities		-	
TOTAL FACILITY OPERATION & MAINTENANCE		3,000	
DEPRECIATION & AMORTIZATION		-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	
TOTAL EXPENSES		**202082**	
NET INCOME		**0)**	

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue	**202,082**	**DESCRIPTION OF ASSUMPTIONS**
Total Expenses	**202,082**	
Net Income	**(0)**	
Actual Student Enrollment	**-**	
Total Paid Student Enrollment	**-**	

	START-UP PERIOD
ENROLLMENT - *School Districts Are Linked To Above Entries*	
School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Excel Exceed Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue	**202,082**	**-**	**-**	**-**	**-**	**-**	**202,082**
Total Expenses	**13,992**	**13,992**	**22,252**	**22,252**	**22,252**	**45,447**	**140,185**
Net Income	**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	202,082	-	-	-	-	-	202,082
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	202,082	-	-	-	-	-	202,082
TOTAL REVENUE	**202, 082**	**-**	**-**	**-**	**-**	**-**	**202, 082**

Excel Exceed Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue		**202,082**	**-**	**-**	**-**	**-**	**-**	**202,082**
Total Expenses		**13,992**	**13,992**	**22,252**	**22,252**	**22,252**	**45,447**	**140,185**
Net Income		**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**
Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance		**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income		**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**
		January	**February**	**March**	**April**	**May**	**June**	**TOTAL**
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	1.00	8,333	8,333	8,333	8,333	8,333	8,333	50,000
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	0.33		-	6,666.67	6,666.67	6,666.67	6,666.67	26,667
Administrative Staff	0.08	-	-	-	-	-	5,000	5,000
TOTAL ADMINISTRATIVE STAFF	1.41	8,333	8,333	15,000	15,000	15,000	20,000	81,667
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.41	8,333	8,333	15,000	15,000	15,000	20,000	81,667
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		742	742	1,335	1,335	1,335	1,780	7,268
Fringe / Employee Benefits		1,250	1,250	2,250	2,250	2,250	3,000	12,250
Retirement / Pension		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		1,992	1,992	3,585	3,585	3,585	4,780	19,518
TOTAL PERSONNEL SERVICE COSTS	1.41	10,325	10,325	18,585	18,585	18,585	24,780	101,185
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	5,000	5,000
Legal		833.33	833.33	833.33	833.33	833.33	833.33	5,000
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		833	833	833	833	833	5,833	10,000
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Telephone		333.33	333.33	333.33	333.33	333.33	333.33	2,000
Technology		-	-	-	-	-	2,000	2,000
Student Testing & Assessment		-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	2,000	2,000
Staff Development		-	-	-	-	-	8,000	8,000
Staff Recruitment		-	-	-	-	-	-	-
Student Recruitment / Marketing		1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	10,000
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		333.33	333.33	333.33	333.33	333.33	333.33	2,000
Fundraising		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		2,333	2,333	2,333	2,333	2,333	14,333	26,000
FACILITY OPERATION & MAINTENANCE								
Insurance		500	500	500	500	500	500	3,000
Janitorial		-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		500	500	500	500	500	500	3,000
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES		**13, 992**	**13, 992**	**22, 252**	**22, 252**	**22, 252**	**45, 447**	**140, 185**
NET INCOME		**188, 090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61, 897**
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciation		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-
INVESTMENT ACTIVITIES								
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-
FINANCING ACTIVITIES								
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-
Total Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME		**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**
Beginning Cash Balance		-	-	-	-	-	-	-
ENDING CASH BALANCE		**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**

Excel Exceed Charter School
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *
July 1, 20XX to June 30, 20XX

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

Excel Exceed Charter School
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *
July 1, 20XX to June 30, 20XX

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.33	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.08	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.41	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.41	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS															
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	1.41	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES															
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS															
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE															
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS															
OPERATING ACTIVITIES															
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES															
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES															
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-	-	-	-	-	-	-	-

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

Total Revenue	**2,357,336**	**196,392**	**-**	**-**	**-**	**2,553,728**
Total Expenses	**1,730,210**	**312,776**	**-**	**-**	**520,017**	**2,563,002**
Net Income	**627,126**	**(116,384)**	**-**	**-**	**(520,017)**	**(9,274)**
Actual Student Enrollment	**168**	**17**				**185**
Total Paid Student Enrollment	**168**	**17**				**185**

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	DESCRIPTION OF ASSUMPTIONS
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	**CY** Per Pupil Rate							
School District 1 (Enter Name)	13,527	2,272,536	-	-	-	-	2,272,536	
School District 2 (Enter Name)	-	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts	1 3,527	2,272,536	-	-	-	-	2,272,536	
Special Education Revenue		-	1 74,552	-	-	-	1 74,552	
Grants								
Stimulus		-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		2,272,536	1 74,552	-	-	-	2,447,088	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	2 1,840	-	-	-	2 1,840	$1300 per Special Needs Student
Title I		6 7,200	-	-	-	-	6 7,200	$500 per student, 80% of total enrollment
Title Funding - Other		-	-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		6 7,200	2 1,840	-	-	-	8 9,040	
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	-	-	-	
Fundraising		-	-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	75% of student body, $100 per student
Earnings on Investments		-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		1 2,600	-	-	-	-	1 2,600	NYSTL based on $75 per student
OTHER		5 ,000	-	-	-	-	5 ,000	Pro Bono Legal Services
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		1 7,600	-	-	-	-	1 7,600	
TOTAL REVENUE		**2,357,336**	**196,392**	**-**	**-**	**-**	**2,553,728**	

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

Total Revenue		**2,357,336**	**196,392**	**-**	**-**	**-**	**2,553,728**
Total Expenses		**1,730,210**	**312,776**	**-**	**-**	**520,017**	**2,563,002**
Net Income		**627,126**	**(116,384)**	**-**	**-**	**(520,017)**	**(9,274)**
Actual Student Enrollment		**168**	**17**				**185**
Total Paid Student Enrollment		**168**	**17**				**185**

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	**DESCRIPTION OF ASSUMPTIONS**
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL	No. of Positions							
Executive Management	1.00	-	-	-	-	1 20,000	1 20,000	
Instructional Management	1.00	1 00,000	-	-	-		1 00,000	
Deans, Directors & Coordinators	1.00	8 5,000	-	-	-		8 5,000	
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	8 0,000	8 0,000	Ops Director
Administrative Staff	3.00	-	-	-	-	1 35,000	1 35,000	Finance Mgr, Ops Manager, Ops Assoc
TOTAL ADMINISTRATIVE STAFF	7.00	185,000	-	-	-	335,000	520,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	14.00	7 70,000	-	-	-	-	7 70,000	Presumes 18 teachers in first year
Teachers - SPED	2.00	-	1 20,000	-	-	-	1 20,000	Presumes 5 teachers in first year
Substitute Teachers	-	3 8,500	-	-	-	-	3 8,500	5% of Regular Teachers Salary
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	1.00		6 0,000	-	-	-	6 0,000	
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	-	6 0,000	-	-	-	6 0,000	
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	18.00	808,500	240,000	-	-	-	1,048,500	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	Excel will receive custodial services through the DOE Partnership
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COS	2 5.00	9 93,500	2 40,000	-	-	3 35,000	1,568,500	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		7 9,381	1 9,176	-	-	2 6,767	1 25,323	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits		1 49,025	3 6,000	-	-	5 0,250	2 35,275	Fringe and Benefits 15% of salary
Retirement / Pension		-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		2 28,406	5 5,176	-	-	7 7,017	3 60,598	
TOTAL PERSONNEL SERVICE COSTS	2 5.00	1,221,906	2 95,176	-	-	4 12,017	1,929,098	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	2 8,000	2 8,000	
Legal		-	-	-	-	5 ,000	5 ,000	
Management Company Fee		2 72,704	-	-	-	-	2 72,704	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	5 ,000	5 ,000	
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		6 7,200	-	-	-	-	6 7,200	
Other Purchased / Professional / Consulting		-	-	-	-	-	-	
TOTAL CONTRACTED SERVICES		3 39,904	-	-	-	3 8,000	3 77,904	
SCHOOL OPERATIONS								
Board Expenses			-	-	-	-	-	
Classroom / Teaching Supplies & Materials		3 3,600	-	-	-		3 3,600	
Special Ed Supplies & Materials			1 2,600	-	-		1 2,600	
Textbooks / Workbooks		1 6,800	-	-	-		1 6,800	
Supplies & Materials other		8 ,400	-	-	-		8 ,400	
Equipment / Furniture		1 0,000	-	-	-		1 0,000	
Telephone		1 0,000	-	-	-	5 ,000	1 5,000	
Technology		1 0,000	-	-	-	1 0,000	2 0,000	
Student Testing & Assessment		8 ,400	-	-	-	-	8 ,400	
Field Trips		3 ,360	-	-	-	-	3 ,360	
Transportation (student)		8 40	-	-	-	-	8 40	
Student Services - other		4 ,200	-	-	-	-	4 ,200	
Office Expense		-	-	-	-	1 0,000	1 0,000	
Staff Development		1 8,000		-	-	7 ,000	2 5,000	
Staff Recruitment		1 3,000	-	-	-	-	1 3,000	
Student Recruitment / Marketing		8 ,400	-	-	-	-	8 ,400	
School Meals / Lunch		8 ,400	-	-	-	-	8 ,400	
Travel (Staff)		-	-	-	-	-	-	
Fundraising		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS		1 53,400	1 2,600	-	-	3 2,000	1 98,000	
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	2 3,000	2 3,000	Based on Empower, school of similar size
Janitorial		-	-	-	-	-	-	
Building and Land Rent / Lease		-	-	-	-	1 0,000	1 0,000	Building permits
Repairs & Maintenance		-	-	-	-		-	
Equipment / Furniture		1 5,000	5 ,000	-	-	5 ,000	2 5,000	Computers for all staff @$1K, 30 student computers, server and other network setup
Security		-	-	-	-	-	-	
Utilities		-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE		1 5,000	5 ,000	-	-	3 8,000	5 8,000	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-		-	$70K Escrow, begin builidng reserve up to 3 months expenses
TOTAL EXPENSES		**1,730,210**	**312,776**	**-**	**-**	**520,017**	**2,563,002**	
NET INCOME		**627,126**	**(116,384)**	**-**	**-**	**(520,017)**	**(9,274)**	

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July 1, 2012 to June 30, 2013

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Total Expenses	1,730,210	312,776	-	-	520,017	2,563,002
Net Income	627,126	(116,384)	-	-	(520,017)	(9,274)
Actual Student Enrollment	168	17				185
Total Paid Student Enrollment	168	17				185

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	168	17	-			1 85
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	168	17	-			185
REVENUE PER PUPIL	14,032	11,690	-			13,819
EXPENSES PER PUPIL	10,299	18,618	-			13,869

DESCRIPTION OF ASSUMPTIONS

Excel Exceed Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	407,848	-	407,848	-	407,848	22,260	407,848	22,260	407,848	34,860	407,848	27,260	2,553,728
Total Expenses	144,275	209,966	221,986	212,686	212,686	221,986	224,003	215,553	226,853	224,803	229,653	218,553	2,563,002
Net Income	263,573	(209,966)	185,862	(212,686)	195,162	(199,726)	183,845	(193,293)	180,995	(189,943)	178,195	(191,293)	(9,274)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	263,573	(209,966)	185,862	(212,686)	195,162	(199,726)	183,845	(193,293)	180,995	(189,943)	178,195	(191,293)	(9,274)

*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**

	CY Per Pupil Rate	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
School District 1 (Enter Name)	13,527	378,756	-	378,756	-	378,756	-	378,756	-	378,756	-	378,756	-	2,272,536
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	378,756	-	378,756	-	378,756	-	378,756	-	378,756	-	378,756	-	2,272,536
Special Education Revenue		29,092	-	29,092	-	29,092	-	29,092	-	29,092	-	29,092	-	174,552
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		407,848	-	407,848	-	407,848	-	407,848	-	407,848	-	407,848	-	2,447,088
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	5,460	-	5,460	-	5,460	-	5,460	21,840
Title I		-	-	-	-		16,800	-	16,800	-	16,800	-	16,800	67,200
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	22,260	-	22,260	-	22,260	-	22,260	89,040
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-		-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	12,600	-	-	12,600
OTHER		-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	12,600	-	5,000	17,600
TOTAL REVENUE		407,848	-	407,848	-	407,848	22,260	407,848	22,260	407,848	34,860	407,848	27,260	2,553,728

Excel Exceed Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		**407,848**	**-**	**407,848**	**-**	**407,848**	**22,260**	**407,848**	**22,260**	**407,848**	**34,860**	**407,848**	**27,260**	**2,553,728**
Total Expenses		**144,275**	**209,966**	**221,986**	**212,686**	**212,686**	**221,986**	**224,003**	**215,553**	**226,853**	**224,803**	**229,653**	**218,553**	**2,563,002**
Net Income		**263,573**	**(209,966)**	**185,862**	**(212,686)**	**195,162**	**(199,726)**	**183,845**	**(193,293)**	**180,995**	**(189,943)**	**178,195**	**(191,293)**	**(9,274)**
Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income		**263,573**	**(209,966)**	**185,862**	**(212,686)**	**195,162**	**(199,726)**	**183,845**	**(193,293)**	**180,995**	**(189,943)**	**178,195**	**(191,293)**	**(9,274)**
	No. of Positions													
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
Executive Management	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Instructional Management	1.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Deans, Directors & Coordinators	1.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Administrative Staff	3.00	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
TOTAL ADMINISTRATIVE STAFF	7.00	43,333	43,333	43,333	43,333	43,333	43,333	43,333	43,333	43,333	43,333	43,333	43,333	520,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	14.00		70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	770,000
Teachers - SPED	2.00		10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	120,000
Substitute Teachers	-		3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	3,500	38,500
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	1.00		5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	60,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00		5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	60,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	18.00	-	95,318	95,318	95,318	95,318	95,318	95,318	95,318	95,318	95,318	95,318	95,318	1,048,500
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	43,333	138,652	138,652	138,652	138,652	138,652	138,652	138,652	138,652	138,652	138,652	138,652	1,568,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		10,443.60	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	10,444	125,323
Fringe / Employee Benefits		19,606.25	19,606	19,606	19,606	19,606	19,606	19,606	19,606	19,606	19,606	19,606	19,606	235,275
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		30,050	30,050	30,050	30,050	30,050	30,050	30,050	30,050	30,050	30,050	30,050	30,050	360,598
TOTAL PERSONNEL SERVICE COSTS	25.00	73,383	168,701	168,701	168,701	168,701	168,701	168,701	168,701	168,701	168,701	168,701	168,701	1,929,098
CONTRACTED SERVICES														
Accounting / Audit				10,000		-	10,000					8,000		28,000
Legal													5,000	5,000
Management Company Fee		22,725.36	22,725	22,725	22,725	22,725	22,725	22,725	22,725	22,725	22,725	22,725	22,725	272,704
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		416.67	417	417	417	417	417	417	417	417	417	417	417	5,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		5,600.00	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	5,600	67,200
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		28,742	28,742	38,742	28,742	28,742	38,742	28,742	28,742	28,742	28,742	36,742	33,742	377,904
SCHOOL OPERATIONS														
Board Expenses														-
Classroom / Teaching Supplies & Materials		10,000.00		2,000	2,000	2,000	2,000	6,800	2,000	2,800	2,000	2,000		33,600
Special Ed Supplies & Materials		6,300.00						3,150			3,150			12,600
Textbooks / Workbooks		5,600.00									5,600	5,600		16,800
Supplies & Materials other		2,500.00	2,500		700	700		500		500	500	500		8,400
Equipment / Furniture		833.33	833	833	833	833	833	833	833	833	833	833	833	10,000
Telephone		1,250.00	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Technology		10,000.00							-	10,000		-	-	20,000
Student Testing & Assessment				840	840	840	840	840	840	840	840	840	840	8,400
Field Trips				336	336	336	336	336	336	336	336	336	336	3,360
Transportation (student)				84	84	84	84	84	84	84	84	84	84	840
Student Services - other				420	420	420	420	420	420	420	420	420	420	4,200
Office Expense		833.33	833	833	833	833	833	833	833	833	833	833	833	10,000
Staff Development			2,272.73	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	2,273	25,000
Staff Recruitment								2,166.67	2,167	2,167	2,167	2,167	2,167	13,000
Student Recruitment / Marketing								1,400	1,400	1,400	1,400	1,400	1,400	8,400
School Meals / Lunch			-	840	840	840	840	840	840	840	840	840	840	8,400
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		37,317	7,689	9,709	10,409	10,409	9,709	21,726	13,276	24,576	22,526	19,376	11,276	198,000
FACILITY OPERATION & MAINTENANCE														
Insurance		1,916.67	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	23,000
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		833.33	833	833	833	833	833	833	833	833	833	833	833	10,000
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		2,083.33	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	58,000
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		**144,275**	**209,966**	**221,986**	**212,686**	**212,686**	**221,986**	**224,003**	**215,553**	**226,853**	**224,803**	**229,653**	**218,553**	2,563,002
NET INCOME		**263,573**	**(209,966)**	**185,862**	**(212,686)**	**195,162**	**(199,726)**	**183,845**	**(193,293)**	**180,995**	**(189,943)**	**178,195**	**(191,293)**	**(9,274)**
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME		**263,573**	**(209,966)**	**185,862**	**(212,686)**	**195,162**	**(199,726)**	**183,845**	**(193,293)**	**180,995**	**(189,943)**	**178,195**	**(191,293)**	**(9,274)**
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		**263,573**	**(209,966)**	**185,862**	**(212,686)**	**195,162**	**(199,726)**	**183,845**	**(193,293)**	**180,995**	**(189,943)**	**178,195**	**(191,293)**	**(9,274)**

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.

Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

Total Revenue		**2,553,728**	**3,420,104**	**4,273,880**	**5,127,656**	**6,042,416**
Total Expenses		**2,563,002**	**3,416,894**	**4,242,529**	**5,028,798**	**5,947,063**
Net Income (Before Cash Flow Adjustments)		**(9,274)**	**3,210**	**31,351**	**98,858**	**95,353**
Actual Student Enrollment		**168**	**224**	**280**	**336**	**396**
Total Paid Student Enrollment		**168**	**224**	**280**	**336**	**396**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2012	**2013**	**2014**	**2015**	**2016**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
School District 1 (Enter	13,527	2,272,536	3,030,048	3,787,560	4,545,072	5,356,692
School District 2 (Enter	-	-	-	-	-	-
School District 3 (Enter	-	-	-	-	-	-
School District 4 (Enter	-	-	-	-	-	-
School District 5 (Enter	-	-	-	-	-	-
School District 6 (Enter	-	-	-	-	-	-
School District 7 (Enter	-	-	-	-	-	-
School District 8 (Enter	-	-	-	-	-	-
School District 9 (Enter	-	-	-	-	-	-
School District 10 (Enter	-	-	-	-	-	-
School District 11 (Enter	-	-	-	-	-	-
School District 12 (Enter	-	-	-	-	-	-
School District 13 (Enter	-	-	-	-	-	-
School District 14 (Enter	-	-	-	-	-	-
School District 15 (Enter	-	-	-	-	-	-
School District - ALL	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average	13,527	2,272,536	3,030,048	3,787,560	4,545,072	5,356,692
Special Education Revenue		174,552	232,736	290,920	349,104	411,444
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,447,088	3,262,784	4,078,480	4,894,176	5,768,136
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		21,840	29,120	36,400	43,680	51,480
Title I		67,200	89,600	112,000	134,400	158,400
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation				-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		89,040	118,720	148,400	178,080	209,880
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement			16,800	21,000	25,200	29,700
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		12,600	16,800	21,000	25,200	29,700
OTHER		5,000	5,000	5,000	5,000	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		17,600	38,600	47,000	55,400	64,400
TOTAL REVENUE		**2,553,728**	**3,420,104**	**4,273,880**	**5,127,656**	**6,042,416**

DESCRIPTION OF ASSUMPTIONS
$10,390 per SpEd Student, at 10% of student body
$1300 per SpEd Student, at 10% of student body
$500 per student based on 80% of student body
Erate funding based on 75% of children qualify for FRL
NYSTL Funding, based on student size
Pro Bono Legal Services

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.

Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

Total Revenue		**2,553,728**	**3,420,104**	**4,273,880**	**5,127,656**	**6,042,416**
Total Expenses		**2,563,002**	**3,416,894**	**4,242,529**	**5,028,798**	**5,947,063**
Net Income (Before Cash Flow Adjustments)		**(9,274)**	**3,210**	**31,351**	**98,858**	**95,353**
Actual Student Enrollment		**168**	**224**	**280**	**336**	**396**
Total Paid Student Enrollment		**168**	**224**	**280**	**336**	**396**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2012	**2013**	**2014**	**2015**	**2016**
EXPENSES						
ADMINISTRATIVE STAFF PERSC	No. of Positions					
Executive Management	1.00	120,000	120,000	120,000	120,000	120,000
Instructional Management	1.00	100,000	100,000	100,000	200,000	200,000
Deans, Directors & Coordinators	1.00	85,000	130,000	130,000	175,000	175,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	80,000	80,000	80,000	80,000	80,000
Administrative Staff	3.00	135,000	220,000	220,000	260,000	295,000
TOTAL ADMINISTRATIVE STAFF	7.00	520,000	650,000	650,000	835,000	870,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	14.00	770,000	990,000	1,265,000	1,485,000	1,760,000
Teachers - SPED	3.00	120,000	120,000	180,000	180,000	240,000
Substitute Teachers	-	38,500	49,500	63,250	74,250	88,000
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	1.00	60,000	60,000	60,000	120,000	180,000
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	60,000	60,000	60,000	60,000	120,000
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	19.00	1,048,500	1,279,500	1,628,250	1,919,250	2,388,000
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVI	26.00	1,568,500	1,929,500	2,278,250	2,754,250	3,258,000
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		125,323	154,167	182,032	220,065	260,314
Fringe / Employee Benefits		235,275	308,720	387,303	495,765	619,020
Retirement / Pension		-	10,000	20,000	30,000	40,000
TOTAL PAYROLL TAXES AND BENEFITS		360,598	472,887	589,335	745,830	919,334
TOTAL PERSONNEL SERVICE C	26.00	1,929,098	2,402,387	2,867,585	3,500,080	4,177,334
CONTRACTED SERVICES						
Accounting / Audit		28,000	28,000	28,000	28,000	28,000
Legal		5,000	5,000	5,001	5,002	5,003
Management Company Fee		272,704	363,606	454,507	545,409	642,803
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		5,000	6,000	8,000	9,000	10,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		67,200	89,600	112,000	134,400	158,400
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		377,904	492,206	607,508	721,811	844,206
SCHOOL OPERATIONS						
Board Expenses						-
Classroom / Teaching Supplies & Materials		33,600	44,800	49,000	50,400	59,400
Special Ed Supplies & Materials		12,600	16,800	21,000	25,200	29,700
Textbooks / Workbooks		16,800	22,400	25,200	26,880	27,720
Supplies & Materials other		8,400	11,200	14,000	16,800	19,800
Equipment / Furniture		10,000	10,000	10,000	10,000	10,000
Telephone		15,000	20,000	20,000	20,000	20,000
Technology		20,000	25,000	25,000	25,000	25,000
Student Testing & Assessment		8,400	11,200	14,000	16,800	19,800
Field Trips		3,360	4,480	5,600	6,720	7,920
Transportation (student)		840	1,120	1,400	1,680	1,980
Student Services - other		4,200	5,600	7,000	8,400	9,900
Office Expense		10,000	10,001	10,002	10,003	10,004
Staff Development		25,000	32,000	38,000	46,000	55,000
Staff Recruitment		13,000	5,000	5,000	5,000	5,000
Student Recruitment / Marketing		8,400	6,000	6,000	6,000	6,000
School Meals / Lunch		8,400	11,200	14,000	16,800	19,800
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		198,000	236,801	265,202	291,683	327,024
FACILITY OPERATION & MAINTENANCE						
Insurance		23,000	25,300	27,830	30,613	33,674
Janitorial		-	-	-	-	-
Building and Land Rent / Lease		10,000	10,200	10,404	10,612	10,824
Repairs & Maintenance			-	-	-	-
Equipment / Furniture		25,000	45,000	50,000	50,000	50,000
Security		-	-	-	-	-
Utilities		-				
TOTAL FACILITY OPERATION & MAINTENANCE		58,000	80,500	88,234	91,225	94,499
DEPRECIATION & AMORTIZATION		-	5,000	14,000	24,000	34,000.00
DISSOLUTION ESCROW & RESERVES / CONTIGENCY			200,000	400,000	400,000	470,000
TOTAL EXPENSES		**2,563,002**	**3,416,894**	**4,242,529**	**5,028,798**	**5,947,063**
NET INCOME		**(9,274)**	**3,210**	**31,351**	**98,858**	**95,353**

DESCRIPTION OF ASSUMPTIONS

Executive Management	Year 1: 1 Principal with 2% Salary Increase each year
Instructional Management	additional Assistant Principal
Deans, Directors & Coordinators	Year 1: 1 Dean with 2% Salary Increase each year, Year 3: Additional Dean, Year 4: Additional Dean
Operation / Business Manager	Year 1: 1 Operations Director with 2% salary increase each year, Year 2: Operations Manager
Administrative Staff	Year 1: 2 administrative staff, 1 Finance Manager with 2% salary increase, Year 2: Additional Manager, Year 3: additional Ops Assoc, Year 4: 3 additional Ops staff, Year 5: one additional
Teachers - Regular	Year 1: 17 Teachers, Year 2: 22 Teachers, Year 3: 27 Teachers, Year 4: 30 Teachers, Year 5: 33 Teachers - 2% salary increase each year
Teachers - SPED	Year 1: 5 SPED teachers, Year 3: 6 Teachers, Year 5: 7 Teachers - with 2% salary increase each year
Substitute Teachers	5% of Teacher Salary
Specialty Teachers	Academic Intervention Teacher, one in Year 3, second in Year 4, 2% salary increase each year
Therapists & Counselors	Year 1: Counselor with 2% salary increase each year, Year 4: HS Placement Counselor
Payroll Taxes	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits	15% of salary Year 1, growing to 19% of salary by year 5
Retirement / Pension	One year to Vest
Management Company Fee	12% of PPA
Titlement Services (i.e. Title I)	Math/Literacy coordinators
Classroom / Teaching Supplies & Materials	$200 per student
Special Ed Supplies & Materials	750 per billable SpEd student
Textbooks / Workbooks	$100 per student
Supplies & Materials other	$50 per student
Student Testing & Assessment	$50 per student
Field Trips	$20 per student
Student Services - other	$25 per student (Tshirts, support)
Staff Development	$1000 per staff
Staff Recruitment	$500 per new staff recruited
Student Recruitment / Marketing	$50 per new student recruited
School Meals / Lunch	$50 per student
Insurance	10% increase per year
Equipment / Furniture	Computers, Technology
DEPRECIATION & AMORTIZATION	Equipment/Furniture amortized over 5 years
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	$70K Escrow by Year 2, building 3 month reserve subsequent years ($1.4M)

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.

Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

						DESCRIPTION OF ASSUMPTIONS
Total Revenue	**2,553,728**	**3,420,104**	**4,273,880**	**5,127,656**	**6,042,416**	
Total Expenses	**2,563,002**	**3,416,894**	**4,242,529**	**5,028,798**	**5,947,063**	
Net Income (Before Cash Flow Adjustments)	**(9,274)**	**3,210**	**31,351**	**98,858**	**95,353**	
Actual Student Enrollment	**168**	**224**	**280**	**336**	**396**	
Total Paid Student Enrollment	**168**	**224**	**280**	**336**	**396**	
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	
	2012	**2013**	**2014**	**2015**	**2016**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	168	224	280	336	396	Additional 56 students per year, 60 in year 5
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	**168**	**224**	**280**	**336**	**396**	
REVENUE PER PUPIL	**15,201**	**15,268**	**15,264**	**15,261**	**15,259**	
EXPENSES PER PUPIL	**15,256**	**15,254**	**15,152**	**14,967**	**15,018**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	5,000	14,000	24,000	34,000	
Other	-	-	-	-	-	
Total Operating Activities	-	5,000	14,000	24,000	34,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures						
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**5,000**	**14,000**	**24,000**	**34,000**	
NET INCOME	**(9,274)**	**8,210**	**45,351**	**122,858**	**129,353**	
Beginning Cash Balance	-	(9,274)	(1,064)	44,287	167,145	
ENDING CASH BALANCE	**(9,274)**	**(1,064)**	**44,287**	**167,145**	**296,498**	

Five Year Staffing Plan							
	Certified		Year 1	Year 2	Year 3	Year 4	Year 5
Principal	Yes	120000	1	1	1	1	1
Academic Director	Yes	100000	1	1	1	2	2
Director of Culture		85000	1	1	1	1	1
Operations Director	No	80000	1	1	1	1	1
Finance Manager	No	60000	1	1	1	1	1
Operations Manager	No	50000	0	1	1	1	1
Operations Assistant	No	40000	1	1	1	2	2
Program	No	35000	0	1	1	1	2
Receptionist/Associ	No	35000	1	1	1	1	1
Teachers	Yes	55000	14	18	23	27	32
Special Education Certified Learning Specialist **(Support Services Team)**	Yes	60000	2	2	3	3	4
Reading Recovery **(Support Services Team)**	Yes	60000	1	1	1	1	1
Academic Intervention Teacher **(Support Services Team)**	Yes	60000	0	0	0	1	2
Counselor/Social	Yes	60000	1	1	1	1	2
Coordinators	Yes	45000	0	1	1	2	2
Total Headcount			25	32	38	46	55

Charter Schools Institute
The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

*** It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10**

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	10201	BERNE KNOX	10,653	10,814	10,814	13,371
3	10306	BETHLEHEM	10,050	12,653	12,653	12,513
4	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500	COHOES	10,516	11,070	11,070	11,791
6	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615	MENANDS	16,576	16,582	16,582	15,870
9	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802	GUILDERLAND	10,011	10,712	10,712	11,356
13	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200	WATERVLIET	8,850	9,070	9,070	9,404
15	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601	ANDOVER	10,738	11,107	11,107	12,353
17	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801	BELFAST	8,535	10,153	10,153	11,619
19	21102	CANASERAGA	10,752	11,354	11,354	12,329
20	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001	FILLMORE	7,539	8,668	8,668	9,156
22	22101	WHITESVILLE	9,180	10,241	10,241	10,904
23	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401	SCIO	10,157	12,133	12,133	11,968
25	22601	WELLSVILLE	9,976	11,455	11,455	11,681
26	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200	BINGHAMTON	8,896	9,820	9,820	10,244
29	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301	DEPOSIT	11,710	14,020	14,020	14,304
34	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601	VESTAL	10,513	11,413	11,413	12,166
38	31701	WINDSOR	9,118	9,813	9,813	10,115
39	40204	WEST VALLEY	12,044	13,408	13,408	13,623
40	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
42	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401	HINSDALE	10,311	10,640	10,640	9,952
44	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400	OLEAN	9,145	9,933	9,933	10,976
46	42801	GOWANDA	9,677	10,020	10,020	11,326
47	42901	PORTVILLE	9,153	9,726	9,726	10,058
48	43001	RANDOLPH	8,957	9,806	9,806	10,720
49	43200	SALAMANCA	9,448	11,211	11,211	11,582
50	43501	YORKSHRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

*** It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10**

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

Charter Funding By NYS School District

*** It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10**

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

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151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

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201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESEO	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

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251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

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301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICHO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

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351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
401	450801	MEDINA	9,550	10,525	10,525	10,826
402	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500	FULTON	9,852	10,413	10,413	11,616
405	460701	HANNIBAL	8,070	9,278	9,278	10,178
406	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901	MEXICO	9,693	10,521	10,521	11,702
408	461300	OSWEGO	10,684	12,105	12,105	12,263
409	461801	PULASKI	8,770	10,270	10,270	11,580
410	461901	SANDY CREEK	10,230	10,747	10,747	12,911
411	462001	PHOENIX	10,791	11,107	11,107	12,226
412	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
413	470501	EDMESTON	8,457	9,031	9,031	11,243
414	470801	LAURENS	9,163	10,185	10,185	10,634
415	470901	SCHENEVUS	10,974	11,100	11,100	12,566
416	471101	MILFORD	10,874	11,422	11,422	12,217
417	471201	MORRIS	9,165	9,185	9,185	10,436
418	471400	ONEONTA	10,060	10,915	10,915	11,790
419	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506	WORCESTER	10,398	10,422	10,422	12,352
424	480101	MAHOPAC	12,057	13,264	13,264	13,924
425	480102	CARMEL	14,319	14,865	14,865	15,409
426	480401	HALDANE	14,121	14,783	14,783	16,483
427	480404	GARRISON	18,482	20,327	20,327	21,676
428	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601	BREWSTER	14,336	15,649	15,649	16,808
430	490101	BERLIN	10,974	12,019	12,019	12,890
431	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200	RENSSELAER	10,247	10,996	10,996	8,883
438	491302	AVERILL PARK	8,683	9,363	9,363	10,036
439	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501	SCHODACK	10,509	11,674	11,674	12,169
441	491700	TROY	11,481	13,360	13,360	15,986
442	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108	NANUET	16,675	17,763	17,763	18,531
444	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304	NYACK	16,020	17,016	17,016	18,240
447	500308	PEARL RIVER	13,277	14,413	14,413	14,854
448	500401	RAMAPO	15,993	17,571	17,571	16,919
449	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101	BRASHER FALLS	8,633	9,507	9,507	10,172

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

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501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

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551	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507	CONNETQUOT	13,359	14,373	14,373	15,947
553	580509	WEST ISLIP	11,756	12,679	12,679	13,799
554	580512	BRENTWOOD	11,583	12,950	12,950	13,488
555	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602	RIVERHEAD	13,909	15,743	15,743	16,076
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801	SMITHTOWN	12,667	13,272	13,272	13,969
561	580805	KINGS PARK	12,556	13,065	13,065	13,928
562	580901	REMSENBURG	28,044	29,102	29,102	36,414
563	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903	QUOGUE	34,967	38,866	38,866	46,916
565	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910	SAGAPONACK	13,289	19,419	19,419	N/A
569	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005	SOUTHOLD	14,515	15,431	15,431	17,390
575	581010	GREENPORT	14,041	14,945	14,945	16,696
576	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501	FALLSBURGH	15,248	16,265	16,265	19,402
579	590801	ELDRED	11,596	13,588	13,588	13,570
580	590901	LIBERTY	13,524	15,551	15,551	17,552
581	591201	TRI VALLEY	15,653	16,260	16,260	18,324
582	591301	ROSCOE	15,149	17,289	17,289	17,826
583	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401	MONTICELLO	11,687	12,084	12,084	14,106
585	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101	WAVERLY	8,126	8,476	8,476	9,059
587	600301	CANDOR	9,861	10,252	10,252	11,287
588	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903	TIOGA	7,712	8,451	8,451	9,445
592	610301	DRYDEN	9,582	10,200	10,200	11,011
593	610501	GROTON	8,899	9,486	9,486	10,405
594	610600	ITHACA	11,162	12,113	12,113	12,670
595	610801	LANSING	11,773	12,850	12,850	10,855
596	610901	NEWFIELD	8,554	8,923	8,923	9,830
597	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600	KINGSTON	12,176	12,731	12,731	14,461
599	620803	HIGHLAND	10,690	11,914	11,914	12,457
600	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586

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601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALLKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100	ALBANY	11,149	11,712	11,712	14,072
2	570101	ADDISON	10,537	10,215	10,215	11,263
3	410401	ADIRONDACK	9,936	10,915	10,915	11,668
4	80101	AFTON	10,510	11,717	11,717	13,800
5	142101	AKRON	9,157	9,760	9,760	10,134
6	450101	ALBION	8,014	8,887	8,887	10,580
7	140101	ALDEN	9,267	9,737	9,737	9,862
8	180202	ALEXANDER	9,501	10,005	10,005	11,325
9	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101	ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302	ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303	AMAGANSETT	59,305	45,754	45,754	57,648
14	140201	AMHERST	10,520	10,138	10,138	10,721
15	580106	AMITYVILLE	14,006	16,765	16,765	17,777
16	270100	AMSTERDAM	8,584	8,887	8,887	9,443
17	120102	ANDES	14,329	15,445	15,445	21,107
18	20601	ANDOVER	10,738	11,107	11,107	12,353
19	660405	ARDSLEY	15,063	17,638	17,638	20,471
20	640101	ARGYLE	8,772	10,694	10,694	11,402
21	571901	ARKPORT	8,402	8,587	8,587	9,666
22	131601	ARLINGTON	9,976	10,651	10,651	11,469
23	670201	ATTICA	9,266	9,393	9,393	9,552
24	50100	AUBURN	8,945	9,959	9,959	10,495
25	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302	AVERILL PARK	8,683	9,363	9,363	10,036
27	570201	AVOCA	9,594	11,471	11,471	13,201
28	240101	AVON	9,000	10,726	10,726	10,465
29	580101	BABYLON	15,378	17,161	17,161	16,928
30	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210	BALDWIN	14,024	15,336	15,336	15,658
32	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
33	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301	BARKER	12,412	13,293	13,293	12,895
35	180300	BATAVIA	11,169	12,503	12,503	12,293
36	570302	BATH	8,726	9,370	9,370	9,780
37	580501	BAY SHORE	13,930	15,048	15,048	15,355
38	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200	BEACON	9,227	9,650	9,650	11,093
40	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102	BEDFORD	18,038	19,852	19,852	20,556
42	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801	BELFAST	8,535	10,153	10,153	11,619
44	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207	BELLMORE	15,949	17,562	17,562	19,638
46	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001	BEMUS POINT	9,766	10,726	10,726	11,810
48	490101	BERLIN	10,974	12,019	12,019	12,890
49	10201	BERNE KNOX	10,653	10,814	10,814	13,371
50	10306	BETHLEHEM	10,050	12,653	12,653	12,513

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51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

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101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CINCINNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

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151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLICOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

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201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESEO	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVLLE-MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

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	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

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301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICHO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

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351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRAW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

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401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

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451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	91101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	51101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

Charter Funding By NYS School District

*** It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10**

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSEN	11,110	13,154	13,154	14,790
506	580901	REMSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

Charter Funding By NYS School District

*** It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10**

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

Charter Funding By NYS School District

*** It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10**

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	600903	TIOGA	7,712	8,451	8,451	9,445
602	142500	TONAWANDA	9,165	9,779	9,779	10,051
603	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201	TRI VALLEY	15,653	16,260	16,260	18,324
605	491700	TROY	11,481	13,360	13,360	15,986
606	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302	TUCKAHOE	17,306	18,600	18,600	20,009
608	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902	TULLY	8,785	9,585	9,585	10,036
610	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903	TUXEDO	16,710	18,323	18,323	17,470
612	81003	UNADILLA	9,879	10,725	10,725	11,393
613	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202	UNIONDALE	16,518	18,310	18,310	19,864
615	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300	UTICA	7,860	8,441	8,441	9,280
617	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805	VALHALLA	18,472	19,877	19,877	20,983
620	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601	VESTAL	10,513	11,413	11,413	12,166
625	431701	VICTOR	8,790	9,618	9,618	9,518
626	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302	WAINSCOTT	13,289	19,419	19,419	N/A
629	621801	WALLKILL	9,807	10,532	10,532	10,997
630	121901	WALTON	9,575	9,739	9,739	10,718
631	280223	WANTAGH	12,237	13,441	13,441	13,593
632	132101	WAPPINGERS	9,186	10,055	10,055	10,887
633	631201	WARRENSBURG	12,837	14,290	14,290	14,836
634	671501	WARSAW	10,242	12,111	12,111	11,643
635	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101	WATERFORD	10,199	12,183	12,183	12,844
638	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000	WATERTOWN	7,344	7,934	7,934	8,985
640	411902	WATERVILLE	9,725	10,734	10,734	10,900
641	11200	WATERVLIET	8,850	9,070	9,070	9,404
642	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101	WAVERLY	8,126	8,476	8,476	9,059
644	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801	WAYNE	9,957	10,781	10,781	11,034
646	261901	WEBSTER	10,136	10,427	10,427	10,872
647	50301	WEEDSPORT	9,113	10,421	10,421	11,820
648	200901	WELLS	19,282	18,500	18,500	21,823
649	22601	WELLSVILLE	9,976	11,455	11,455	11,681
650	580102	WEST BABYLON	12,571	13,840	13,840	14,848

Charter Funding By NYS School District

*** It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10**

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743

Charter Schools Institute
The State University of New York

New Applicaton Budget(s) & Cash Flow(s) Template

for SUNY Authorized Charter Schools

Excel Exceed Charter School

Contact Name:	Ian Newton
Contact Email:	[redacted]
Contact Phone:	
	Examples
Pre-Opening Period	July 1, 2011 to June 30, 2012
Operational Year ONE	July 1, 2012 to June 30, 2013

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue	**202,082**
Total Expenses	**202,082**
Net Income	**(0)**
Actual Student Enrollment	**-**
Total Paid Student Enrollment	**-**

DESCRIPTION OF ASSUMPTIONS

	CY Per Pupil Rate	**START-UP PERIOD**	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue			
School District 1 (Enter Name)	-	-	
School District 2 (Enter Name)	-	-	
School District 3 (Enter Name)	-	-	
School District 4 (Enter Name)	-	-	
School District 5 (Enter Name)	-	-	
School District 6 (Enter Name)	-	-	
School District 7 (Enter Name)	-	-	
School District 8 (Enter Name)	-	-	
School District 9 (Enter Name)	-	-	
School District 10 (Enter Name)	-	-	
School District 11 (Enter Name)	-	-	
School District 12 (Enter Name)	-	-	
School District 13 (Enter Name)	-	-	
School District 14 (Enter Name)	-	-	
School District 15 (Enter Name)	-	-	
School District - ALL OTHER	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	
Special Education Revenue		-	
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs		-	
Title I		-	
Title Funding - Other		-	
School Food Service (Free Lunch)		-	
Grants			
Charter School Program (CSP) Planning & Implementation			
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		202,082	$5K Pro Bono Legal Services, Remainder funded through CMO
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		202,082	
TOTAL REVENUE		**202,082**	

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue		**202,082**	**DESCRIPTION OF ASSUMPTIONS**
Total Expenses		**202,082**	
Net Income		**(0)**	
Actual Student Enrollment		**-**	
Total Paid Student Enrollment		**-**	
		START-UP PERIOD	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		
Executive Management	1.00	100,000	Principal Residency
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.33	26,667	1/3 Year Ops Director (March Start)
Administrative Staff	0.08	5,000	June Start Finance Mgr
TOTAL ADMINISTRATIVE STAFF	1.41	131,667	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	1.41	131,667	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		11,666	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits		19,750	Fringe and Benefits 15% of salary
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		31,416	
TOTAL PERSONNEL SERVICE COSTS	1.41	163,082	
CONTRACTED SERVICES			
Accounting / Audit		5,000	
Legal		5,000	Pro Bono Legal
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		10,000	
SCHOOL OPERATIONS			
Board Expenses			
Classroom / Teaching Supplies & Materials			
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other			
Equipment / Furniture		-	
Telephone		2,000	
Technology		2,000	Computers
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		2,000	
Staff Development		8,000	
Staff Recruitment		-	
Student Recruitment / Marketing		10,000	
School Meals / Lunch		-	
Travel (Staff)		2,000	
Fundraising		-	
Other		-	
TOTAL SCHOOL OPERATIONS		26,000	
FACILITY OPERATION & MAINTENANCE			
Insurance		3,000	
Janitorial		-	
Building and Land Rent / Lease		-	
Repairs & Maintenance		-	
Equipment / Furniture		-	
Security		-	
Utilities		-	
TOTAL FACILITY OPERATION & MAINTENANCE		3,000	
DEPRECIATION & AMORTIZATION		-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	
TOTAL EXPENSES		**202082**	
NET INCOME		**0)**	

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue	**202,082**	**DESCRIPTION OF ASSUMPTIONS**
Total Expenses	**202,082**	
Net Income	**(0)**	
Actual Student Enrollment	**-**	
Total Paid Student Enrollment	**-**	

	START-UP PERIOD
ENROLLMENT - *School Districts Are Linked To Above Entries*	
School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Excel Exceed Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue	**202,082**	**-**	**-**	**-**	**-**	**-**	**202,082**
Total Expenses	**13,992**	**13,992**	**22,252**	**22,252**	**22,252**	**45,447**	**140,185**
Net Income	**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income	**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**

	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	202,082	-	-	-	-	-	202,082
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	202,082	-	-	-	-	-	202,082
TOTAL REVENUE	**202, 082**	**-**	**-**	**-**	**-**	**-**	**202, 082**

Excel Exceed Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
July 1, 2011 to June 30, 2012

Total Revenue		**202,082**	**-**	**-**	**-**	**-**	**-**	**202,082**
Total Expenses		**13,992**	**13,992**	**22,252**	**22,252**	**22,252**	**45,447**	**140,185**
Net Income		**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**
Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance		**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income		**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**
		January	**February**	**March**	**April**	**May**	**June**	**TOTAL**
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	1.00	8,333	8,333	8,333	8,333	8,333	8,333	50,000
Instructional Management	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-
Operation / Business Manager	0.33	-	-	6,666.67	6,666.67	6,666.67	6,666.67	26,667
Administrative Staff	0.08	-	-	-	-	-	5,000	5,000
TOTAL ADMINISTRATIVE STAFF	1.41	8,333	8,333	15,000	15,000	15,000	20,000	81,667
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.41	8,333	8,333	15,000	15,000	15,000	20,000	81,667
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		742	742	1,335	1,335	1,335	1,780	7,268
Fringe / Employee Benefits		1,250	1,250	2,250	2,250	2,250	3,000	12,250
Retirement / Pension		-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		1,992	1,992	3,585	3,585	3,585	4,780	19,518
TOTAL PERSONNEL SERVICE COSTS	1.41	10,325	10,325	18,585	18,585	18,585	24,780	101,185
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	5,000	5,000
Legal		833.33	833.33	833.33	833.33	833.33	833.33	5,000
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		833	833	833	833	833	5,833	10,000
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Telephone		333.33	333.33	333.33	333.33	333.33	333.33	2,000
Technology		-	-	-	-	-	2,000	2,000
Student Testing & Assessment		-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	2,000	2,000
Staff Development		-	-	-	-	-	8,000	8,000
Staff Recruitment		-	-	-	-	-	-	-
Student Recruitment / Marketing		1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	10,000
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		333.33	333.33	333.33	333.33	333.33	333.33	2,000
Fundraising		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		2,333	2,333	2,333	2,333	2,333	14,333	26,000
FACILITY OPERATION & MAINTENANCE								
Insurance		500	500	500	500	500	500	3,000
Janitorial		-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		500	500	500	500	500	500	3,000
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-
TOTAL EXPENSES		**13, 992**	**13, 992**	**22, 252**	**22, 252**	**22, 252**	**45, 447**	**140, 185**
NET INCOME		**188, 090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61, 897**
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciation		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-
INVESTMENT ACTIVITIES								
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-
FINANCING ACTIVITIES								
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-
Total Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME		**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**
Beginning Cash Balance		-	-	-	-	-	-	-
ENDING CASH BALANCE		**188,090**	**(13,992)**	**(22,252)**	**(22,252)**	**(22,252)**	**(45,447)**	**61,897**

Excel Exceed Charter School
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *
July 1, 20XX to June 30, 20XX

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue													
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	-	-

Excel Exceed Charter School
PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *
July 1, 20XX to June 30, 20XX

*** This section should be left blank unless and/or until the charter agreement is duly modified to include a planning year**

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	-	-	-	-	-	-	-	-	-	-	-	-	-

	No. of Positions	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.33	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.08	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.41	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.41	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS															
Payroll Taxes		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	1.41	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES															
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-	-
SCHOOL OPERATIONS															
Board Expenses		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FACILITY OPERATION & MAINTENANCE															
Insurance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-	-
CASH FLOW ADJUSTMENTS															
OPERATING ACTIVITIES															
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES															
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES															
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		-	-	-	-	-	-	-	-	-	-	-	-	-	-

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

Total Revenue	**3,141,448**	**261,856**	**-**	**-**	**-**	**3,403,304**
Total Expenses	**2,237,764**	**316,976**	**-**	**-**	**827,558**	**3,382,298**
Net Income	**903,684**	**(55,120)**	**-**	**-**	**(827,558)**	**21,006**
Actual Student Enrollment	**224**	**22**				**246**
Total Paid Student Enrollment	**224**	**22**				**246**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
School District 1 (Enter Name)	13,527	3,030,048	-	-	-	-	3,030,048
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts	1 3,527	3,030,048	-	-	-	-	3,030,048
Special Education Revenue		-	2 32,736	-	-	-	2 32,736
Grants							
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		3,030,048	2 32,736	-	-	-	3,262,784
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	2 9,120	-	-	-	2 9,120
Title I		8 9,600	-	-	-	-	8 9,600
Title Funding - Other		-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		8 9,600	2 9,120	-	-	-	1 18,720
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	-
Fundraising		-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-
Interest Income		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		1 6,800	-	-	-	-	1 6,800
OTHER		5 ,000	-	-	-	-	5 ,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		2 1,800	-	-	-	-	2 1,800
TOTAL REVENUE		**3,141,448**	**261,856**	**-**	**-**	**-**	**3,403,304**

DESCRIPTION OF ASSUMPTIONS

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

Total Revenue		**3,141,448**	**261,856**	**-**	**-**	**-**	**3,403,304**
Total Expenses		**2,237,764**	**316,976**	**-**	**-**	**827,558**	**3,382,298**
Net Income		**903,684**	**(55,120)**	**-**	**-**	**(827,558)**	**21,006**
Actual Student Enrollment		**224**	**22**				**246**
Total Paid Student Enrollment		**224**	**22**				**246**

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	**DESCRIPTION OF ASSUMPTIONS**
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL	No. of Positions							
Executive Management	1.00	-	-	-	-	1 20,000	1 20,000	
Instructional Management	1.00	1 00,000	-	-	-		1 00,000	
Deans, Directors & Coordinators	2.00	1 30,000	-	-	-		1 30,000	
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	8 0,000	8 0,000	Ops Director
Administrative Staff	5.00	-	-	-	-	2 20,000	2 20,000	Finance Mgr, Ops Manager, Ops Assoc
TOTAL ADMINISTRATIVE STAFF	10.00	230,000	-	-	-	420,000	650,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	18.00	9 90,000	-	-	-	-	9 90,000	Presumes 18 teachers in first year
Teachers - SPED	2.00	-	1 20,000	-	-	-	1 20,000	Presumes 5 teachers in first year
Substitute Teachers	-	4 9,500	-	-	-	-	4 9,500	5% of Regular Teachers Salary
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	1.00		6 0,000	-	-	-	6 0,000	
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	1.00	-	6 0,000	-	-	-	6 0,000	
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	22.00	1,039,500	240,000	-	-	-	1,279,500	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	Excel will receive custodial services through the DOE Partnership
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COS	3 2.00	1,269,500	2 40,000	-	-	4 20,000	1,929,500	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		1 01,433	1 9,176	-	-	3 3,558	1 54,167	6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax
Fringe / Employee Benefits		1 90,425	3 6,000	-	-	6 3,000	2 89,425	Fringe and Benefits 15% of salary
Retirement / Pension		-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		2 91,858	5 5,176	-	-	9 6,558	4 43,592	
TOTAL PERSONNEL SERVICE COSTS	3 2.00	1,561,358	2 95,176	-	-	5 16,558	2,373,092	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	2 8,000	2 8,000	
Legal		-	-	-	-	5 ,000	5 ,000	
Management Company Fee		3 63,606	-	-	-	-	3 63,606	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	5 ,000	5 ,000	
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		8 9,600	-	-	-	-	8 9,600	
Other Purchased / Professional / Consulting		-	-	-	-	-	-	
TOTAL CONTRACTED SERVICES		4 53,206	-	-	-	3 8,000	4 91,206	
SCHOOL OPERATIONS								
Board Expenses			-	-	-	-	-	
Classroom / Teaching Supplies & Materials		4 4,800	-	-	-		4 4,800	
Special Ed Supplies & Materials			1 6,800	-	-		1 6,800	
Textbooks / Workbooks		2 2,400	-	-	-		2 2,400	
Supplies & Materials other		1 1,200	-	-	-		1 1,200	
Equipment / Furniture		1 0,000	-	-	-		1 0,000	
Telephone		1 0,000	-	-	-	5 ,000	1 5,000	
Technology		3 0,000	-	-	-	1 0,000	4 0,000	
Student Testing & Assessment		1 1,200	-	-	-	-	1 1,200	
Field Trips		4 ,480	-	-	-	-	4 ,480	
Transportation (student)		1 ,120	-	-	-	-	1 ,120	
Student Services - other		5 ,600	-	-	-	-	5 ,600	
Office Expense		-	-	-	-	1 0,000	1 0,000	
Staff Development		2 2,000		-	-	1 0,000	3 2,000	
Staff Recruitment		1 3,000	-	-	-	-	1 3,000	
Student Recruitment / Marketing		1 1,200	-	-	-	-	1 1,200	
School Meals / Lunch		1 1,200	-	-	-	-	1 1,200	
Travel (Staff)		-	-	-	-	-	-	
Fundraising		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS		2 08,200	1 6,800	-	-	3 5,000	2 60,000	
FACILITY OPERATION & MAINTENANCE								
Insurance		-	-	-	-	2 3,000	2 3,000	Based on Empower, school of similar size
Janitorial		-	-	-	-	-	-	
Building and Land Rent / Lease		-	-	-	-	1 0,000	1 0,000	Building permits
Repairs & Maintenance		-	-	-	-		-	
Equipment / Furniture		1 5,000	5 ,000	-	-	5 ,000	2 5,000	Computers for all staff @$1K, 30 student computers, server and other network setup
Security		-	-	-	-	-	-	
Utilities		-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE		1 5,000	5 ,000	-	-	3 8,000	5 8,000	
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	2 00,000	2 00,000	$70K Escrow, begin builidng reserve up to 3 months expenses
TOTAL EXPENSES		**2,237,764**	**316,976**	**-**	**-**	**827,558**	**3,382,298**	
NET INCOME		**903,684**	**(55,120)**	**-**	**-**	**(827,558)**	**21,006**	

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012 to June 30, 2013

Total Revenue	3,141,448	261,856	-	-	-	3,403,304
Total Expenses	2,237,764	316,976	-	-	827,558	3,382,298
Net Income	903,684	(55,120)	-	-	(827,558)	21,006
Actual Student Enrollment	224	22				246
Total Paid Student Enrollment	224	22				246

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	224	22	-			2 46
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	224	22	-			246
REVENUE PER PUPIL	14,024	11,690	-			13,812
EXPENSES PER PUPIL	9,990	14,151	-			13,727

DESCRIPTION OF ASSUMPTIONS

Excel Exceed Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue	543,797	-	543,797	-	543,797	29,680	543,797	29,680	543,797	46,480	543,797	34,680	3,403,304
Total Expenses	185,433	258,794	271,654	262,354	262,354	271,654	275,187	265,687	276,987	275,987	279,787	468,687	3,354,564
Net Income	358,364	(258,794)	272,144	(262,354)	281,444	(241,974)	268,610	(236,007)	266,810	(229,507)	264,010	(434,007)	48,740
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	358,364	(258,794)	272,144	(262,354)	281,444	(241,974)	268,610	(236,007)	266,810	(229,507)	264,010	(434,007)	48,740

*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.) Year Budget & Assumptions'.**

	CY Per Pupil Rate	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
School District 1 (Enter Name)	13,527	505,008	-	505,008	-	505,008	-	505,008	-	505,008	-	505,008	-	3,030,048
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	505,008	-	505,008	-	505,008	-	505,008	-	505,008	-	505,008	-	3,030,048
Special Education Revenue		38,789	-	38,789	-	38,789	-	38,789	-	38,789	-	38,789	-	232,736
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		543,797	-	543,797	-	543,797	-	543,797	-	543,797	-	543,797	-	3,262,784
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	7,280	-	7,280	-	7,280	-	7,280	29,120
Title I		-	-	-	-		22,400	-	22,400	-	22,400	-	22,400	89,600
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	-	29,680	-	29,680	-	29,680	-	29,680	118,720
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	16,800	-	-	16,800
OTHER		-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	16,800	-	5,000	21,800
TOTAL REVENUE		543,797	-	543,797	-	543,797	29,680	543,797	29,680	543,797	46,480	543,797	34,680	3,403,304

Excel Exceed Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012 to June 30, 2013

		July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
Total Revenue		**543,797**	**-**	**543,797**	**-**	**543,797**	**29,680**	**543,797**	**29,680**	**543,797**	**46,480**	**543,797**	**34,680**	**3,403,304**
Total Expenses		**185,433**	**258,794**	**271,654**	**262,354**	**262,354**	**271,654**	**275,187**	**265,687**	**276,987**	**275,987**	**279,787**	**468,687**	**3,354,564**
Net Income		**358,364**	**(258,794)**	**272,144**	**(262,354)**	**281,444**	**(241,974)**	**268,610**	**(236,007)**	**266,810**	**(229,507)**	**264,010**	**(434,007)**	**48,740**
Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income		**358,364**	**(258,794)**	**272,144**	**(262,354)**	**281,444**	**(241,974)**	**268,610**	**(236,007)**	**266,810**	**(229,507)**	**264,010**	**(434,007)**	**48,740**
		July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**TOTAL**
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	1.00	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
Instructional Management	1.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
Deans, Directors & Coordinators	2.00	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	10,833	130,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Administrative Staff	5.00	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	18,333	220,000
TOTAL ADMINISTRATIVE STAFF	10.00	54,167	54,167	54,167	54,167	54,167	54,167	54,167	54,167	54,167	54,167	54,167	54,167	650,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	18.00		90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	990,000
Teachers - SPED	2.00		10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	10,909	120,000
Substitute Teachers	-		4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	49,500
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	1.00		5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	60,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00		5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	5,455	60,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	22.00	-	116,318	116,318	116,318	116,318	116,318	116,318	116,318	116,318	116,318	116,318	116,318	1,279,500
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	32.00	54,167	170,485	170,485	170,485	170,485	170,485	170,485	170,485	170,485	170,485	170,485	170,485	1,929,500
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		12,847.25	12,847	12,847	12,847	12,847	12,847	12,847	12,847	12,847	12,847	12,847	12,847	154,167
Fringe / Employee Benefits		24,118.75	24,119	24,119	24,119	24,119	24,119	24,119	24,119	24,119	24,119	24,119	24,119	289,425
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		36,966	36,966	36,966	36,966	36,966	36,966	36,966	36,966	36,966	36,966	36,966	36,966	443,592
TOTAL PERSONNEL SERVICE COSTS	32.00	91,133	207,451	207,451	207,451	207,451	207,451	207,451	207,451	207,451	207,451	207,451	207,451	2,373,092
CONTRACTED SERVICES														
Accounting / Audit				10,000		-	10,000					8,000		28,000
Legal													5,000	5,000
Management Company Fee		30,300.48	30,300	30,300	30,300	30,300	30,300	30,300	30,300	30,300	30,300	30,300	30,300	363,606
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		416.67	417	417	417	417	417	417	417	417	417	417	417	5,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		7,466.67	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	7,467	89,600
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		38,184	38,184	48,184	38,184	38,184	48,184	38,184	38,184	38,184	38,184	46,184	43,184	491,206
SCHOOL OPERATIONS														
Board Expenses														-
Classroom / Teaching Supplies & Materials		10,000.00		2,000	2,000	2,000	2,000	6,800	2,000	2,800	2,000	2,000		33,600
Special Ed Supplies & Materials		8,400.00						4,200			4,200			16,800
Textbooks / Workbooks		7,466.67									5,600	5,600		18,667
Supplies & Materials other		2,500.00	2,500		700	700		500		500	500	500		8,400
Equipment / Furniture		833.33	833	833	833	833	833	833	833	833	833	833	833	10,000
Telephone		1,250.00	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Technology		20,000.00							-	10,000		-	-	30,000
Student Testing & Assessment				1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	11,200
Field Trips				448	448	448	448	448	448	448	448	448	448	4,480
Transportation (student)				112	112	112	112	112	112	112	112	112	112	1,120
Student Services - other				560	560	560	560	560	560	560	560	560	560	5,600
Office Expense		833.33	833	833	833	833	833	833	833	833	833	833	833	10,000
Staff Development			2,909.09	2,909	2,909	2,909	2,909	2,909	2,909	2,909	2,909	2,909	2,909	32,000
Staff Recruitment								2,166.67	2,167	2,167	2,167	2,167	2,167	13,000
Student Recruitment / Marketing								1,867	1,867	1,867	1,867	1,867	1,867	11,200
School Meals / Lunch			-	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	1,120	11,200
Travel (Staff)		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		51,283	8,326	11,186	11,886	11,886	11,186	24,719	15,219	26,519	25,519	21,319	13,219	232,267
FACILITY OPERATION & MAINTENANCE														
Insurance		1,916.67	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	1,917	23,000
Janitorial		-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease		833.33	833	833	833	833	833	833	833	833	833	833	833	10,000
Repairs & Maintenance		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		2,083.33	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	58,000
DEPRECIATION & AMORTIZATION		-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	-	-	-	-	-	-	-	200,000	200,000
TOTAL EXPENSES		**185,433**	**258,794**	**271,654**	**262,354**	**262,354**	**271,654**	**275,187**	**265,687**	**276,987**	**275,987**	**279,787**	**468,687**	3,354,564
NET INCOME		**358,364**	**(258,794)**	**272,144**	**(262,354)**	**281,444**	**(241,974)**	**268,610**	**(236,007)**	**266,810**	**(229,507)**	**264,010**	**(434,007)**	**48,740**
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
NET INCOME		**358,364**	**(258,794)**	**272,144**	**(262,354)**	**281,444**	**(241,974)**	**268,610**	**(236,007)**	**266,810**	**(229,507)**	**264,010**	**(434,007)**	**48,740**
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE		**358,364**	**(258,794)**	**272,144**	**(262,354)**	**281,444**	**(241,974)**	**268,610**	**(236,007)**	**266,810**	**(229,507)**	**264,010**	**(434,007)**	**48,740**

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.

Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

Total Revenue		**3,399,104**	**4,265,480**	**5,119,256**	**6,033,416**	**6,948,176**
Total Expenses		**3,365,298**	**3,997,610**	**4,981,783**	**5,888,627**	**6,572,070**
Net Income (Before Cash Flow Adjustments)		**33,806**	**267,870**	**137,473**	**144,789**	**376,106**
Actual Student Enrollment		**168**	**224**	**280**	**336**	**396**
Total Paid Student Enrollment		**224**	**280**	**336**	**396**	**456**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2012	**2013**	**2014**	**2015**	**2016**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
School District 1 (Enter	13,527	3,030,048	3,787,560	4,545,072	5,356,692	6,168,312
School District 2 (Enter	-	-	-	-	-	-
School District 3 (Enter	-	-	-	-	-	-
School District 4 (Enter	-	-	-	-	-	-
School District 5 (Enter	-	-	-	-	-	-
School District 6 (Enter	-	-	-	-	-	-
School District 7 (Enter	-	-	-	-	-	-
School District 8 (Enter	-	-	-	-	-	-
School District 9 (Enter	-	-	-	-	-	-
School District 10 (Enter	-	-	-	-	-	-
School District 11 (Enter	-	-	-	-	-	-
School District 12 (Enter	-	-	-	-	-	-
School District 13 (Enter	-	-	-	-	-	-
School District 14 (Enter	-	-	-	-	-	-
School District 15 (Enter	-	-	-	-	-	-
School District - ALL	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average	13,527	3,030,048	3,787,560	4,545,072	5,356,692	6,168,312
Special Education Revenue		232,736	290,920	349,104	411,444	473,784
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		3,262,784	4,078,480	4,894,176	5,768,136	6,642,096
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		29,120	36,400	43,680	51,480	59,280
Title I		89,600	112,000	134,400	158,400	182,400
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation				-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		118,720	148,400	178,080	209,880	241,680
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement			16,800	21,000	25,200	29,700
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		12,600	16,800	21,000	25,200	29,700
OTHER		5,000	5,000	5,000	5,000	5,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		17,600	38,600	47,000	55,400	64,400
TOTAL REVENUE		**3,399,104**	**4,265,480**	**5,119,256**	**6,033,416**	**6,948,176**

DESCRIPTION OF ASSUMPTIONS

$10,390 per SpEd Student, at 10% of student body
$1300 per SpEd Student, at 10% of student body
$500 per student based on 80% of student body
Erate funding based on 75% of children qualify for FRL
NYSTL Funding, based on student size
Pro Bono Legal Services

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.

Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

Total Revenue		**3,399,104**	**4,265,480**	**5,119,256**	**6,033,416**	**6,948,176**
Total Expenses		**3,365,298**	**3,997,610**	**4,981,783**	**5,888,627**	**6,572,070**
Net Income (Before Cash Flow Adjustments)		**33,806**	**267,870**	**137,473**	**144,789**	**376,106**
Actual Student Enrollment		**168**	**224**	**280**	**336**	**396**
Total Paid Student Enrollment		**224**	**280**	**336**	**396**	**456**
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2012	**2013**	**2014**	**2015**	**2016**
EXPENSES						
ADMINISTRATIVE STAFF PERSC	No. of Positions					
Executive Management	1.00	120,000	120,000	120,000	120,000	120,000
Instructional Management	1.00	100,000	100,000	200,000	200,000	200,000
Deans, Directors & Coordinators	2.00	130,000	130,000	175,000	175,000	220,000
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	80,000	80,000	80,000	80,000	80,000
Administrative Staff	5.00	220,000	220,000	260,000	295,000	330,000
TOTAL ADMINISTRATIVE STAFF	10.00	650,000	650,000	835,000	870,000	950,000
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	18.00	990,000	1,265,000	1,485,000	1,815,000	2,090,000
Teachers - SPED	2.00	120,000	180,000	180,000	240,000	240,000
Substitute Teachers	-	49,500	63,250	74,250	90,750	104,500
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	1.00	60,000	60,000	120,000	180,000	180,000
Aides	-	-	-	-	-	-
Therapists & Counselors	1.00	60,000	60,000	60,000	120,000	120,000
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	22.00	1,279,500	1,628,250	1,919,250	2,445,750	2,734,500
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVI	32.00	1,929,500	2,278,250	2,754,250	3,315,750	3,684,500
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		154,167	182,032	220,065	264,928	294,392
Fringe / Employee Benefits		289,425	364,520	468,223	596,835	700,055
Retirement / Pension		-	10,000	20,000	30,000	40,000
TOTAL PAYROLL TAXES AND BENEFITS		443,592	556,552	708,287	891,763	1,034,447
TOTAL PERSONNEL SERVICE C	32.00	2,373,092	2,834,802	3,462,537	4,207,513	4,718,947
CONTRACTED SERVICES						
Accounting / Audit		28,000	28,000	28,000	28,000	28,000
Legal		5,000	5,000	5,001	5,002	5,003
Management Company Fee		363,606	454,507	545,409	642,803	740,197
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		5,000	6,000	8,000	9,000	10,000
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		89,600	112,000	134,400	158,400	182,400
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		491,206	605,507	720,810	843,205	965,600
SCHOOL OPERATIONS						
Board Expenses						-
Classroom / Teaching Supplies & Materials		33,600	44,800	49,000	50,400	59,400
Special Ed Supplies & Materials		12,600	16,800	21,000	25,200	29,700
Textbooks / Workbooks		16,800	22,400	25,200	26,880	27,720
Supplies & Materials other		8,400	11,200	14,000	16,800	19,800
Equipment / Furniture		10,000	10,000	10,000	10,000	10,000
Telephone		15,000	20,000	20,000	20,000	20,000
Technology		40,000	50,000	50,000	50,000	50,000
Student Testing & Assessment		8,400	11,200	14,000	16,800	19,800
Field Trips		3,360	4,480	5,600	6,720	7,920
Transportation (student)		840	1,120	1,400	1,680	1,980
Student Services - other		4,200	5,600	7,000	8,400	9,900
Office Expense		10,000	10,001	10,002	10,003	10,004
Staff Development		25,000	32,000	38,000	46,000	56,000
Staff Recruitment		13,000	5,000	5,000	5,000	5,000
Student Recruitment / Marketing		8,400	6,000	6,000	6,000	6,000
School Meals / Lunch		8,400	11,200	14,000	16,800	19,800
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		218,000	261,801	290,202	316,683	353,024
FACILITY OPERATION & MAINTENANCE						
Insurance		23,000	25,300	27,830	30,613	33,674
Janitorial		-	-	-	-	-
Building and Land Rent / Lease		10,000	10,200	10,404	10,612	10,824
Repairs & Maintenance			-	-	-	-
Equipment / Furniture		50,000	50,000	50,000	50,000	50,000
Security		-	-	-	-	-
Utilities		-				
TOTAL FACILITY OPERATION & MAINTENANCE		83,000	85,500	88,234	91,225	94,499
DEPRECIATION & AMORTIZATION		-	10,000	20,000	30,000	40,000.00
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		200,000	200,000	400,000	400,000	400,000
TOTAL EXPENSES		**3,365,298**	**3,997,610**	**4,981,783**	**5,888,627**	**6,572,070**
NET INCOME		**33,806**	**267,870**	**137,473**	**144,789**	**376,106**

DESCRIPTION OF ASSUMPTIONS

Year 1: 1 Principal with 2% Salary Increase each year	
additional Assistant Principal	
Year 1: 1 Dean with 2% Salary Increase each year, Year 3: Additional Dean, Year 4: Additional Dean	
Year 1: 1 Operations Director with 2% salary increase each year, Year 2: Operations Manager	
Year 1: 2 administrative staff, 1 Finance Manager with 2% salary increase, Year 2: Additional Manager, Year 3: additional Ops Assoc, Year 4: 3 additional Ops staff, Year 5: one additional	
Year 1: 17 Teachers, Year 2: 22 Teachers, Year 3: 27 Teachers, Year 4: 30 Teachers, Year 5: 33 Teachers - 2% salary increase each year	
Year 1: 5 SPED teachers, Year 3: 6 Teachers, Year 5: 7 Teachers - with 2% salary increase each year	
5% of Teacher Salary	
Academic Intervention Teacher, one in Year 3, second in Year 4, 2% salary increase each year	
Year 1: Counselor with 2% salary increase each year, Year 4: HS Placement Counselor	
6.2% SS; 1.45% Medicare; .34% MTA employer payroll tax	
15% of salary Year 1, growing to 19% of salary by year 5	
One year to Vest	
12% of PPA	
Math/Literacy coordinators	
$200 per student	
750 per billable SpEd student	
$100 per student	
$50 per student	
$50 per student	
$20 per student	
$25 per student (Tshirts, support)	
$1000 per staff	
$500 per new staff recruited	
$50 per new student recruited	
$50 per student	
10% increase per year	
Computers, Technology	
Equipment/Furniture amortized over 5 years	
$70K Escrow by Year 2, building 3 month reserve subsequent years ($1.4M)	

Excel Exceed Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation.

Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.

						DESCRIPTION OF ASSUMPTIONS
Total Revenue	**3,399,104**	**4,265,480**	**5,119,256**	**6,033,416**	**6,948,176**	
Total Expenses	**3,365,298**	**3,997,610**	**4,981,783**	**5,888,627**	**6,572,070**	
Net Income (Before Cash Flow Adjustments)	**33,806**	**267,870**	**137,473**	**144,789**	**376,106**	
Actual Student Enrollment	**168**	**224**	**280**	**336**	**396**	
Total Paid Student Enrollment	**224**	**280**	**336**	**396**	**456**	
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	
	2012	**2013**	**2014**	**2015**	**2016**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	168	224	280	336	396	Additional 56 students per year, 60 in year 4 and 5
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
TOTAL ENROLLMENT	**168**	**224**	**280**	**336**	**396**	
REVENUE PER PUPIL	**20,233**	**19,042**	**18,283**	**17,957**	**17,546**	
EXPENSES PER PUPIL	**20,032**	**17,846**	**17,792**	**17,526**	**16,596**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	10,000	20,000	30,000	40,000	
Other	-	-	-	-	-	
Total Operating Activities	-	10,000	20,000	30,000	40,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures						
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**-**	**10,000**	**20,000**	**30,000**	**40,000**	
NET INCOME	**33,806**	**277,870**	**157,473**	**174,789**	**416,106**	
Beginning Cash Balance	-	33,806	311,676	469,149	643,939	
ENDING CASH BALANCE	**33,806**	**311,676**	**469,149**	**643,939**	**1,060,045**	

Five Year Staffing Plan							
	Certified		Year 1	Year 1	Year 2	Year 3	Year 4
Principal	Yes	120000	1	1	1	1	1
Academic Director	Yes	100000	1	1	1	2	2
Director of Culture		85000	1	1	1	1	1
Operations Director	No	80000	1	1	1	1	1
Finance Manager	No	60000	1	1	1	1	1
Operations Manager	No	50000	0	1	1	1	1
Operations Assistant	No	40000	1	1	1	2	2
Program Assistant	No	35000	0	1	1	1	2
Receptionist/Associ	No	35000	1	1	1	1	1
Teachers	Yes	55000	14	18	23	27	33
Special Education Certified Learning Specialist **(Support Services Team)**	Yes	60000	2	2	3	3	4
Reading Recovery **(Support Services Team)**	Yes	60000	1	1	1	1	1
Academic Intervention Teacher **(Support Services Team)**	Yes	60000	0	0	0	1	2
Counselor/Social	Yes	60000	1	1	1	1	2
Coordinators	Yes	45000	0	1	1	2	2
Total Headcount			25	32	38	46	56

Year 5
1
2
1
1
1
1
2
3
1
38
4
1
2
2
3
63

Provide supporting evidence in the form of a narrative that the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that the proposed school would have sufficient start-up funds available to it. Provide the rationale for or source of the assumptions upon which your budget rests and explain how your budget supports the implementation of the academic program described in this proposal.

- *The Start-Up budget refers to the period of time before the school officially opens. The budget for the cash management, purchasing and expenditures and facilities equipment and period should show revenues and expenditures the school anticipates receiving and incurring while getting the school up and running. The typical start-up period usually consists of the six to eight months prior to receiving the first per pupil aid payment on July 1st.*
- *The Cash Flow – Start-Up & Pre-opening Period is a cash flow projection that should reflect a well thought out timetable of anticipated receipts and outlays on a month-by-month basis. This monthly cash flow should ideally match the "Start-Up" budget.*
- *The Year One Budget & Assumptions refers to the first year the school will be in operation. This is arguably the most fiscally crucial year in the initial charter term. The template for year one will require potential schools to break down the budget into program (i.e. regular education, special education and other) and support services (i.e. fundraising and management and general). This budget format is consistent with the required financial statement format for charter schools authorized by the SUNY. In addition to the budget, be sure to include all assumptions used in all calculations. A budget without a full set of stated assumptions cannot be meaningfully reviewed.*
- *The Year One Cash Flow is a cash flow projection for the school's first year that should reflect a well thought out timetable of anticipated receipts and outlays on a month-by-month basis. The totals in this template should match the year one budget totals and assumptions. Due to the importance of the first operational year, it is crucial that potential schools think about and plan out every month to ensure fiscal stability.*
- *The Five Year Budget and Cash Flow Adjustments is a five year outlook for a potential school for the first five years of school operation. Schools should complete this tab and include all assumptions for calculations used in years two through five in the column/space provided. Adjustments that affect cash flow (depreciation, capitalized expenditures, etc.) can also be made to the bottom of the template so an accurate depiction of actual cash flow can be shown.*
- *When preparing budgets and cash flows schools should not include federal Charter School Program (CSP) Grant funds. Schools should present a sound operational model based on the operational funding it will receive based on enrollment. The CSP grant is competitive and there is no guarantee a school will receive an award and funding. The Institute will work diligently to secure funding so this grant may be available; however, with no guarantees the absence of these grant funds if included in the original budget could generate a large operating deficit. Similarly, state grant funds, such as Charter School Stimulus Fund awards should also not be included in budgets. Likewise, it is important that federal Title I grant funding be used only to supplement the amount of funds available from non-federal sources for the education of students participating in Title I. The school cannot use these federal funds to supplant (take the place of) funds that would, in the absence of Title I funds, have been spent on Title I students. Budgets should demonstrate (in the assumption(s) column(s)) that Title I expenses supplement and not supplant the school's program(s).*
- *Given the New York Governor's recent veto of the charter school funding freeze, when preparing budget documents, applicants should base their per-pupil aid projections on the law in effect as of August 2, 2010 to establish their per-pupil numbers. Further, all budgets should reflect a conservative or flat estimate of per-pupil funding increases through the first five operational years. The Institute always reserves the right to request additional or modified budget information as it deems necessary.*
- *The Act requires an applicant to provide supporting evidence that the fiscal plan for the school is sound and that sufficient start-up funds will be available to the school (§ 2851(2)(e)). Some applicants choose to have their financial plan reviewed by an independent certified public accountant, certified financial advisor or other qualified professional. While this is a good way to fulfill the requirement in the Act, it is expensive. As an alternative, applicants can indicate in their response the steps that they have taken to ensure that the fiscal plan is sound. For instance, you could point out that you have been conservative in all assumptions (in the realization of revenue and potential expenses), that your budget contains a substantial contingency fund or that all revenues are non-contingent or if contingent, discounted, etc. In addition, you can discuss the other ways in which the budget takes into account contingencies in staffing, cost overruns, etc.*
- *Whether you review the financial plans or have the plans reviewed by a qualified professional, please note that it is particularly important that you ensure that the enrollment assumptions, personnel, equipment and construction costs identified in other parts of your proposal are included in your budget. For instance, if you have identified a remedial program that includes after-school tutoring, you must provide an entry for costs associated with that tutoring.*
- *The submission of draft fiscal policies that cover, at a minimum, the following areas: accounting and reporting, revenue and inventory controls will bolster your claim that the fiscal plans are sound.*

The founders of Explore Exceed Charter School have taken steps in preparing the budget projections to ensure that the fiscal plan is sound and that the required start-up funds will be available to the school. The lead applicant's experience with founding three other New York City charter schools has helped the founding team to create a financial plan that we believe closely aligns to the actual revenues we'll receive and expenditures we'll make. We've gone a step further by including revenue assumptions that are conservative, while calculating expenses that are generous. Please note that there are two budgets—one for K-3 and another for K-2 should we not receive a waiver. This narrative assumes a K-3 start.

Revenues

Schools within the Explore Schools network run on the per-pupil allotment provided by the city and state, and therefore neither the schools nor Explore Schools conducts fundraising to cover basic expenses once the schools are operational. However, Explore Schools will use its funds to assist with start-up expenses related to Explore Exceed. We have estimated that the revenues received by Explore Schools to support the start-up of Explore Exceed will total approximately $197,082 during the start-up period, but Explore Schools will cover additional revenue short falls, should they occur. It is likely, however, that Explore Exceed Charter School will also receive start-up funding from the same individual donors and foundations that supported the start-up of the other schools in the Explore Schools networks, including the Tiger Foundation and the Achelis and Bodman Foundation.

For revenue during the first five years of operations, we have assumed that the per pupil allocation will remain flat for the entire term of the charter. We have, however, anticipated expense increases, as detailed in the next section. We have also conservatively assumed that we will only receive Special Education funding for 10% of our students, though our projection to hire three certified special educators for the first year of operations, and increase that number over the term of our charter, indicates that we believe that the Special Education population of students will exceed the figure projected by our revenue assumptions. We have also assumed the funding for Special Education will remain flat, and revenues have been budgeted at the funding levels of 2010-2011.

We are assuming Federal Title funding in line with what is received by the other schools in the Explore Schools network. We are not assuming any increases in any of the Federal funding that Explore Exceed Charter School will receive in years one through five. Though we have been fortunate to receive philanthropic support from donors and individuals to support the operations of the other schools within the Explore Schools network, we are also not assuming any philanthropy in years one through five of operations.

Revenues (Projected Fundraising Initiatives)

It is not expected that Explore Exceed will undertake significant fundraising initiatives to support its operations over the school's first through fifth year of operations, and the budget has been created so that no additional funds are required at the school level. However, though it is not included in the budget for Explore Exceed, it should be noted that Explore Schools raises funds as a school support organization that will translate into direct services provided to Explore Exceed. The fundraising initiatives that will be undertaken by Explore Schools on behalf of Explore Exceed over the next five years would include, for example, funds cover an annual independent school review process, funds to cover leadership coaching and network-wide teacher professional development, and for an alumni support program that supports students who have graduated from an Explore Schools network school.

Explore Schools continues to build relationships with individual donors as well as with foundations to meet fundraising goals. The organization has received commitment from individuals for a total of approximately $100,000 in support of our network school growth, including support of Explore Exceed. The organization has also been granted funds from organizations, including $100,000 from NewSchools Venture Fund and $525,000 from The Robin Hood Foundation and $85,000 from the New York City Charter Center. Total fundraising to date is over $2,000,000 and includes funds that will be used to support Explore Exceed's start-up. Finally, Explore Schools has been working closely with Charter School Growth Fund and has recently been selected as a member of their

strategic planning cohort. Final selection by Charter School Growth Fund could bring a combination of loans and grants totaling over $3.5 million that will support Explore Exceed and the other schools within the Explore Schools network.

Looking forward, Explore Schools is continuing to build relationships with foundations, including The Susan and Michael Dell Foundation, The Hayden Foundation and The Credit Suisse Foundation.. Explore Schools will also continue to build the individual donor base of support. Explore Schools is also planning an annual fundraiser for May, 2011.

Expenses

In every instance, expense projections are based upon the operating experiences of the other schools within the Explore School network. We have budgeted salaries that reflect what staff are paid at Explore Schools' network schools. The schools is Explore Schools network have been successful in recruiting and retaining outstanding teachers, therefore, we feel that aligning out salary expectations with those schools will help to ensure that Explore Exceed Charter School attracts highly qualified staff and is therefore sustainable. We have assumed a three percent annual increase in salaries and benefits that include health, dental, life and a retirement savings plan. We assume that our fringe benefits expenses increase by 15% each year. We have budgeted generously to cover the technology needs of the school, and also to provide accounting and payroll support.

School operations related expenses have been budgeted based on the expenses incurred in Explore Schools' other network schools. We have included assumptions related to all classroom materials and supplies, textbooks, assessments, and field trips for all students. We've also budgeted generously for materials for Special Education students. Staff development expenses have been developed assuming $1,000 per staff member.

It should also be noted that in order to be especially conservative in this uncertain economic climate, Explore Exceed Charter School will keep an operating reserve. Explore Exceed Charter School has also planned for contingencies for a financial short-fall that would include cutting non-essential staff positions, such as the second school counselor, added in year three, and limiting student field trips and keeping all professional development local, thereby limit staff travel costs.

Explain the process your school will use to develop its budget. Your response should address:

- **Who will be involved;**
- **How needs will be identified and weighed;**
- **The timeline for creating and approving budgets; and**
- **Procedures for monitoring and modifying budgets.**

At the beginning of the each academic year, school based management will identify academic and operational priorities to determine revenue expectations and spending patterns. Once those priorities have been identified, Exceed's finance manager and leadership team will work closely with Explore School's director of finance to craft a budget that prioritizes items that most affect student achievement. This team will develop a proposal for Exceed's board to review and approve in the spring for the next fiscal year.

To ensure that our budget reflects the reality of the needs of our school, budgets and financial indicators are reviewed by management on a monthly basis and by Exceed's board on a quarterly basis. Mid-year, Exceed's finance manager and leadership team will work closely with Explore School's director of finance will reassess spending and revenue forecasts, along with annual priorities, and propose a budget modification for board approval.

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including:

- **Enrollment expectations (should tie to Attachment 3 and the 5-year budget projection);**
- **Per Pupil Allocation assumptions;**
- **Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;**
- **Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);**
- **Projected Budget for the District; and**
- **Projected impact as a percentage of dollars of each district's budget (with more than 10 students projected to attend the charter school) for each year.**

Subdivision 2851(2)(q) requires an applicant to provide "an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area." Programmatic impact should be addressed in Request No. 4(d).
Please note that this request also requires you to discuss the fiscal impact of the proposed school on nearby nonpublic schools as well. You should identify the number and type of nearby nonpublic schools in your discussion. The geographic area, while undefined in statute, should be considered those areas from which the charter school intends to recruit the majority of its students. Depending on the anticipated location of the charter school, you may define the geographic area either more narrowly than the district of location, or more broadly, in cases where the charter school will border two or more districts.

Overview

Explore Exceed seeks to operate in Community School District 17, 18, 19, or 23. According to the NYC DOE website, there are 140 public and charter schools currently operating in those districts, all serving some or all of the same grades that will be served by Explore Exceed Charter School. Given the small grade level size of 56-60 students, Explore Exceed charter school does not anticipate materially impacting the budget of any of the schools in the neighborhoods from which it will draw students. Further, Explore Exceed Charter School seeks to locate in a densely populated area of Central Brooklyn with students drawn from a failing school that has been closed by the NYC DOE. As a result, there will be a negligible negative programmatic impact on existing public and nonpublic schools in the district, many of which are already severely overcrowded.

In New York City students are assigned to one of 32 Community School District zones, depending on where they live, however, a student may attend a school outside his/her zone or a charter school, provided there is space. Under the federal No Child Left Behind law, students attending a Title I school designated as "in need of improvement" have the right to attend a higher-performing school in the district.

Financial Impact

With a projected enrollment of 456 students at Year 5 of the charter, Explore Exceed Charter School expects that $6,168,312 (per pupil of $13,527)[1] will follow children from the school district of the student's residence. Additional monies may be forthcoming due to Special Education reimbursements. The estimated annual budget of Explore Exceed Charter School represents approximately .028% of the budget of the New York City Department of Education in 2016-2017, based on the estimated budget for the NYC DOE for 2009-2010. The enrollment and financial impact chart below includes the potential impact on the NYC DOE for each year of Explore Exceed Charter School's first five years of operations:

[1] According to NYSED projected estimates for 2010-2011: https://stateaid.nysed.gov/charter/html_docs/charter_1011_final.htm

Potential Fiscal Impact of Explore Exceed Charter School Charter School

School Year	# Students	Per Pupil Allocation	Projected Charter School Cost[2]	District Budget[3]	Projected Impact
2012-2013	224	$13,527	$3,030,048	$18,500,000,000	0.001%
2013-2014	280	$13,527	$3,787,560	$18,500,000,000	0.002%
2014-2015	336	$13,527	$4,545,072	$18,500,000,000	0.002%
2015-2016	396	$13,527	$5,356,692	$18,500,000,000	0.003%
2016-2017	456	$13,527	$6,168,312	$18,500,000,000	0.003%

[2] Based on the average current per pupil estimates multiplied by expected enrollment. It is assumed, for the purposes of this projection that per pupil revenues will remain constant. However, it should be noted that this estimate is subject to unpredictable increases and decreases in any given year.

[3] Based on the NYC DOE school district operating budget for 2009-2010.
http://schools.nyc.gov/AboutUs/funding/overview/default.htm
It is assumed, for the purposes of this projection that budget will remain constant. However, it should be noted that this estimate is subject to unpredictable increases and decreases in any given year.

Describe the insurance coverage to be carried by the charter school including the name of the insured and amounts of insurance for liability, property loss, and student personal injury.

- *Education Law subdivision 2851(2)(o) requires that an applicant provide the types and amount of insurance to be obtained by the school, which shall include adequate insurance for liability, property loss and personal injury of students. Most schools carry comprehensive general liability policies in excess of $1 million and may also carry Directors and Officers (D&O) insurance.*
- *While the Act has always contemplated minimum levels of insurance to be set forth in regulations by the Commissioners of Insurance and Education, such regulations have never been issued. If issued, the insurance coverage to be purchased by the school must meet those minimums.*

Explore Exceed Charter School will secure adequate insurance and will be assisted in the acquisition process by the Explore Schools support team. Explore Exceed Charter School will likely secure insurance through Austin & Co. Insurance. This group has reliably provided coverage to the other schools in the Explore Schools network.

Insurance coverage will be (at a minimum) provided as follows:

Type	Limits	Estimated Premium
Property	$175,000	**$1,328**
Business Interruption/Extra Expense	$250,000	(included in property)
General Liability:		**$6,923**
Each Occurrence Limit	$1,000,000	
Annual Aggregate	$3,000,000	
Employee Benefits Liability	$1,000,000	
Abuse/Molestation	$1,000,000	
Automotive Liability	$1,000,000	**$462**
Crime:		(included in property)
Employee Theft	$100,000	
Forgery & Alteration	$25,000	
Computer Fraud	$50,000	
Money & Securities (inside)	$50,000	
Money & Securities (outside)	$25,000	
Umbrella Liability:		**$6,672**
Annual Aggregate	$10,000,000	
Self-Insurance Retention	$10,000	
Abuse/Molestation Coverage	YES	
Directors and Officers:		**$4,025**
Each Claim	$2,00,000	
Annual Aggregate	$2,000,000	
Retention	$5,000	
Student Accident:		**$800**
Basic Excess Coverage	$25,000	
Catastrophic Coverage	$1,000,000	

Describe the school's plans for at least annual fiscal audits.

- *Audits must, at a minimum, meet the scope of audits required of other public schools, and all audits must be performed at least annually. For the first annual fiscal audit, the audit period would include the start-up period through the end of the first fiscal year, June 30th, with the start-up portion of the financials to be identified in the footnotes to the financial statements. Note: The four main schedules contained in the annual audit (statement of financial position, activities, cash flow and functional expenses) must be completed using the Institute's mandatory audit templates. The mandatory audit file, Audited Financial Report Template (6/10 v1), containing the templates is available on the Institute's website at http://www.newyorkcharters.org/schoolsFiscalOperation.htm.*
- *Audits should be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States.*

Explore Exceed Charter School will hire a certified public accountant (CPA) to conduct an annual fiscal audit of all financial records including the balance sheet, cash flow statement and income statement. Additionally, the CPA will audit the school's journal entries, payroll and record/receipt filing systems. All transactions and documents will adhere to generally accepted accounting procedures (GAAP.) Explore Excel Charter School's first audit period will include the start-up period through the end of the first fiscal year end, June 30th, with the start-up portion of the financials will be identified in the footnotes to the financial statements.

Please provide a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of trustees and the length of the terms established for each trustee position. Note that recent amendments to the Act require that the by-laws be in compliance with provisions of the New York General Municipal Law regarding conflicts of interest, which does not allow teachers, administrators, or other school employees to serve on charter school boards.

- *In drafting the proposed charter school's by-laws, please review carefully (if possible with an attorney familiar with this area of the law) sections 216-a, 226 and 2853 of the Education Law, noting in particular the relationship between Education Law and the Not-for-Profit Corporations Law. In addition, please remember that charter schools, pursuant to Education Law subdivision 2854(1)(e), are subject to the Open Meetings Law, and Article 7 of the Public Officers Law. Accordingly, while many not-for-profit corporations' by-laws contain provision that permit trustees to be present through telephonic means or to vote by proxy, the school's legal requirement to follow the Open Meetings Law does not permit such practices. (The Open Meetings Law does permit meetings to be held, with certain restrictions and requirements, by video-conference.) Accordingly, in adapting by-laws from a not-for-profit corporation (or using a model by-laws), be sure that each provision is consistent with the laws applicable to charter schools and their unique status.*
- *Your by-laws should indicate the standing or other committees that the corporation would create, e.g., audit, finance, compensation, etc., and delineate the functions and powers of those committees.*
- *The minimum number of trustees that may be on a standing committee is three, except for an Executive Committee, which must have five trustees. Members of standing committees must be elected by the school board and not appointed by the board chair. For this reason alternate members may also be elected.*
- *A majority of the entire number of trustees constitutes a quorum, no lesser percentage is permitted.*
- *Material amendments to by-laws are not effective without the approval of the SUNY Trustees and may require formal revision of the school's charter, so this information should appear in any by-laws amendment provision.*
- *Trustees and officers of charter schools may only be removed in accordance with the notice and voting procedures in Education Law subdivision 226(8), as opposed to "with or without cause."*
- *Provisions of the General Municipal Law prohibit any person with an interest in a for-profit contract from serving on a charter school board, unless one or more of the exemptions listed in General Municipal Law § 802 are applicable. This restriction applies to consultants and commodities contracts but does not apply to contracts with not-for-profit entities, such as non-profit CMOs.*
- *SUNY's charter agreement contains restrictions that permit only one or two trustees to be affiliated with a not-for-profit charter management organization. Please review then at www.newyorkcharters.org. If the school will have at least six (6) trustees, then one (1) may be affiliated with the CMO. If the school will have at least seven (7) trustees, then two (2) may be affiliated but one affiliated trustee is limited to being a director or trustee of the not-for-profit entity.*
- *Teachers, school administrators and other school employees may not serve on charter school boards.*
- *Under the amended Charter Schools Act schools must have a procedure for conducting and publicizing monthly board of trustee meetings. Your publication of notice should include the name of the media outlet to be used as well as posting of the notice of meeting in a public place in the school. Also include any web notice or other means of notice to be used.*

Article I
Name

The name of the Corporation is Exceed Charter School (hereinafter the "Corporation" or the "School").

Article II
Membership

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

Article III
Board of Trustees

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise all such powers as may be exercised by the Corporation, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may

delegate the management of its activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

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

1. To elect and remove Trustees;
2. To select and remove officers, agents and employees of the Corporation or to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes or promoting the interests of the Corporation;
5. 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;
6. 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;
7. 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;
8. To lend money received only from private sources and accept conditional or unconditional promissory notes, whether interest or non-interest bearing, or secured or unsecured; and
9. To indemnify and maintain insurance on behalf of any of its Trustees, officers, employees, or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees: The number of Trustees of the Corporation shall be not less than 5 and not more than 16. The Board shall fix the exact number of Trustees, within these limits by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of Trustees is fixed at 11.

C. Election of Trustees:

1. Election. Except for the Trustees who are members of Explore Schools, Inc., Trustees shall be elected by the vote of a majority of the Trustees then in office, whether or not the number of Trustees is sufficient to constitute a quorum, or by the sole remaining Trustee. Explore Schools, Inc. shall hold no more than two seats on the board or hold more than 40% of controlling interest in the board, whichever is greater, provided that termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the School Board, and upon such termination such person(s) may be removed from the School Board by vote of the School Board provided there is a quorum of at least a majority of the entire School Board present at the meeting; and such person(s) shall not hold the offices of chair or treasurer of the School Board.
There shall be a Trustee who represents the interest of the parents within the school (the "Parent Trustee"), who may hold office for a single 3-year term. The renewal of the Parent

Trustee's position on the Board shall be determined by vote of the School Board provided there is a quorum of at least a majority of the entire School Board present at the meeting. There shall be a staff member who will represent the interests of the teachers and other school-based staff (the "Teacher Representative) who may hold office for up to three annual terms. The Teacher Representative will be a non-voting member and her presence will not affect quorum.
The Principal will represent the interests of the school administration. The Principal will not be a voting member for purposes of quorum.
The President of the Explore Parent Teacher Organization (the "PTO President") shall serve in an ex-officio manner, and will not be a voting member of the board. The PTO President may serve for a one-year term, up to three years.

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

3. Interested Persons. No persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office

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

   b. The terms of office of the Trustees, except for the term of the Parent Trustee and terms of the Explore Schools, Inc. Trustees, and all other ex-officio members, shall be initially classified as follows: the first class shall expire at the next annual meeting of the Trustees, the second class at the second annual meeting of the Trustees and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, renewable for up to three terms. Notwithstanding the foregoing, the term of the Parent Trustee shall be one (1) year, and the term of the Explore School's, Inc. Trustees will coincide with the length of the management services contract.

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

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

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

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

D. Trustee ceases to be a Trustee. A Trustee ceases to be a Trustee if his or her term of office expires or if he or she:
1. dies;
2. refuses to act;
3. fails to attend three consecutive Board meetings without excuse accepted as satisfactory by the Board;
4. resigns as per Section E of this Article;
5. in the case of the Parent Trustee, no longer has a child enrolled at the School;
6. in the case of the Explore Schools, Inc. Trustees, the management services contract is cancelled;
7. has served as Trustee for the last three consecutive years.

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

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

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

Article IV
Principal Office

The Corporation's temporary principal office shall be at Explore Exceed, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

Article V
Meetings

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

B. Board Meeting by Videoconferencing. Trustees may participate in a Board meeting through use of videoconferencing to the extent permitted by Article 7 of the Public Officer's Law (Open

Meetings Law). Participation in a meeting pursuant to this section constitutes presence in person at such a meeting.

C. Annual Meeting. The date of the regular annual meeting shall be set by the Board who shall also set the time and place.

D. Regular Meetings. The Board shall meet at least ten times a year during the academic year at an agreed upon time and place.

E. Special Meetings. Special meetings may be called by the Chairperson or the Executive Committee and by any Trustee upon written demand of not less than one-fifth of the entire board.

F. Notice. Notices of Board meetings to Board members shall be given as follows:

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

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

G. Meetings to be Open to the Public. All meetings will be held in accordance with Article 7 of the Public Officer's Law (Open Meetings Law).

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

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

Article VI
Action By The Board

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

B. Action by the Board.

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

be less than a quorum present, the Trustees present may adjourn the meeting until the quorum is obtained.

2. Actions Taken Without a Board Meeting. Unless otherwise restricted by the Charter or the by-laws, any action required or permitted to be taken by the Board or any Board Committee thereof may be taken without a meeting if all members of the Board 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 or Board Committee shall be filed with the minutes of the proceedings of the Board or Board Committee. Action by the Board without a meeting shall occur only as permitted by Article 7 of the Public Officer's Law (Open Meetings Law).

C. Committees.

1. Appointment of Committees and membership. The Board may, by resolution passed by a majority of the Board of Trustees, designate a Program Committee, Contract Committee, Principal Performance and Compensation Committee, Discipline Committee, a Finance and Audit Committee, and one or more additional Standing Committees or Special Committees (the "Board Committees") by vote of the majority of Trustees. The Committees will consist of not less than three Trustees, who shall serve at the pleasure of the Board.

   a. Contract Committee. The Contract Committee shall be comprised of the School's Chairperson, Treasurer and one other Trustee, provided that the other Trustee is not the management organization.
   b. Audit and Finance Committee. The Audit Committee shall be comprised of the School's Treasurer and two other Trustees.
   c. Program Committee. The Program Committee shall be comprised of a management organization Trustee, and two other Trustees.
   d. Principal Performance and Compensation Committee. The Compensation Committee shall be comprised of the School's Chairperson a management organization Trustee, and one other Trustee.

2. Authority of Board Committees. The board may delegate to a Standing Committee any of the authority of the Board, including, but not limited to:

   a. Financial authority
   b. Discipline authority to consider recommendations by school employees for:
      i. A student suspension of more than five days; or
      ii. A student expulsion.
   c. Fundraising authority,

   provided that a Standing Committee may not exercise authority with respect to
   a. The election of Trustees;
   b. Filling vacancies on the Board or any Board Committee which has the authority of the Board;
   c. The fixing of Trustee compensation for serving on the Board or any other Board Committee;
   d. The amendment or repeal of Bylaws or the adoption of new Bylaws;

e. The appointment of other Committees of the Board, or the members of the committees; and
f. The amendment or repeal of any Board resolution which by its terms is not amendable or repealable by a committee.

Special Committees shall have only the powers specifically delegated to them by the Board.

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

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all the duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as ordinarily prudent persons in like positions would under similar circumstances.
2. Reliance on others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

   a. One or more officers or employees of the Corporation whom the Trustees believe to be reliable and competent in the matters presented;
   b. Legal counsel, public accountants or other persons as to matters that the Trustees believe to be reliable and competent in the matters presented;
   c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Board Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Section D1 of this Article and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

E. Investments. The Board shall exercise the standard of care described in Section D1 of this Article and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements, in investing and dealing with all assets held by the Corporation for investment. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

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

G. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

1. Any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to (a) a self-dealing transaction; (b) a conflict of interest, (c) indemnification of that Trustee; or (d) any other matter at the discretion of a majority of the Trustees then present.

2. In his capacity, as a Board member, the Executive Director shall withdraw from both discussions and decisions concerning the Executive Director's evaluation and salary.

Article VII
Officers

A. Officers. The officers of the Corporation consist of a Director, a Secretary and a Treasurer. The Corporation may also have other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chairperson has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe.

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

3. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of accounts available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render to the Director and the Board, at least once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

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

2. Eligibility. A Trustee may hold any number of offices, except that the Chairperson, the Secretary and the Treasurer may not serve concurrently as the Director.

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

C. Removal and Resignation. The Board may remove any officer, either with or without cause, at any time. Such removal shall not prejudice the officer's rights, if any, under an employment contract. Any officer may resign at any time by giving written notice or at a later date as specified in a notice.

D. Standard of Care.

1. Performance of Duties. Each officer shall perform all duties of an officer, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as ordinarily prudent persons in like positions would under similar circumstances.

2. Reliance on others. In performing the duties of an officer, an officer 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 officer believes to be reliable and competent in the matters presented;

   b. Legal counsel, public accountants, other persons as to matters that the officer believes to be reliable and competent in the matters presented;

   c. A Board Committee on which the officer does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the officer believes the Board Committee merits confidence and the officer acts in good faith, and with that degree of care specified in Section D1 of this Article and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Article VIII
Non-Liability of Trustees and Officers

The Trustees and officers shall not be personally liable for the Corporation's debts, liabilities or other obligations. A person who so performs his duties shall have no liability by reason of being or having been Trustee and/or officer of the Corporation.

Article IX
Indemnification

The Corporation shall indemnify any person made or threatened to be made a party to any action or proceeding by reason of the fact that he, his testator or intestate, is or was a Trustee or officer of the Corporation, or, at the request of the Corporation, served any other organization in any capacity, to the full extent and in such circumstance as is permitted under the New York State Education Law, Not-for-Profit Corporation Law or such other applicable statute. Nothing contained in this Article IX shall affect any rights to indemnification to which corporate personnel other than Trustees and officers may be entitled by contract or otherwise by law. The Corporation shall have the power to

purchase and maintain insurance to indemnify the Corporation, the Trustees and officers of the Corporation, and other persons otherwise entitled to indemnification, to the full extent and in such circumstances as is permitted under the New York State Education Law, Not-for-Profit Corporation Law or such other applicable statute. No indemnification shall be made under this Article IX if such indemnification would be inconsistent with Sections 4941 through 4945 of the Internal Revenue Code of 1986, as amended, a provision of the Corporation's Charter or these By-Laws, a resolution of the Board or other proper corporate action, in effect at the time of the accrual of the alleged cause of action asserted in the threatened or pending action or proceeding, which prohibits or otherwise limits such indemnification.

Article X
Other Provisions

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

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts promissory notes, orders for the payment of money and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.

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

E. Conflict of Interest. Any Trustee, officer, key employee, or Board Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Board Committee prior to its acting on such contract or transaction which might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

1. Regular and annual statements from the 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 Trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

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

Article XI
Amendment

A majority of the Trustees may adopt, amend or repeal these Bylaws.

Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply not only to trustees, but to officers and employees of the school as well.

- *The recently revised Education Law subdivision 2851(2)(v) requires that an applicant provide a "A code of ethics for the charter school, setting forth for the guidance of its trustees, officers and employees the standards of conduct expected of them* ***including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees." (emphasis added on new language)*** *The Institute's suggestion is that the applicant consult an attorney to assist in drafting the code of ethics.*
- *In addition, a new Education Law subdivision 2854(1)(f) makes the conflict of interest provisions of the New York General Municipal Law applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. As a result, the code of ethics must in relevant part "provide standards for officers and employees with respect to:*
- *"Holding of investments in conflict with official duties";*
- *"Private employment in conflict with official duties";*
- *"Future employment"; and*
- *"Other standards relating to the conduct of officers and employees as may be deemed advisable."*
- *The code of ethics should also include language similar to the following language based on General Municipal Law section 805-a:*
- *No trustee, officer or employee shall:*
- *Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;*
- *Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;*
- *Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he is an officer, member or employee or of any municipal agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or*
- *Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency 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.*
- *The code of ethics must specifically address conflicts of interest including:*
- *A statement that school trustees, officers and employees cannot have an interest in any for-profit contract with the school.*
- *Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited.*
- *A statement reflecting the disclosure requirement of section 803 of the General Municipal Law as follows:*
    - *Any officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.*

Explore Schools Code of Ethics
FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees of Explore Schools Inc. recognizes that sound, ethical standards of conduct serve to increase the effectiveness of board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees. Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts*: An officer or employee of Explore Schools Inc shall not directly or indirectly solicit any gifts; nor shall an officer or employee 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 twelve-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.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. 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.

2. *Confidential information*: An officer or employee of Explore Schools Inc shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information 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.

3. *Representation before the Board*: An officer or employee of Explore Schools Inc 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 school board.

4. *Representation before the Board for a contingent fee*: An officer or employee of Explore Schools Inc 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 school board, whereby the compensation is to be dependent or contingent upon any action by the school 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.

5. *Disclosure of interest in matters before the Board*: A member of the Board of Trustees of Explore Schools Inc and any officer or employee of Explore Schools Inc, 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. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties*: An officer or employee of Explore Schools Inc 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.

7. *Private employment*: An officer or employee of Explore Schools Inc 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.

8. *Future employment*: An officer or employee of Explore Schools Inc shall not, after the termination of service or employment with the Board, 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

district 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.

Distribution of Code of Ethics - The CEO or Managing Director of Operations shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties - In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

Conflict of Interest Policy

RESOLUTION ADOPTED BY
EXPLORE CHARTER SCHOOL

The undersigned, _____, Chair of the Board of Trustees of Explore Schools Inc, a New York nonprofit corporation, does hereby certify that the following resolution was duly adopted by the Board of Trustees of Explore Schools Inc on _____, and such resolution has not been amended or rescinded and is now in full force and effect:

"RESOLVED THAT the following statement shall be, and hereby is, established as the policy of Explore Schools Inc. regarding conflicts of interest among, and contracts between, Explore and its officers and directors:

Explore Schools
POLICY ON CONFLICTS OF INTEREST

The General Municipal Law defines prohibited conflicts of interest for school trustees, officers and employees.

Under the General Municipal Law, no school officer or employee may have an interest, direct or indirect, in any contract with Explore Schools Inc, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Exceptions to Law

The General Municipal Law enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;

b) A contract with a person, firm, corporation or association in which a municipal officer or employee has a n interest which is prohibited solely by reason of employment as a n of ficer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;

e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;

f) A contract with a membership corporation or other voluntary non-profit corporation or association;

g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;

h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;

i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;

j) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;

k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;

m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;

n) A contract in which a school officer or employee has an interest if the total consideration payable there under, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;

o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions

In addition, the law clearly states that a trustee, officer or employee may not:

a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of $75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably by inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;

b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;

c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or

d) 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 agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Penalties

Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests

The Legislature has also enacted various disclosure requirements, in an effort to protect the public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this ___ day of _____.

By:_____
Member of the Board of Trustees of Explore Schools Inc

Attach the proposed student admission policy and procedures for the charter school. This policy should include, at a minimum, the following information:

- **The required anti-discrimination criteria and allowable admissions preferences, including in New York City, the Community School District (CSD) preference;**
- **Any "at-risk" admission factors, such as students with disabilities (requiring special education programs/services), students who are English language learners or students who are eligible to participate in the federal free or reduced-price lunch program, etc.;**
- **The scheduled application and enrollment periods for the first and subsequent years, including the approximate date each year on which you intend to hold the lottery, if necessary, which must be after April 1st of each year;**
- **An outreach plan including strategies for: (1) recruiting prospective students and (2) attracting English language learners, students with disabilities and students who qualify for free and reduced-price lunch in sufficient numbers as to meet targets that are comparable to the school district of location;**
- **The specific targeted student population (if any);**
- **The step-by-step procedures to be implemented in the event timely applications for admission exceed the available seats, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the process adheres to Education Law subdivision 2854(2);**
- **The procedures for student registration after being admitted through the lottery or otherwise, to include whether the school will backfill grades and if so how and when;**
- **The manner in which the waitlist will be maintained;**
- **The procedures for an enrolled student's withdrawal from the school; and**
- **The procedures for currently enrolled students to notify the school of their intent to enroll the following year.**
    - *The Act requires all charter schools in the state to establish April 1st of each year as the earliest due date by which enrollment applications for the succeeding school year must be received by the school.*
    - *A decision of the Commissioner of Education has made it clear that parents who have applied to a charter school(s) and/or expect their child to attend a charter school and will be requesting transportation from a school district should do so prior to the April 1 transportation request deadline, despite the fact that in some cases where a lottery is required they will not know by that date whether or not their children will be definitively attending the charter school.*
    - *If a school will be setting aside part of its class for a particular preference or at-risk factor that should be noted in the policy. Similarly, if the school will be applying preferences or at-risk factors with unequal weight then it should also be noted.*
    - *Institute guidance available at: http://www.newyorkcharters.org/schoolsRecruitOverview.html may be helpful in responding to this Request.*

Explore Exceed Charter School is a non-sectarian, public school. Explore Exceed Charter School does not discriminate on the basis of ethnicity, national origin, religion, gender or disability. The admission process is as follows:

Admissions preference

The school will institute the following admissions policy in order to serve students at-risk of academic failure, in particular those students zoned to attend the failing school that Exceed will replace when it is phased out by the DOE for poor performance.

Students at-risk of academic failure are defined to be students attending or zoned to attend a public school that is being phased out (closing over time) due to poor academic performance based on a variety of measures including as defined by the New York City Schools Chancellor schools receiving low grades on the New York City School Report Card, Schools Under Registration Review (SURR) by the State Education Department, or schools subject to restructuring under the federal No Child Left Behind Act.

First priority in the lottery will go to students who are zoned to attend the school that Exceed will replace (and as a result are at risk of academic failure) *and* who reside in the Community School District of location of the charter school.

Second priority in the lottery will go to students who do not reside in the Community School District of location of the charter school *and* who are at-risk of academic failure.

Third priority in the lottery will go to students who reside in the Community School District of location of the charter school, but are not at-risk of academic failure.
Last priority in the lottery will go to students who do not reside in the Community School District of location of the charter school, and are a not at-risk of academic failure.

Sibling

In order to meet the needs of parents and guardians that care for more than one child attending elementary or middle school, enrollment preference is given to the siblings of currently enrolled students *that reside in the same home*. For this purpose, in order to be considered for sibling status, applicants must meet one of the following criteria:

1) Brothers or sisters that reside in the same home under the supervision of the same parent(s) or legal guardian(s).
2) Children that reside in the same household that have the same legal caregiver. **Legal proof of guardianship and residence is required for both instances.*

Families who qualify for the sibling preference will be admitted, depending on the number of available spaces, *after* families who qualify for the geographic preference. Families who qualify for the sibling preference *and* the CSD preference will be given preference over families who qualify just for the CSD preference.

Any of the following documentation meets the standard for legal proof of guardianship:

- Birth certificate, with name of parent submitting an application listed on the certificate
- Court documentation from the State of New York verifying legal guardianship

Any of the following documentation meets the standard for proof of residence:

- Apartment lease or deed, with name of parent submitting an application listed on the certificate
- An original, notarized letter from a landlord or management company attesting that the applicant lives at the residence in question
- Two current billing statements, with the name of the parent submitting an application listed on the proof of guardianship. The following constitute acceptable forms of billing statements:

    - Gas utility bill
    - Electricity utility bill
    - Cable television bill
    - Receipt of rent payment
    - Paystub from employer
    - Bank statement

Application and Admission Periods and Procedures

- After Year 1 (where Explore Exceed Charter School's planning team will recruit incoming K-3rd graders), Explore Exceed Charter School will hold a recruitment period

for students entering the Kindergarten class and for any grades where additional students may enroll due to attrition of other students. The period will last for a minimum of thirty days. In accordance the New York Charter Schools Act, applications will be accepted from February 1st until the close of business on April 1st of each year. Applications will be available in the main office. Applications can be completed in person, faxed, mailed or e-mailed as an attachment to any person requesting an application. All completed applications must be dated to indicate receipt and will show the initials of the staff member accepting the application. Students who will be five by December 31st of the current year are eligible for kindergarten. Students who will not be five by that time will not be permitted to complete an application.

Outreach Plan

- **Information Sessions and Tours:** During the recruitment period, open houses will be held weekly in the morning and evenings. These meeting will be open to all interested families and will provide families with an opportunity to complete applications. During the school year, school tours will be available weekly by contacting the school's main office.
- **Website:** Explore Exceed Charter School will leverage its website to disseminate information about upcoming information sessions and tours.
- **Community Outreach:** Explore Exceed Charter School will seek and develop relationships with organizations that serve families of preschool children within the community, including those that service students with disabilities and English Language Learners. These organizations include, but are not limited to local day care centers, preschools, Head Start programs, community boards, community-based organizations (health-based organizations, WIC Centers, etc.) and public libraries in the community school district. In addition to mailings announcing our recruitment period, Explore Exceed Charter School staff will also make presentations to Head Starts and other programs that have potential applicants. This information will include school brochures and the dates of upcoming information sessions, as well as key features of Explore's academic program.
- **Outreach to students/families of closed school:** Explore Exceed Charter School's founders will specifically target students who have attended the failing school which Explore Exceed Charter School will replace. We will visit the homes of these families to share information about our program and to encourage students to enroll, highlighting the ability of families to send their students to a high-performing school in their local school building location.
- **Flyers:** Flyers will be posted and distributed that emphasize Explore Exceed Charter School's small class and school size and specifically highlight the benefits of the school that would attract families of special needs students ELL/LEP students.
- **Language Accessibility:** The application and flyers will be available in Spanish and other languages representative of the community. Bi-lingual staff will be available at open houses to work with Spanish-speaking families.

All methods of outreach, including information sessions, tours or any meetings and interviews used during the recruitment period will expressly state that attendance at these events is not a requirement for admission.

Lottery

If the number of applications submitted exceeds the number of spaces available in our kindergarten admissions class, a lottery will be conducted. Postcards announcing the date and location of the lottery will be mailed to all applicants following the application deadline. The lottery date will also be posted on the student application. The kindergarten lottery will be held between April 2nd and April 15th, and will be open to the public.

All kindergarten applications received before the April 1st deadline, are entered into a drawing where all names are called. When a name is drawn from the lottery it will be posted immediately on Explore Exceed Charter School's lottery board, where spaces have been reserved for families who qualify for the community school district preference and sibling preference. Following the lottery, letters will be mailed to inform parents/guardians of acceptance or their number on the waiting list. Parents/guardians of accepted students will be asked to RSVP and attend a scheduled enrollment session.

Ensuring that Admissions Process Adheres to Legal Requirements

Prior to the conduction of the lottery, an independent, unaffiliated observer of the lottery will review the applications and assure the following:

- All applicants turned five years of age by December 31 of the school year that they entering
- Every application received from Explore within the February 1 to April 1, 2008 timeframe had a corresponding lottery card with the student's name on it.

The drawing is also performed under the observation of an independent, unaffiliated observer, who will bring the lottery cards to the lottery site in a sealed envelope following review. During the lottery, the observer will assure that the following standards were met:

- The procedures for the lottery were read aloud to the public and available for public viewing.
- Each eligible kindergarten application had a card that was placed into the lottery drum, and that no other materials were placed into the drum.
- Names of applicants were drawn directly from the lottery drum, and from no other source.
- Names were called out accurately.
- Names were recorded accurately on the lottery board and the lottery logs kept by Explore Exceed Charter School staff during the time of the lottery, according to procedures described at the lottery.

The lottery board will be open to the public as well as a lottery log that records names of kindergarten applications as they are called.

Waitlist Management

The waitlist will be comprised of applications who were not selected from the kindergarten lottery as well as applications submitted throughout the school year. Waitlist applications are accepted year round for grades 1 through 8 and for the current Kindergarten class after the application deadline.

These applications are placed on the waitlist by the date and time the application was received. Kindergarten applications received after the April 1st deadline will be placed in order of receipt *behind* applications placed on the waitlist from the Kindergarten lottery.

Waitlist applications are considered active until the application is pulled from the waitlist (and a parent either accepts or declines the offer), a parent withdraws their application, or the grade level and class pertinent to the application has graduated from the school.

In the event that a child's grade level placement has changed between the time of application and the time that the application is called from the waitlist (ex. retention or promotion), the students' application will be placed in the appropriate grade level, in order of date and time applied. If the application is eligible for an admissions preference, it will be placed within that preference, in order of date and time applied.

Waitlist Enrollment Procedures

Waitlisted applications will be considered if space becomes available at the beginning of each new school year or when space becomes available at Explore Exceed Charter School. Calls will be made to the phone numbers listed on the application, and a record of those calls will be kept. Parents must accept within 24 hours of the phone call or their space will be forfeited to the next applicant on the waitlist.

Admissions Preferences and the Waitlist

Waitlist applications are ordered first by the kindergarten lottery results, followed by the date and time of applications received post-lottery. Additionally, the waitlist is subject to the same admissions preferences as those in the lottery. Applications of families who qualify and provide evidence of admissions preferences will move up to the top of each grade's waitlist, with the order within each preference determined by the date and time of application.
Families who qualify for the community school district preference will move to the top of the waitlist, followed by families who qualify for sibling preference.

Withdrawal or Transfer Procedures

Students currently enrolled in Explore Exceed Charter School fill out intent to return letters in the last month of school each year. Every student is automatically re-enrolled unless their parent completes a withdrawal form. Parents/guardians may withdraw their child at any time from Explore Exceed Charter School. When a parent or legal guardian withdraws a student from the school they must complete a withdrawal form. This form can be obtained from the main office. The withdrawal process is complete when the signed withdrawal form is returned to the main office and is logged into the appropriate data systems. This includes checking ATS and confirming enrollment with the new school. If a parent/guardian's signature cannot be obtained, then the student is considered officially withdrawn only after enrollment at the new school is confirmed.

Once the student is officially withdrawn, the student's file is moved from the current student file cabinet to a withdrawn student file cabinet. Withdrawn student files are maintained in a locked cabinet in the main office and filed by the year of withdrawal. Records of students will be kept for nine years. Explore Exceed Charter School staff will not send out information on any student at any

time to another school unless an official request has been made from another school on behalf of the student who withdrew.

In the case that returning students do not attend the first day of school, they will be subject to the same 24-hour rule that applies to families being called from the waitlist. Following the first absence, Explore Exceed Charter School will call absent students and gives them 24 hours to report to school. If the student does not report to school within that timeframe, the returning student is considered to have withdrawn. Auto-withdrawn students must then submit a waitlist application and their application would be placed in the order of date and time of application.

Attach the charter school's student discipline rules and procedures for general education students. If your school is to have a provision for suspension or expulsion, include as well the long term and short term due-process protections for students and parents, and procedures and policies for implementing mandatory alternative instruction.

- *Your discipline policy must specify the following: (i) the substantive acts for which a child may be disciplined; (ii) the consequences (or range of consequences) resulting from committing each such act (including suspension or expulsion); (iii) the due process procedures that the school will follow in applying its discipline policy; and (iv) the individuals responsible for carrying out the discipline policy. In addition, you should indicate how the school staff will be educated about, and trained to implement, the policy.*
- *A charter school, like its district public school counterparts, is obligated to provide alternative instruction to students who are suspended or expelled (whether in-school or out-of-school). It is the Institute's view that except for the brief time it would take for a student to re-enroll in another public school, charter schools do not have to, but may, provide alternative instruction for expelled students. Under the decisions of the Commissioner of Education, a school should provide alternative instruction to students as soon as practicable. In general, a school is required to provide such instruction by no later than the day after the suspension or expulsion is effective. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable.*
- *Alternative instruction for suspended students must be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. The State Education Department has opined that one hour of alternative instruction per day is sufficient for students in kindergarten through 6th grades, and two hours for students in 7th - 12th grades. Except for the brief time it would take for a student to re-enter anther public school, charter schools do not have to, but may, provide alternative instruction for expelled students.*
- *Charter schools must comply with the federal Gun Free Schools Act, 20 U.S.C. § 7151. Please include its mandatory penalties in your discipline policy.*
- *The discipline policy must set forth the 14th Amendment due process protections for both short-term suspensions of less than 10 days based on U.S. Supreme Court case law (Goss v. Lopez, 419 U.S. 565 (1975)), namely, a student's (parent's) right to know the reason and evidence for the suspension and the right to tell his or her side of the story prior to or shortly after commencement of the suspension, and the greater protections for longer term suspensions (over 10 days) and expulsions including the right to counsel, to confront and present witness, and to challenge and present evidence. Please note that charter schools are free to define long- and short-term suspensions differently (i.e., a different number of days) so long as the minimum federal due process protections are in place. Charter schools are not required to follow Commissioner of Education rules or regulations on discipline including the five day demarcation of long- and short-term suspension.*

At Explore Exceed Charter School, we expect our students to meet five all-school behavioral expectations:

- **We listen and follow directions;**
- **We treat others as we would like to be treated;**
- **We respect our environment;**
- **We come to school prepared to learn;**
- **We try our hardest.**

In the event that students do not meet the expectations, Explore Exceed Charter School utilizes a "continuum of consequences" which emphasizes prevention strategies followed by intervention strategies that start small and grow if the behavior continues. Our goal is to provide appropriate consequences and interventions and to understand why a student is making poor choices. The more severe consequences are for those students whose behavior continues to be problematic. For those students who continue to make poor choices, we will have a very clear record of what has been tried and implemented to help them.

Professional development workshops are given during pre-service and throughout the year regarding strategies for managing difficult behavior. Each teacher is given a behavior binder with all materials discussed, along with an alphabetical filing system in order to keep a behavior record for each child.

The Continuum of Consequences

1. If a child is not following directions, the teacher first tries classroom interventions. Some examples: ignore, special job, redirect, change of seat.
2. After attempting classroom management practices, staff members issue a classroom red slip

3. Student loses membership on Respect Corps
4. Parent/guardian must be notified by the teacher
5. After the first red slip, the teacher assigns a consequence to fit the behavior (i.e., cleaning, letter of apology, loss of privilege, loss of time during recess, classroom detention, etc.). After three classroom red slips:

    a. Teacher contacts Principal, or designee
    b. Teacher calls in parent/guardian for a meeting with student
    c. Teacher start behavior log and alerts parents to continuum of consequences
    d. Parent signs letter which describes the continuum of consequences

6. The student is then given a grace period (no red slips) for two weeks. If, after two weeks, the behavior continues:

    a. The teacher may issue red slips, provide appropriate consequences, and call home.
    b. At the third red slip, the child earns an office referral.
    c. This office referral begins the Behavioral Student Intervention Referral (SIR) process:

        i. Behavioral Intervention Plan or Contract is created for the student
        ii. Meeting is scheduled with parent, teacher, student

7. Student is allowed a two week grace period without red slips but with consequences as needed

8. If the behavior continues, the following consequences are meted:

    a. In-school suspension
    b. Principal, or designee, sends letter and phones parent/guardian
    c. Teacher provides daily work in all subjects for student
    d. Principal or designee conducts a post-suspension meeting with parent and student
    e. After 3 in-school suspensions, the next step is out-of-school suspension

9. Out of school suspension

    a. Principal sends letter and phones parent/guardian
    b. Principal, or designee, conducts post-suspension meeting with parent and student
    c. The 3rd post suspension meeting serves as a pre-expulsion meeting

Suspension and Expulsion

A student bypasses this continuum and automatically gets an office referral which may result in suspension or expulsion if they commit: assault; verbal or physical abuse; vandalism; theft; false bomb threat or false emergency alarm; use of drugs, alcohol, tobacco; gambling; leaving campus without permission; conduct which disrupts school or classroom activity or endangers the health, safety, or welfare of others; disrespect towards faculty; threatening or harassing students or staff; cheating; profane language, any act which school officials reasonably conclude warrants a suspension. Explore Exceed Charter School shall comply with the federal Gun Free Schools Act, 20 U.S.C., and any student who is determined to have brought a firearm to school, or to have possessed

a firearm at school, shall be expelled for not less than one year. In order to determine consistent and appropriate consequences for office referrals, a behavior matrix is used, which is included below.

Explore Exceed Charter School reserves the right to alter consequences at our discretion. Any of the above offenses may result in immediate expulsion depending on the severity of the action. Explore Exceed Charter School's process for both short-term suspensions of less than 10 days based on U.S. Supreme Court case law (Gossv. Lopez, 419 U.S. 565 (1975) provides 14th Amendment due process protections which include student's and parent's right to know the reason and evidence for the suspension and the right for a student to tell his or her side of the story prior to or shortly after commencement of the suspension. Protections will also include the right to counsel, to confront and present witness, and to challenge and present evidence in a long-term suspension or expulsion case.

Alternative Instruction

Anytime a short-term suspension or a long-term suspension is given to a student, the school will provide two hours of alternative instruction for each day of the suspension. Suspended students will be provided with the alternative instruction on site, separate from their peers. Instruction will be provided either by a tutor or by a member of Explore Exceed Charter School's staff. The assigned work will be prepared by the student's regular classroom teacher.

Explore Exceed Charter School's Student Behavior Violation and Consequence Matrix

Offense	First Offense	Second Offense	Third Offense	Fourth Offense
Arson	Recommendation for expulsion and referral to law enforcement			
Assault or battery of a student (includes fighting)	1 day in-school suspension	1-3 day out of school suspension	3-5 day out of school suspension	Recommendation for expulsion
Assault or battery of school personnel	5 day out of school suspension, possible recommendation for expulsion	Recommendation for expulsion		
Bomb threat	Recommendation for expulsion and referral to law enforcement & counseling			
Defiance of school authority	½ day in -school suspension	1 day in-school suspension	1-3 day out of school suspension	3-5 day out of school suspension, recommendation for expulsion
Disrespect of peers (includes bullying and excessive teasing)	Lunch detention (K-4) After-School Detention (5-8)	½ day in-school suspension	1 day in- school suspension	1-3 day out of school suspension
Disruptive behavior and/or play fighting	Lunch detention (K-4) After-School Detention (5-8)	½ day in-school suspension	1 day in- school suspension	1-3 day out of school suspension
Drugs or alcohol: selling, using, possession	Parent meeting and referral to law enforcement &	Recommendation for expulsion		

	counseling			
Electronic devices: use of beeper, cell phone, or non-instructional devices during school hours	Confiscated and released to parent/guardian	→	→	→
Fire alarm, tampering with apparatus	5 day out of school suspension, referral to law enforcement	Recommendation for expulsion, referral to law enforcement		
Leaving classroom without permission or running away from school personnel	½ day in-school suspension	1 day in-school suspension	1-2 day out of school suspension	3-5 day out of school suspension, recommendation for expulsion
Leaving school grounds without permission	5 days out of school suspension and/or Recommendation for expulsion			
Misuse of computer resources (hacking, violating copyright law, damaging equipment etc.)	Loss of computer privileges; referral to law enforcement			
Profanity: using inappropriate or profane language aimed at another	Lunch detention (K-4) After-School Detention (5-8)	½ day in-school suspension	1 day in- school suspension	1-3 day out of school suspension
Safety, endangering safety of students or staff (throwing objects, etc.)	½ day in-school suspension	1-3 day in-school suspension	1-2 day out of school suspension	3-5 day out of school suspension
Sexual assault or harassment	Referral to law enforcement; out of school suspension and/or recommendation for expulsion			
Tardy to School	After 3 tardies, after-school detention for each tardy (5-8)	→	→	→
Theft	1 day in-school suspension	1-3 day out of school suspension	3-5 day out of school suspension	5 day out of school suspension. Recommendation for expulsion
Uniform Violation	Call/Letter to parent	→	→	→
Vandalism/graffiti	Lunch detention (K-4) After-School Detention (5-8), call to parents, restititution	1-2 day in school suspension, restitution	1 day out of school suspension, restitution	3-5 day out of school suspension, restitution
Weapon: drawing a picture of a weapon aimed at someone	1 day out of school suspension	2-3 days out of school suspension	3-5 days out of school suspension	5 days out of school suspension Recommendation for expulsion
Weapon: false claim	1 day out of school suspension	2-3 days out of school suspension	3-5 days out of school suspension	5 days out of school suspension, recommendation for expulsion
Weapon: possession or use of weapon	Recommendation for expulsion, referral to law enforcement			

Expulsion and Long-Term Suspension Process & Procedures

When a student engages in behavior punishable by expulsion, they are informed of their misconduct and asked to leave the class or activity in which they are participating immediately. They report to the office and share their version of the events; their parents are contacted and asked to pick the child up from school. The Principal, immediately notifies the student's parents or guardians in writing, and assures receipt of such notice within 24 hours. The notice will set a time and place for a conference with the Principal and shall inform parents or guardians of their right to be accompanied by counsel or an individual of their choice.

A letter outlining the incident and a time for a meeting between the parent & guardian, Principal, and the Dean of Students and/or HSS will be sent to the parent by UPS. At the meeting, copies of the following will be distributed to the parent:

- Explore Exceed Charter School's Parent-Student Handbook
- "Expulsion Process & Procedures"
- If applicable, the letter outlining the behavior continuum, that was sent to parents and guardians after the student received their third classroom red slip
- A complete "Description of Behaviors and Interventions" document that outlines the students' behaviors and the steps the school took to address the behaviors
- Proof that parent received parent/guardian handbook (from the students' file in the main office)

If the Principal maintains that the behavior warrants an expulsion, a recommendation of expulsion will be issued to the Disciplinary Committee of the Board of Trustees, which will include a description of the behavior and/or academic problems, a description of the alternatives explored, and prior action taken to resolve the problem. A copy of such recommendation will be sent to the student and his or her parents or guardians of the opportunity for a fair hearing where the student may be represented by counsel, present evidence, and question witnesses. Such recommendation shall also set the time and place for the hearing and shall inform the parent or guardian of their right to be accompanied by counsel or an individual of their choice.

The following items are sent to members of the Board of Trustees:

- "Expulsion Recommendation Cover Sheet"
- "Disciplinary Letter to Committee"
- "Description of Behaviors and Interventions"

The following items are sent to parents and guardians, with proof of receipt:

- Explore Exceed Charter School's expulsion policy, as outlined in the Parent-Student Handbook
- "Expulsion Process & Procedures"
- A copy of the "Disciplinary Letter to Committee"
- Description of "Behaviors and Interventions"

Students are expelled only after being found guilty at a formal expulsion hearing with the Disciplinary Committee of the Board of Trustees. The Disciplinary Committee will issue a decision at a meeting of the Board of Trustees. Parents or guardians may appeal the decision to the full Board by writing to the Chairperson of the Board of Trustees. The parent or guardian is permitted to speak for 5 minutes at the next regularly scheduled Board meeting, followed by questions from members of the Board of Trustees. The Board of Trustees will go into executive session and either uphold or overturn the decision of the Disciplinary Committee. If dissatisfied with the result, the parent or guardian may appeal the decision to the Chancellor's office, then to the NYS Education Dept., then to the New York Board of Regents. Students who have been expelled from any school in the Explore Schools network are not eligible for re-enrollment at Explore Schools network school, except in special circumstances, determined at the discretion of the school's administration. Administration may use one, or a combination, of the following criteria to determine if a student is eligible for re-enrollment:

- the nature of the expellable offense;
- the student's age and grade at the time of the offense;
- the student's academic standing at Explore Exceed Charter School;
- the student's over-all behavior and the frequency of their participation in the Respect Corps

Search and Seizure Policy[1]

Students have a constitutional right to be free from unreasonable searches and seizures. A student's person and possessions may be searched provided that school officials have reasonable suspicion to believe that the search will turn up evidence that the student has violated or is violating the law and/or school rules and regulations. The extent and scope of the search must be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and nature of the infraction. Searches will always be conducted with a reasonable degree of privacy and consideration for the dignity of the individual.

[1] The search and seizure policy of Explore Exceed Charter School is taken from the NYC DOE Chancellor's regulations.

Please provide the discipline policy that the school will enact for students with disabilities.

- *Charter schools are subject to federal laws and regulations governing the discipline of students with disabilities, including in particular the requirements of the Individuals with Disabilities Education Act (IDEA) and the federal Department of Education's implementation regulations.*
- *These regulations are highly specific as to discipline and the additional due process protections afforded affected students and parents. Accordingly, please review sections 530-536 of Part 300 of Title 34 of the Code of Federal Regulations, 34 CFR §300.530-36. These provisions and other information are available online, please visit: http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C6%2C. In crafting your discipline policy, remember that the committee on special education (CSE) is formed by the student's district of residence and that the school must work through and with that CSE. For example, a charter school cannot suspend a student with an IEP for more than 10 days without a manifestation determination by the CSE.*
- *Remember also that 34 CFR § 300.534 provides due process protections for a student who has yet to be evaluated by a CSE, but who the school knows may be eligible for referral to a CSE or who is undergoing evaluation at the time of the incident requiring discipline under the charter school's policy.*

In compliance with section 2851 (2) (h), Explore Exceed Charter School's discipline rules and procedures apply to students with disabilities to the extent that they are consistent with federal laws and regulations regarding the placement of students with disabilities. Specifically, Explore Exceed Charter School will comply with all of the requirements under the Individuals with Disabilities Act (IDEA) relating to discipline of students with disabilities, specifically sections 300.519 through 300.529 of the section entitled "Discipline Procedures" of the federal IDEA legislation. In cases where the discipline policies described in the sections above violate the provisions of IDEA, the provisions of IDEA will take precedence.

Our approach to discipline for students with disabilities is as follows:

- The school will ensure that in the case of a suspension for five consecutive school days or less that parents will be provided an opportunity for an informal conference.
- During suspensions or removals for periods of up to ten school days in a school year (that are not a change in placement) students with disabilities will be provided alternative instruction on the same basis as all students.
- During suspensions or removals of periods of ten consecutive school days or less that in the aggregate total more than 10 school days in a school year (but does not constitute a change in their placement) students with disabilities will be provided services to continue their progress in the general education curriculum and meeting their IEP goals.
- When first suspending or removing a disabled student for more than ten school days in a school year or imposing a suspension that would constitute a change in placement, the school district of residence will be contacted to ensure that no later than 10 days after a suspension the school district of residence's meeting is convened to develop a functional assessment and behavior intervention plan or modify the existing plan.
- Explore Exceed Charter School will cooperate fully with the school district of residence to gather data to define the behavioral problem. The school will implement the behavior plan developed. In addition, the school will immediately contact the school district of residence to convene a manifestation determination meeting no later than 10 school days after a decision is made to impose a disciplinary change in placement.
- Upon the school district of residence's completion of the manifestation determination, those students whose behavior is not a manifestation of their disability will be subject to the same disciplinary measures as non-disabled students.
- If the behavior is determined to be a manifestation of the child's disability, the student will be returned to their current placement unless the parent agrees to a change. The student will attend an alternative education setting if it is determined that the student

returning to their present placement poses a danger to themselves or others or if there is an impartial hearing or court order permitting this alternative placement.

- Students with and without disabilities receiving in-school suspensions will be assigned to the Dean's office, or alternative appropriate setting within the school, for direct instruction during the entire period of the suspension. The student's classroom teacher will assign the student regularly scheduled class work and homework, which will be delivered by the Dean or another qualified teacher within the school. The Dean ensures that all assignments are performed, reviewed, and delivered to the classroom teacher in a timely fashion.
- Students with and without disabilities receiving out-of-school suspensions will be assigned to the Dean's office, or another appropriate setting within the school, as follows: A suspended student shall be assigned for one hour per day for direct instruction from the Dean of Students or another qualified teacher within the school. The student's classroom teacher will assign the student regularly scheduled class work and homework, which will be delivered by the teacher. The Dean of Students will ensure that all assignments are performed, reviewed, and delivered to the classroom teacher in a timely fashion.
- All alternative instruction is documented in a log located in the Dean's office.
- Whenever appropriate, and at the discretion of the Support Services Team, a suspended student may be issued an extracurricular assignment(s) pertaining to the issues, behaviors, acts, and/or conduct that precipitated the suspension, in an effort to prevent, through learning, similar future behaviors, acts, and/or conduct by the student.
- In accordance with 34 CFR § 300.534 due process protections will be provided for a student who has yet to be evaluated by the CSE, but who the school knows may be eligible for referral to a CSE or who is undergoing evaluation at the time of the incident requiring discipline under Explore Exceed Charter School's discipline policy.

If the charter school would implement a dress code policy, provide such policy including a description of how the cost of any uniform would be subsidized for parents unable to afford them.

- ***While charter schools may impose penalties on students for not wearing uniforms, they may not summarily withhold students from class for not wearing a complete uniform.*** *Brief trips to an office to record demerits or pick up missing uniform parts coupled with a return to class would be permissible, but placing students in a detention hall until a full uniform is available would not. If the school wants to prevent children from attending regular classes without a full uniform, then the school would have to include the offense in the school's discipline policy and provide both due process and alternative instruction for such suspension.*
- *Dress codes that ban hats or stocking caps should take into account and provide an exception for head covers worn in connection with the exercise of religious practice.*

For Kindergarten through 5th graders, the school uniform is as follows:

- Light blue, button-down shirt (short or long-sleeve)
- Solid black shoes with rubber-soles; *shoes or sneakers with logos are not permitted.*
- Student will be able to wear school t-shirts on *Fridays only*, or on *field trips*
- Navy blue pants, shorts, skirt, or dress
- Navy blue sweater or cardigan
- White or navy blue knee socks or tights (girls)
- Navy blue tie (optional)
- No sandals or flip-flops

6th-8th grade uniform is as follows:

- Tan khaki pants or skirts (appropriate length)
- Solid black shoes
- Solid black or navy blue belt with a small belt buckle
- Special school navy blue polo shirt
- White or navy long sleeved shirts may be worn under the school's polo shirt
- Navy blue wool cardigan - optional
- Khaki shorts are permitted in the summer. Shorts should be at least knee length
- Solid black, white, or navy socks/tights

If a student comes to school out of uniform s/he will receive a consequence that will not include missing any portion of class. Upper School students will receive an after school detention the day after the violation. School personnel will do their best to provide students with the appropriate attire.

Hats & Jewelry: Students are not permitted to wear hats or baseball caps in the building. An exception will be made for head covers worn in connection with the exercise of religious practice. In the summer months, parents or guardians who would like students to wear a visor or hat to recess must submit the request in writing to the main office. School personnel are instructed to confiscate baseball caps, label the hat with the child's name, and give the hat to the student's teacher who will contact the parent or guardian. Parents and guardians are expected to set up a time with the appropriate school personnel to retrieve the cap.

We ask that students do not wear jewelry that may get lost or broken. Examples include earrings larger than a quarter, long necklaces or bracelets. Students who arrive at school wearing this jewelry will be asked to place it inside their shirt, where it is not visible.

Cell Phones, Electronic Games & Other Distractive Objects: Students are not permitted to bring objects to school or school-related activities (field trips, field day, etc) that will distract them from learning. Distractive objects include games, cell phones, yo-yos, or any other items that staff reasonably concludes may distract students from learning. If a member of the staff sees one of these items, they may confiscate the item and return it to the student's teacher.

If parents are unable to provide uniforms for their students, a fund will be established by Explore Exceed Charter School to subsidize the purchase of uniforms for students. Parents will contact the Principal or his/her designee to discuss arrangements should they not be able to afford the purchase of the school uniform.

Attach the policies of the charter school's board of trustees for handling complaints from individuals or groups.

- *Education Law subdivision 2855(4) provides that any individual or group may bring a complaint to a charter school's board of trustees alleging a violation of any law, including the Charter Schools Act, or of the school's charter. A charter school's board of trustees is therefore obligated to provide the policies and procedures by which these complaints can be handled promptly and fairly.*
- *A well-fashioned complaint policy will clearly indicate how individuals may present grievances, how those grievances will be reviewed, and who will undertake that task, as well as the timeframe for disposing of a grievance. In addition, the grievance policy must provide adequate notification to individuals of their right to appeal to the SUNY Trustees (through the Institute) if they are not satisfied with the handling of their grievance by the school's board of trustees or designee, and, if still unsatisfied, thereafter to the Board of Regents (through the State Education Department). The policy must include a provision that it will be available upon request and that the school will furnish the latest version of the Institute's complaint procedures to a complainant (Institute policy, guidelines and grievance form are available at: http://www.newyorkcharters.org/parentResources.htm#questions), together with the school board's written decision regarding the complaint.*
- *A charter school board may delegate some or all of its duties under Education Law subdivision 2855(4) to a committee of the board or to an employee such as the principal. In such cases, the policy should provide procedures in the event the person or entity to whom the board has made the delegation is the subject of a complaint. Please note that complaints cannot be directed to more than one person or entity at the school. For example, a complaint policy cannot state that all complaints must go to the principal and then may be appealed to the school board, etc. – only one stop at the school level is allowed and then complainants may appeal to the Institute and then to the State Education Department.*
- *Charter schools may wish to have both an "official" complaint policy described above and an unofficial complaint policy for handling small matters between parents and teachers or administrators. Such policies should be included in your response but cannot be mandatory before a person can take advantage of the statutory policy.*
- *Further information is available in the Institute's pre-opening workbook, available on the Institute's website at: http://www.newyorkcharters.org/schoolsCompliOverview.htm.*

A Grievance Committee, composed of Board members, parent representatives, and other such members as necessary to conduct investigation, exists to address complaints brought against the school by an individual or an organization.

The process for a parent or guardian to bring a concern to the Board's Grievance Committee is as follows:

- The parent or guardian brings their concern to the Principal.
- If they are not satisfied with the response, then they bring their concern to Explore Schools, Inc.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least two Board members, a parent representative serving on the Board, and other such members as necessary to conduct an investigation.

The process for an employee to bring a concern to the Grievance Committee is as follows:

- The employee brings their concern to the Principal.
- If they are not satisfied with the response, then they bring their concern to Explore Schools, Inc.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least two Board members and other such members as necessary to conduct an investigation.

The process for an individual or organization, who is neither a parent or guardian, nor an employee, is as follows:

- The individual or organization brings their concern to the Principal.
- If they are not satisfied with the response, then they bring their concern to Explore Schools, Inc.
- If they are not satisfied with the response, they will put their concern in writing and forward to the Board of Trustees.
- The Grievance Committee of the Board of Trustees will investigate and report out its findings at the next Board meeting.
- The committee will be composed of at least two Board members and other such members as necessary to conduct an investigation.

Appeals of decisions made by the Board of Trustees may be made first to the Office of New Schools of the New York City Department of Education, and then to the New York State Education Department.

Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school, including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing the assets to either the school district of location or another charter school within that district.

Your response should detail the following:

- *How to transfer all student records, testing materials, etc. to the school district of location of the charter school and to make available a copy of such records to each student's parent or legal guardian.*
- *How to assist in the transfer of students.*
- *The process for holding public meeting(s) to provide parents information on the school's closure.*
- *How to implement the school's closure plan (outline to be supplied by the Institute in the event of closure) and transfer the school's fixed assets (if any, after the payment of all debts) to either another charter school within the school district or to the school district in which the charter school is located (transferring assets to any other entity, governmental, not-for-profit corporation or other organization, is not permitted).*
- *How to designate one or more trustees and/or school employees to assist in the closure of the school, from an operational and financial perspective.*
- *A commitment to establish an escrow account of no less than $75,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur. This commitment should be reflected in the budget in $25,000 increments in the school's first three years of instruction.*
- *A response that does not set forth fairly specific procedures (approximate timeline, individuals in charge, etc.) but only provides an assurance that the school's procedures will abide by law or repeats the restrictions noted above is not sufficient.*

In the event of closure or dissolution of Explore Exceed Charter School, the Board of Trustees shall delegate to the Principal the responsibility to manage the dissolution process.

Logistical Transfer of Students

In case of dissolution, Explore Exceed Charter School will inform the parents of each student in grades K-8 the name and address of the student's zone school. Explore Exceed Charter School will also distribute a letter that lists alternative school choices for all students.

Transfer of Student Records

In case of dissolution, all student records will be transferred to appropriate school districts and/or schools. Parents will be notified that a copy of such records will be available to each student's parent or legal guardian upon request.

Public Meeting

In case of dissolution a public meeting will be conducted to provide information on the school's dissolution to parents and other interested community members.

Transfer of the School's Assets

In case of dissolution, Explore Exceed Charter School's Principal will conduct a complete audit of all school assets. At the school's discretion, material will be physically transferred to the New York City Department of Education. Explore Exceed Charter School will ask the New York City Department of Education to designate a liaison to negotiate the transfer of assets to the Department.

Escrow Account

Explore Exceed Charter School will establish an escrow account of no less than $75,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur. This

commitment should is reflected in the budget in $25,000 increments in the school's first three years of instruction.

Attach a copy of the proposed school's personnel policies, including at least the following information:

- **The procedures for hiring and dismissing school personnel;**
- **The school's required qualifications for hiring teachers, school administrators and other employees;**
- **A description of responsibilities for staff members;**
- **A description of the school's processes and criteria for evaluating teacher performance; and**
- **A description of how teachers will be held accountable for student achievement.**

The Act requires that charter school contracts for employment of a school leader that are entered into, amended or extended contain a provision requiring that the leader be required to cooperate fully with any distinguished educator appointed by the Commissioner of Education.
As part of the hiring procedures referenced above, you must include the legend to be placed on applications for employment, which in turn must include (in addition to other anti-discrimination language that may be required) specific reference to the fact that the school will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R. §

Explore Exceed Charter School's hiring policies and procedures are designed to ensure that employees demonstrate professionalism and possess the appropriate skills and qualifications to complete their duties.

Qualifications: Teachers

In accordance with Article 56 Section 2854(3)(a-1) of New York State Education Law, all teachers, regardless of the number of students taught or hours per week employed, will be certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program; and (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii) and (iv) of this paragraph shall not in total comprise more than thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

Qualifications: Principal

To be a Principal at Explore Exceed Charter School Charter School, candidates must possess the following qualities:

- Achievement-focused strategist; relentlessly focused on the achievement of ambitious goals, can recognize and prioritize highest needs, is flexible in his/her approach to problem solving and understands the need to take calculated risks for the good of the organization.
- Self-aware, constant learner; a reflective practitioner who is aware of his/her strengths and weaknesses, open to feedback and seeks help to improve.
- Influential communicator and team builder; an active listener who can inspire others around a shared vision and motivate team members to work together to execute against the vision that has been set.

- Effective manager; a detail-oriented manager who is can set clear expectations and hold others accountable for progress. One who is skilled at creating and implementing systems and processes that enable work to be accomplished effectively across an organization.
- Accomplished teacher and instructional leader; A passionate educator who believes that all students will succeed academically in the right environment. A skilled instructional mentor who can model effective instructional strategies and work with teachers to both coach and evaluate their practice.

Principals must also possess the following experiences:

- Five years of classroom teaching experience; school administration experience preferred.
- Candidates should have experience in an urban setting with at-risk youth and should be able demonstrate achievement of exceptional results with their students.
- Demonstrated success managing a team of adults to achieve a common goal; ideally candidates have lead a team of adults to "turn around" a struggling initiative or organization.
- A minimum of a bachelor's degree from a four-year college or university is required.

All employees at Explore Exceed Charter School will be evaluated for hire based on their demonstration of organization-wide operating values. This is based on the belief that the way in which Explore employees conduct their professional duties is critical to our larger success as an organization. Explore Exceed Charter School's operating values are: *Our communication is direct and sensitive; We make things happen; We are flexible; We are professional*. As part of the hiring process, prospective employees are asked questions about their demonstration of these values.

All staff must also align to nine competencies that define an employee of any Explore Schools network school.

Achievement Focused – This describes someone who is dedicated to achieving ambitious goals as opposed to someone who is focused merely on "punching a clock" or "going through the motions."

Internal Locus of Control – A person with a high internal locus of control believes, when confronted with a challenge, that they have the ability to overcome that challenge.

Professional – This describes someone who follows basic professional norms, is reliable and punctual.

Above and Beyond – This is someone who goes beyond their own personal goals and responsibilities to pitch in when necessary to make sure the organization as a whole is successful.

Flexible – A flexible person is willing to alter course, when necessary. They assume the best in others and realize that sometimes external factors require us all to change our plans for the betterment of the organization.

Mission Driven – A mission driven person works relentlessly to achieve the mission of the organization.

Reflective/Self Aware/Constant Learner – This is someone who is reflective about their own actions and practice. It is someone who is able to assess gaps in their own knowledge, skills and mindsets that are preventing them from achieving their goals, and work to fill those gaps.

Collaboration/Team Focused – Someone who knows how to not only get along with others, but efficiently and effectively work on a team toward a collective goal/outcome.

Direct and Sensitive Communication – Someone who is able to effectively communicate with others, even when that communication is hard.

Explore Exceed Charter School Charter School seeks and employs the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further this school's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination. Explore Exceed Charter School Charter School does not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1641) in compliance with 34 C.F.R.. § 106.9 and a statement bearing Explore Exceed Charter School Charter School's non-discrimination policy will be included in a box at the bottom of all position descriptions.

Hiring Process:

Explore Exceed Charter School's hiring process is multi-tiered, to ensure that the organization makes a thoughtful hiring decision that will result in the hiring of an employee who will help our students to achieve our mission.

The hiring process for a teacher is as follows:

1. Explore Exceed Charter School actively looks for teachers who have two years of teaching experience in an urban setting, who have earned an advanced degree in education, and who are New York State certified.
2. Candidates submit an application on line via the school's website, which is assessed for relevant skills, experiences and qualifications. The application is assessed for written mastery of the English language, as well as appropriate demonstration of Explore Exceed Charter School's operating values.
3. Candidates whose applications meet those qualifications are contacted by the Executive Director or his designee for a phone interview. During this conversation, the candidate describes goals they have set for their students and the outcome of those goals, their ability to work with others, their motivation to teach in an urban setting, their understanding of Explore Exceed Charter School's mission and school design, and – in broad terms – their approach to instruction.
4. Candidates whose responses meet the qualifications are invited in to visit the school and meet with the school's hiring committee. During that interview, candidates are asked specific questions about their instruction, classroom management, their approach to parent involvement, their work ethic, their level of reflection, and their ability to work with others.
5. On the day of the visit, candidates are also required to teach a sample lesson and are observed by an administrator or teacher.

6. If the candidate's responses during the hiring committee satisfy the requirements of the position, and if the observation demonstrated that the candidate is of high quality, then the candidate's references are checked. Candidates are asked to provide three references; Explore checks two of the three references before finalizing an offer with the candidate.
7. Following the reference check, the candidate must demonstrate they were fingerprinted by the New York State Education Department before they can begin work.

A similar process exists for hiring a school administrator. When hiring a school administrator, the hiring protocol is slightly altered to include more questions about the candidate's ability to lead individuals to achieve a common goal.

Dismissal

All employees at Explore Exceed Charter school are employed "at-will," and may be terminated with or without cause or notice and are not guaranteed employment for any length of time. Because Explore Exceed Charter School is committed to retaining staff and to developing their professional skills, there is a commitment to ongoing feedback and observation, as detailed in the staff handbook presented at the end of this exhibit.

Responsibilities: Teachers (General)

- Provides a range of instructional, management, and assessment strategies to meet the different needs of students
- Ensures the safety of students under one's supervision
- Sends home four progress reports and five report cards to parents & guardians
- Schedules and participate in three to four parent-teacher conferences during the school year
- Uses the DRA to assess students three – five times each year; uses other assessment tools as needed
- Assists with non-instructional supervision of students, as needed, such as hallway monitoring, substitute teaching, playground duty, or supervision of extracurricular activities
- Assists in moving students to proper locations during fire drills, and sports or arts programs
- Presents current student work on bulletin boards five times per year and in the classroom
- Creates a long-term academic plan for each term
- When absent, ensures all substitute plans are clear and thorough and copies are made
- Collaborates as scheduled with the other staff members
- Keeps accurate & organized records of student attendance & progress
- Accounts for books & supplies
- Organizes two grade-level curriculum nights per year and one grade-level breakfast per year
- Supports Explore's behavioral policy
- Promptly submits required paperwork
- Keeps an up-to-date lesson plan book with objectives, lessons and assessment listed
- Keeps an accurate, up-to-date, documented account of students' behavior and socio-emotional health

Responsibilities: Teachers (In Practice)

Instructional Planning: It is the classroom teacher that most impacts a student's level of achievement. A large part of that impact comes from the effective planning and delivery of lesson plans. Teachers are given preparation time to collaborate in order for them to have more time to prepare rigorous, standards-based instruction for their students. Explore's year-long calendar provides staff members with two additional planning days without students so that they have the time they need to plan effectively.

Teachers are responsible for the following in terms of instructional planning:

Year-At-A-Glance: Classroom and enrichment teachers are expected to have a year-long plan, organized by month, which outlines the broad topics they intend to teach in each subject. Templates will be provided.

Term Plans: During each term, students will be learning specific objectives in the subjects of English, Math, Social Studies, Science, Health, Physical Movement, and the Arts. Classroom and enrichment teachers are required to create a long-term plan for each subject they teach. This plan is to be completed prior to the beginning of each new term. Templates will be provided.

Weekly Plans: Classroom and enrichment teachers are required to create a weekly plan that shows how time is budgeted for each subject area. Templates will be provided.

Daily Plans: Classroom and enrichment teachers are required to create daily plans that show, in detail, the objective they plan to teach, how they plan to teach it, and the assessment they will use to assess student understanding of the objective. Templates will be provided. Daily and weekly plans must be typed and saved electronically. On Monday of each week, your plans will be viewed by other members of the team (support services personnel and team members) to encourage collaboration and transparency.

Daily Agenda: An agenda outlining the day's activities should be visible in the classroom. This may be constructed on Velcro cards, the chalkboard, or on posterboard. It is expected that current class activities match the listed agenda.

Display of Classroom Work: Completed and current student work should be visible both in the classroom and on the bulletin boards. The objective of the lesson and a description of the assignment should also be included. Bulletin boards are expected to show current student work and should be changed approximately every 6-8 weeks. Each grade is responsible for one bulletin board in the main hallway. The bulletin boards must be completed by the dates listed below.

Each bulletin board should have:

- Work that is 6 or less weeks old
- Title
- Content and performance standards displayed
- Task and clear description
- Clear and organized Rubric

- Graded work with comments- levels 2, 3 and 4 displayed
- Neat, attractive, readable and well designed layout

Parent-Teacher Communication

Staff are expected to communicate with parents and families in a variety of ways. Strong communication between school and home is a hallmark of all Explore schools.

Progress Reports: In the middle of Terms 2, 3, 4, and 5, classroom teachers will send home a progress report, which outlines student progress in the areas of literacy, math and behavior.

Report Cards: At the end of each term, parents and guardians will receive a more detailed picture of their child's progress on a report card. The report card outlines student progress in all of the areas taught.

Conferences: Parent conferences will be held at the beginning of Term II and at the beginning of Term IV. During parent conferences, teachers are expected to use examples of student work to show parents and guardians evidence of their children's progress. At the end of Term IV, conferences will be held only for those students who are promotion-in-doubt. Our goal is for 95% of our parents and guardians to attend both conferences.

Explore Cell Phones: The cell phone is a tool which should be used to hold our students to the high expectations we have set for them in regards to homework completion, behavior, and building strong relationships with parents and guardians. Cell phones should be used to reach out to your students' parents within the first week or two of school to welcome them and their child to your classroom community. Please include your cell phone number in your first classroom newsletter home. Parents will be instructed that teachers will not be answering their cell phone during the instructional day. Teachers should respond to their cell phone until 6:00 p.m. each school day to listen and respond to any questions about homework. Calls received after that time must be returned the next business day. Please re-iterate these directions in your first classroom newsletter.

Homework & Take-Home Folders: Homework should be assigned each evening and sent home, either as a weekly packet, or on a daily basis, in the child's Take-Home folder. Homework should be checked on a daily basis for completion. Once a week, homework should be checked for accuracy. The time expectation for homework is different for each grade level. Please speak to your AD about the specific time requirements for your grade. Parents and guardians are required to sign their child's homework each evening. (K-4) As a general rule, homework should be something that reinforces a lesson previously taught in class, and something that students can complete independently. Some of our parents, due to their work schedule, may not be able to participate with their child when they do homework. Other parents and guardians may have trouble understanding the homework assignments. A general rule of thumb is to ask, "Can the student independently understand the directions and complete the assignment on their own?" Homework is graded for completion and accuracy once each week. Sample homework rubrics are available from administration if needed.

All homework should be turned in and checked during Team Time. Team Time teachers will submit the homework and homework sheet to the Upper School Program Associate. The US PA will place the homework in the mailboxes by 10:00 each day for pick up. Team Time teachers will call home if a student does not turn in a homework assignment.

Other

Emergency and Substitute Plans: Teachers are required to provide the Academic Director with five days of emergency substitute plans (one for each day of the week), including enough copies of student material, in the Red emergency substitute folder, by Friday, September 26th (Red Folders). These plans are to be used only in the event of an unplanned emergency when the teacher has not had the opportunity to create appropriate lesson plans. It's recommended that the grade level coordinate this effort and share lesson plans.
Contents:

- Daily Schedule
- Directions for lessons
- Copies of student work
- Extra Work

The Yellow Substitute Folder is given to the Academic Director with current substitute plans. These plans are to be used when the teacher knows they will not be in attendance, due to professional development, or a planned personal day. Please include your classroom schedule, explicit directions to complete the assignments, and enough copies for each student.

Reimbursements: Teachers are reimbursed up to $100 during the fall for classroom supplies. Staff members are expected to pay for all fees and costs related to their attainment of New York State Certification.

Teacher Retreat: There will be an overnight retreat each spring. Classroom teacher, enrichment teacher, and support service staff attendance is required. The focus of the retreat will be announced closer to the date.

New Teacher Support: Explore requires teachers in their first year to Explore to attend three after school sessions.

Field Trip Responsibilities: Teachers may take two field trips per term that link directly to academic objectives. Teachers may speak to the AD if they would like to take more than two trips per term. Field trips may not take place during the month of July.

Observations & Feedback:

Explore operates on the principle that feedback from colleagues, supervisors and other constituents is valuable. Parent surveys are distributed each year – the results are a valuable lens to learn about how we are doing in the eyes of our parents and guardians. The Academic Directors directly supervise teachers. Walk-throughs may happen on a daily basis, in which the AD or Principal may simply "walk-through" to observe a moment in time. Observations are longer, sustained periods of time. Observations and walk-throughs may not be announced. However, feedback from observations will be given to teachers within 48 hours of the observation. Once or twice during the school year, all teachers will be formally observed by their respective Academic Director or Principal. The role of Support Services was designed to build each teacher's capacity to meet their student's different needs. Members of the Support Services team will be in the classroom often to assess how they can best meet teacher's needs to best meet our student's needs.

For more information on how teachers are held accountable for student achievement please review Attachment 14.

Responsibilities: Principal

Whole-school quality

- Create and maintain a culture of high-achievement for staff and students.
- Ensure fidelity of all students and staff to Explore's mission, vision and core values.
- Identify academic priorities and set measurable goals to achieve priorities.
- Manage members of the leadership team against annual goals.

Student Achievement & Student Success

- Define instructional approach and a adopt school curriculum that is aligned to state standards.
- Assess effectiveness of curriculum and lead implementation of changes as needed.
- Create a school-wide culture focused on assessment and the constant use of data to drive student performance.
- Monitor teacher lesson plans and instruction to ensure effectiveness and alignment with school-wide achievement priorities.
- Ensure effective creation and implementation of support services to meet individual students' academic needs.
- Create and execute a school-wide schedule that maximizes time aligned to academic priorities and teacher collaboration.

Staff Selection, Development & Retention

- Create and implement a process to effectively assess quality of applicants for all school-based positions and to place all qualified candidates in appropriate roles.
- Guide teachers in setting annual professional goals and in seeking on-going professional development opportunities both within and outside of Explore's network.

- Evaluate staff using Explore Schools' assessment process. Principals are expected to conduct classroom visits regularly and provide immediate feedback to teachers.
- Assess whole-staff professional development needs; design and implement relevant in-service sessions.

Student Investment & Safety

- Design and implement school-wide procedures and policies to ensure student safety.
- Create and ensure enforcement of school-wide discipline policy.
- Devise structures and incentives for students to internalize and celebrate achievement of academic goals.

Additional Positions: Responsibilities and Qualifications

Director of School Operations (Pre-Launch)

- Manages the student recruitment and enrollment process
- Manages new staff paperwork process
- Sets up student information systems
- Orders materials and supplies for school launch
- Establishes information data base

Director of School Operations (Launch)

- Oversees school operations in the areas of student information, meals, health, security, transportation and safety, schedule, compliance, event-planning, student recruitment and enrollment, facility management and finance
- Provides the Board with student information
- Collaborates with the CFHRO to provide the Board with financial information and to ensure the school's financial practices comply with best practices
- Collaborates with the CFHRO to ensure that employee files are kept up-to-date and that all employees are in compliance with NCLB and fingerprinting requirements
- Manages relationships with tech, security, nursing, and substitute services
- Supervises the Business Manager, Receptionist and Operations Associate

Qualifications for this position:

- College degree required, Master's degree, preferred
- 2 years of leadership experience
- Experience managing an office
- Alignment to Explore Schools' mission, vision and values
- Experience in a school setting, strongly preferred

Finance Manager

- Financial Management: Manages vendor relationships; manages accounts payable; posts invoices; disburses checks; posts cash receipts; makes bank deposits; manages petty cash; supports NYSTL, NYSSL and NYSLIB purchasing process; files all accounting documents

in binders; manages annual financial audit for ECS and FOE; completes credit applications, as necessary
- Compliance: Implements and manages fixed asset tracking system; ensures compliance with grant and donor restrictions, and the appropriate accounting thereof; ensures software compliance and tracking;
- Development: Handles fundraising correspondence including but not limited to thank you letters, newsletters, annual appeal letters; ensures donor restrictions are honored; manages relationship with Firstgiving.com; supports fundraising events through cash collection and system development
- Collaboration with Explore Schools, Inc & network schools: Work as a part of the larger finance team, comprised of staff from ESI and network schools. Provide information and reports and required of ESI, in order to support financial oversight/budget development/financial reports, etc.
- Other projects/assignments as directed.

Qualifications for this position:
- College degree required,
- 2 years of financial management experience
- Experience with school finance, strongly preferred
- Analytical and detail-oriented
- Alignment to Explore Schools' mission, vision and values

Director of School Culture:
Teaching and Learning
- Provides support for new and struggling teachers in the following ways: conducts observations and walk-throughs; provides feedback; models strategies that foster a classroom culture characterized by high levels of student achievement
- Works with the Academic Directors and Principal to identify teacher's areas of growth
- Creates and implements a plan to support struggling teachers

School Culture
- Creates all-school professional development in the following areas: investing students in the academic goals; fostering and building community within the classroom; building relationships with students
- Designs and facilitates community circle
- Designs K-8 acculturation program; works with the Deans to execute acculturation
- Designs and executes all-school events to support school culture

Management
- Supports and supervises the enrichment team
- Supports and supervises the upper school dean
- Manages the lower school grade-level deans

Parent & Community Support
- Liaises with the PTA to schedule and organize community- wide events
- Organizes and markets annual PASSAS events

- Supports the deans to coordinate handbook meetings, manage attendance and tardy data, manage handbook violations, meet with parents regarding handbook violations

Qualifications for this position

- Master's degree in education, counseling, or social work
- 3-5 years of teaching experience
- Some leadership experience preferred

Academic Director

- Supports the school Principal in the following areas
    - Teacher support and instructional planning
    - Identifies students in need of individualized instruction;
    - Student assessment
    - Professional Development
    - School culture
    - Parent involvement
    - School Schedule
- Provides support & professional development to teachers to create and implement individualized academic and behavioral logs
- Provides support to teachers to ensure differentiation of instruction
- Designs & facilitates the SIR process
- Creates academic and behavioral interventions
- Orientation of new students & parents
- Coaching/Advocacy for students and parents who need a different academic setting
- Facilitates all behavior intervention and post-suspension meetings to design behavior contracts
- Determines suspendable offenses, aligned with the hierarchy of behaviors
- Ensures students with special needs receive service, in compliance with their IEPs; manages personnel as needed; provides direct services as needed
- Ensures school-wide compliance with all special education laws
- Supervision of attendance policy & procedures
- Tracking of teacher progress re: New York State certification requirements
- Attends Saturday Academy
- Shares all-clear duties
- Provide direct service to children to help them achieve their IEP goals
- Collaborate as needed with the Child Referral Team
- Produce state mandated reports and special education invoices
- Provide alternate instruction as needed

Qualifications for this position:

- Master's degree (M.Ed. or similar)
- 2 years of leadership experience
- 3 years of teaching experience

- Demonstrated experience with increasing academic performance in an underserved school
- Demonstrated experience successfully managing adults/a team of adults
- Alignment to Explore Schools' mission, vision and values

Certified Learning Specialist Job Descriptions

- Provides direct service to students to help them achieve their IEP goals
- Works collaboratively with teachers and other staff
- Assists teachers with differentiation in the classroom
- Participates as part of the student intervention referral team
- Attends CSE meetings
- Coordinates and facilitates testing modifications
- Assists with other projects as needed
- Attends all day, in-service professional development days
- Attends one staff meeting per month after school for up to two hours
- Ensures the safety of students under one's supervision
- Assists with non-instructional supervision of students, as needed, such as hallway monitoring, substitute teaching, lunch & playground duty, or supervision of extracurricular activities
- Assists in moving students to proper locations during fire drills, and sports or arts programs
- Keeps accurate & organized records of student attendance & progress
- Supports Explore's behavioral policy
- Promptly submits required paperwork
- Provide tutoring to small student groups as required.
- Operates professionally, in accordance with Explore's operating values

Qualifications for this position:

- Master's degree in education
- 3 years of teaching experience
- Experience in an underserved school environment, strongly preferred
- NY State teacher certification; NY State Special Education certification
- Alignment to Explore Schools' mission, vision and values

Academic Intervention Teacher Job Descriptions

- Pushes in to the classrooms and provides direct service to students
- Regularly collaborates to target instruction, based on student assessments
- Prepares professional development meetings; attends professional development workshops and shares information with teaching staff
- Assists teaching teams with planning as needed
- Assists in moving students to proper locations during fire drills, and sports or arts programs
- Collaborates as scheduled with the other staff members
- Keeps accurate & organized records of student attendance & progress

Qualifications for this position:

- 3 years of teaching experience
- Experience in an underserved school environment, strongly preferred
- NY State teacher certification
- Alignment to Explore Schools' mission, vision and values

Reading Recovery Job Description

- Uses reading assessment data to target 1st graders in need of academic intervention
- Implements the reading recovery program, based on needs dictated by the School Principal and the classroom teachers

Qualifications for this position:

- Master's degree in education, literacy focus strongly preferred
- 3 years of teaching experience
- Training in and experience successfully implementing Reading Recovery
- Experience in an underserved school environment, strongly preferred
- NY State teacher certification
- Alignment to Explore Schools' mission, vision and values

School Counselor/Social Worker Job Description

- Provides counseling to students, as outlined by their I.E.P.s
- Plans and implements support groups for students, as referred by parents, teachers, or other staff members
- Assists families to access social services in the community
- Plans curriculum and provides support for teachers for morning meeting and, in the older grades, advisory
- Investigates ACS claims, calls in, and records; contacts parent

Qualifications for this position:

- Master's degree in social work, or similar
- 3 years of school counseling experience
- Experience in an underserved school environment, strongly preferred
- Strong communication and interpersonal skills
- Alignment to Explore Schools' mission, vision and values

Enrichment Teacher and Language other than English Teacher Job Descriptions

- Ensures that students receive instruction in the areas of art, music, gym and health, and language other than English as outlined in the academic standard
- Collaborates with the Principal to organize an annual International Cultures Day, Field Day, and school performance
- Assists with non-instructional supervision of students as needed, such as hallway monitoring, substitute teaching, playground, breakfast, lunch and dismissal duty
- Assists in moving students to proper locations during fire drills, and sports or arts programs
- Accounts for books & supplies
- Supports Explore's behavioral policy
- Schedules and participate in four parent-teacher conferences during the school year

- Creates a long-term academic plan for each term
- When absent, ensures all substitute plans are clear and thorough and copies are made
- Collaborates as scheduled with the other staff members
- Keeps accurate & organized records of student attendance & progress
- Accounts for books & supplies

Qualifications for this position:

- Master's degree in education, preferred;
- 3 years of teaching experience, preferred;
- NY State teacher certification
- Experience in an underserved school environment, strongly preferred
- Alignment to Explore Schools' mission, vision and values

Operations Assistant Job Description

- Supports the Application process for free, reduced, and full priced meals, and reports percentages for related funding streams
- Reviews student meal applications and codes according to federal guidelines
- Maintain school meal tracking system
- Tally daily meal counts and enter into the tracking system
- Prepares MIE to be submitted to the Office of School nutrition
- Prepare student lunch invoices
- Collects payments from parents and prepares cash reports to Finance
- Manage and track attendance and lateness of students
- Logs arrival of buses in morning and afternoon and transfer bus discipline issues to Dean
- Coordinate student transportation
- Liaise with bus companies and parents during afternoon/evening hours
- Manages All Clear
- Arranges travel logistics for student trips
- Communicates travel logistics of field trips to relevant staff
- Coordinates procurement of bagged lunch and communicates to food service provider of lunch needs
- Assures supply of subway passes
- Maintain student biographical, transportation and meal codes in ATS and Explore's database
- Assist with database projects, as needed
- Assist with student recruitment, registration and lottery
- Supervises late pick-up students
- Prepare late pick-up invoices and collects payments from parents
- Coordinate daily substitutes for call outs and communicates absences on main board and HR Office
- Arranges daily coverage schedule based on staff leave
- Ensure that incident reports are completed for all student injuries and reports this information to the School Operations Manager
- Maintains a copy of all notes that are sent to parents in the students' file
- Ensures that all student immunization records are in compliance with federal and state health regulations and that the required information is reported to the city

- Ensures that students' health records are updated and filed, in compliance with federal and state health regulations
- Ensures that student allergy and other pertinent information is properly disseminated
- Ensure that parents sign-out sick students, in the main office
- Provides health workshops to staff and students as needed
- Maintain current CPR and defibrillator certifications and coordinate staff training
- Maintains and updates staff mailbox, room signs, hallway passes and emergency exit procedures
- Assures meals are provided for any school functions that require it
- Provides coverage for the main office, as needed
- Assist with other operations projects, as needed
- Operate professionally, in accordance with Explore's operating values
- Follow Explore's yearly schedule
- Arrives on time according to assigned schedule and leaves no later than appointed time
- Attend all day, in-service professional development days
- Attend one staff meeting per month after school for up to two hours
- Ensure the safety of students under one's supervision
- Assist with non-instructional supervision of students, as needed, such as hallway monitoring, substitute teaching, lunch & playground duty, or supervision of extracurricular activities
- Assist in moving students to proper locations during fire drills, and sports or arts programs
- Keep accurate & organized records of student attendance & progress
- Support Explore's behavioral policy
- Promptly submit required paperwork
- Provide support with high school admissions process, as determined through discussions with the Principal and Director of Operations

Qualifications for this position:

- High school diploma or equivalent;
- Strong interpersonal and customer-relations skills
- Attention to detail, commitment to task completion
- Alignment to Explore Schools' mission, vision and values

Program Assistant Job Description

- Assists the administrators with student arrival, breakfast, lunch, dismissal and other clerical duties, recess
- Assist classroom teachers as needed
- Assist with non-instructional supervision of students
- Assists in moving students to proper locations during fire drills and sports or arts programs
- Provides coverage during early release days
- Assist with preparation and distribution of student meals

Qualifications for this position:

- High school diploma or equivalent;
- 3 – 5 years of experience working with children in a school or camp setting, preferred
- Strong interpersonal and customer-relations skills
- Attention to detail, commitment to task completion

- Alignment to Explore Schools' mission, vision and values

School Receptionist/Associate Job Description

- Directs all inquires, either in person or by phone, to the appropriate staff member
- Welcomes and greets all guests
- Retrieves student attendance and inputs information daily
- Files correspondence
- Assists the administrative staff
- Enter and distribute mode changes
- Place daily phone calls to absent students and tracks absences
- Ensures that student academic records are current and filed
- Ensures that student contact information is correct
- Copy and distributes the Blue Memo

Qualifications for this position:

- High school diploma or equivalent;
- Strong interpersonal and customer-relations skills.
- Attention to detail, commitment to task completion
- Alignment to Explore Schools' mission, vision and values

Nurse/Health Services

- Ensures that all students are immunized, in compliance with federal and state health regulations
- Ensures that all students' health records are updated and filed, in compliance with federal and state health regulations
- Ensures that student allergy information is properly disseminated
- Cares for students that are ill; contacts parents and guardians as needed
- Conduct health education sessions for students

Qualifications for this position:

- RN degree
- Strong interpersonal and customer-relations skills
- Prior work in a school setting, strongly preferred
- Experience in an underserved community, strongly preferred
- Alignment to Explore Schools' mission, vision and values

The following document is the staff handbook that is in use in Explore Schools' other network schools. It is the intention of the founders that this staff handbook is also adopted for use at Explore Exceed Charter School.

STAFF HANDBOOK

EXPLORE SCHOOLS

2010-2011

Welcome to the 2010-2011 School Year!

We are confident that our staff will provide our students with the outstanding public education they deserve. We are looking forward to building on our success in the 2009-2010 school year.

This year, our priorities are to have a school community characterized by:

- academic achievement, as measured by interim assessments, and the city and state assessments
- a safe and structured learning environment
- outstanding parent-school communication and mutual respect

This overview was put together in an effort to provide school staff with important information so that we can achieve our goals.

Introduction

This handbook provides information about many of the policies, practices, and benefits of Explore Charter School ("Explore"), Explore Empower Charter School ("Empower") and Explore Schools, Inc. ("Explore Schools"), collectively referred to as "Employer" as appropriate.

This handbook replaces all prior handbooks, and supersedes all prior oral descriptions, written policies and other written materials or memoranda that may have been distributed in the nature of a summary or handbook. Explore, Empower, and Explore Schools reserve the right to modify, revoke, suspend or change, any or all such plans, policies or procedures, in whole or in part, at any time, with or without notice. The resolution of any questions, interpretations or applications of the policies will be the sole prerogative of Explore, Empower, and Explore Schools, and their respective management teams. This handbook is not an employment contract.

Please note that all employees are employed "at-will," may be terminated with or without cause or notice and are not guaranteed employment for any length of time. This handbook is not intended to establish any promise of continued employment nor contractual rights between you and your employer. Rather, it is only intended to be a general outline of our policies, practices and benefits, which management may change at its discretion at any time.

OPERATING VALUES

[Make Font consistent throughout] Our staff selection, recruitment, and evaluation model is based on the following operating values. Our goal is to operate as a team and a community. We believe that we will help our students to achieve our goals by demonstrating the following values in our work. Specifically, it is expected that each member of our team operates with direct and sensitive communication, a clear desire to make things happen, a demonstration of flexibility, and a high level of professionalism.

Our communication is direct and sensitive

- Our actions and words demonstrate positive intent
- Active listening/understanding of other perspectives is apparent during dialogue
- Tone is patient
- Time and place is considered when bringing up issues
- Writing is revised and/or checked to be error-free

We make things happen

- Evidence of changes made in performance, based on reflection
- Help is asked for
- Actions show a desire to meet goals
- Actions characterized by a sense of urgency and strategic planning

We are flexible

- Actions demonstrate a willingness to go above and beyond the call of duty
- Actions demonstrate a willingness to try new ideas

We are professional

- Responsibilities are fulfilled
- Punctual completion of tasks and submission of paperwork
- Punctual arrival to work

Board Meetings 2010-2011

The Board meeting schedule will be distributed prior to September 30, 2010. Board meeting dates and locations will be posted in a public space within each building. Date changes will be announced no less than 24 hours prior to the changed date, and will be posted on the bulletin board as well. All board meetings are open to the public, and along with families and other community members, staff are encouraged to attend at any time.

STUDENT SAFETY

Mandated Reporting: Members of the staff are known as "Mandated Reporters", in compliance with state law. If a member of the staff suspects that a child is being abused or neglected, they are obligated to report their suspicion to the Administration for Children's Services (ACS). Staff members should contact the School Social Worker or School Principal if there are suspicions of abuse or neglect. Signs of abuse or neglect may include, but are not

limited to: patterns of lateness to school and absence from school; late pick-up from school or the school bus; consistently unkempt or dirty; signs of physical abuse.

Incident Reports: Any accident involving a student must be documented on an incident form and given to the school's Director of Operations. The nurse will contact the parent or guardian; in the event that the parent or guardian cannot be reached, the nurse will send a report home with the student.

Suicide Threat: If a student threatens their own life or the life of someone else, this needs to be brought immediately to the attention the School Social Worker or School Principal. If the child is in imminent danger, the parent will be contacted and a psychological evaluation will be required before the child can return to school. When a student exhibits potentially suicidal behavior and the school determines that the parent refuses to cooperate with the school or take alternative preventive measures, the Counselor must report this information immediately to the Administration for Children's Services.

PROFESSIONALISM

Professional Documentation: All phone correspondence with parents and guardians should be documented, as directed by school-based leadership.

Direct and Sensitive Communication: Staff members are expected to raise concerns directly and sensitively with one another in the event of a conflict. While it is understood that "venting" is helpful under appropriate circumstances, staff members are requested to be aware of their surroundings when venting.

Staff members are expected to respond to verbal, written, or e-mailed requests made by their colleagues, subordinates, or supervisors in a timely way; preferably within the business day, certainly within 24 hours of the request.

Tone of Voice: Adults are expected to give students directions using a clear and firm voice. Yelling or raising one's voice is not an acceptable way to speak to students, except if a student or group of students is in harm's way.

Inter-School Communication: Each week, staff members receive an Afternoon Memo (MAM/WAM) which contains important information about the upcoming week. Staff members are to read this correspondence to stay apprised of any changes to the schedule and special events. If you would like to contribute information to the MAM, please forward to the school's Director of Operations.

PARENT & GUARDIAN COMMUNICATION

Parents & Guardian Communication: We believe we will achieve our mission if parents and guardians are our partners. It is expected that all phone inquiries or e-mails from parents and guardians will be responded to within 24 hours.

Parent-Teacher Association and Staff Attendance at Meetings and Events: Administration coordinates with the PTA to ensure that PTA meetings are held on the same evening as all-school events. Attendance requirements at these events will be communicated to you by your school based leadership team.

PASSAS! Staff and parents brainstormed ways to build relationships between parents and staff members. Out of these conversations came the idea of PASSAS! (PArents, Staff, Students Achieving Success) which is envisioned as a series of events for members of the community to attend in order that they can get to know each other in venues other than school. These events are network-wide—staff attendance is encouraged but not mandatory.

OTHER

Field Trips: Gift shops will not be visited during field trips and purchases are not permitted. Students are not to bring money with them on field trips. If a staff member sees a student with money, they may take the money, put it in an envelope with the students' name and return it to the child's teacher.

Every time staff members are accompanying students for off-site activities (including small-group trips, after-hours and weekend activities), the formal field trip policy must be followed. Speak to your school operations team for more information.

Food Policy: Students are not permitted to eat candy or drink soda. Students may not bring glass bottles in the building. Staff may confiscate and throw away candy and soda.

Birthday Policy: Parents may schedule birthday parties by contacting the classroom teacher. Celebrations may not exceed twenty minutes, and should be scheduled in conjunction with your leadership team. Minor decorations such as a single balloon or sign are permitted, providing they do not distract from student learning. Birthday or any other types of candles are not permitted on school premises at any time. "Goody Bags" filled with candy are not permitted.

General Employment Guidelines

Teacher Certification

It is our minimum goal for every teacher to be New York State initially certified. To be initially certified, teachers must comply with the initial certification requirements as outlined by the New York State Department of Education.

Each teacher's progress towards certification will be discussed during his or her formal evaluation. It is each teacher's responsibility to keep his/her certification current. Lapsed or unattained certifications may result in loss of position and termination.

Anti-Discrimination & Equal Employment Opportunity

Our policy is to provide equal employment opportunity to all qualified employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status, or any other protected classification. This policy applies to all aspects of the employment experience,

including recruitment, hiring, compensation, promotion, transfer, disciplinary action, layoff, return from layoff, organization-sponsored training, and social and recreational programs. Any and all such employment decisions will be made in a non-discriminatory manner.

Immigration Law Compliance

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility within three (3) business days of starting employment. Where indicated, employees will be required to submit documentation establishing continued eligibility for employment.

Health Information Privacy Policy (HIPAA)

We are committed to the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of Explore, Empower and Explore Schools employees and if applicable, students. If you have any questions about the employer's privacy practices under HIPAA, please see the Human Resources Office for further information.

Criminal Conviction

All employees are required to notify the Principal or Chief Executive Officer ("CEO") within five days of any criminal conviction whether it occurred in or out of the workplace.

Background Criminal Check

Employees must successfully clear a background criminal check before their first day of work. If a situation arises where an employee must begin work before clearance is received, the employee must receive an Emergency Conditional Appointment, which must be approved by the Board of Trustees. Under a conditional appointment, measures will be taken to ensure that the staff person is supervised closely to ensure the safety of students.

Employees who have never been fingerprinted for the New York State Education Department or the New York City Board of Education must be fingerprinted prior to working with students.

Accommodation for Individuals with Disabilities

We comply with the Americans with Disabilities Act and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. We will also provide reasonable accommodation for such individuals in accordance with these laws. It is our policy to:

- ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that employees with disabilities are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment;
- administer medical examinations to employees when justified by business necessity;
- keep all medical-related information confidential and retain it in separate files;

- provide reasonable accommodation to applicants and employees with disabilities, except where it would create an undue hardship for the Employer, and
- notify individuals with disabilities that we provide reasonable accommodation to qualified individuals with disabilities by including this policy in our personnel handbook and by posting the Equal Employment Opportunity Commission's poster on discrimination on our premises.

Procedure for Requesting Accommodation. A qualified individual with a disability may request a reasonable accommodation by communicating this request to the CEO (Explore Schools) or Principal (Explore and Empower) either orally or in writing. Upon receiving the request, the CEO or Principal will meet with the employee to identify the precise limitations resulting from the disability and the potential accommodation that Explore, Empower or Explore Schools might make. Explore, Empower and Explore Schools reserve the right to request additional medical documentation.

The CEO or Principal will make the final decision regarding any accommodation after a dialogue with the employee.

employment Status and records

Employment Applications, Personal and Professional Data

We rely on the accuracy of information contained in the employment application, an applicant's resume, and other personal or professional data presented throughout the hiring process and during employment.

Any misrepresentations, falsifications or omissions in any of this information or data may result in Explore's, Empower's or Explore Schools' exclusion of an individual from further consideration for employment or, if already hired, termination of employment.

Employment Categories

NONEXEMPT employees are entitled to overtime pay for all hours worked over 40 hours in a workweek. Non-exempt employees do not receive compensation for their lunch time and they may not work during lunch time.

EXEMPT employees are not entitled to overtime pay.

In addition to the above categories, each employee will be long to one other employment category:

- REGULAR FULL-TIME employees are those who are regularly scheduled to work the full-time schedule of 40 hours a week. They receive all mandatory benefits and are generally eligible for all discretionary benefits, subject to the terms, conditions and limitations of each benefit program.

- REGULAR PART-TIME employees are those who are regularly scheduled to work less than the full-time schedule but work at least 20 hours per week. They receive all

mandatory benefits and are eligible for some discretionary benefits on a prorated basis, subject to the terms, conditions and limitations of each benefit program.

- PART-TIME employees are those who are regularly scheduled to work less than 20 hours per week. They receive all legally mandated benefits but are not eligible for discretionary benefits.

- TEMPORARY employees are those that are hired for short-term periods. They will receive all legally mandated benefits but are not eligible for discretionary benefits.

Additionally, employees may be hired as Program or Operations/Leadership staff. Program employees include, but are not limited to, teachers, teaching assistants, and other program-related staff. All other staff are considered Operations/Leadership members. The determination is made at the time of hire and indicated in an employee's hire letter.

Examination of Personnel Files

Your employer will keep a confidential file on each employee that may contain the following items: application materials and resume, letters of appointment and acceptance, copies of certificates and licenses, performance evaluations, letters of commendation and/or warning letters regarding job performance, records of all disciplinary actions, a signed code of ethics, a signed employee acknowledgement report, a signed employee acknowledgement form, and documentation required by state or other regulatory agencies.

Any employee may examine his or her personnel file in the presence of the CEO or Principal. The employee may take written notes about the contents of the file. No personnel file is to be copied or removed from the office where it is kept unless expressly permitted by the CEO or Principal.

Confidentiality

Employees of this organization may not release any information about Explore, Empower, or Explore Schools, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the CEO or Principal.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided by the CEO or Principal. Any document or other material containing such information is required to be returned to the CEO or Principal upon an employee's termination or resignation.

Change of Personnel Status

Employees are required to notify the Human Resources office of any change in name, family status, address, telephone number, emergency contact or other information affecting personnel data held or used by Explore, Empower or Explore Schools.

Performance Evaluation

Our intention is to hire the most qualified people available and to give them the maximum opportunity to succeed and attain professional growth. All staff members are expected to demonstrate progressive expertise in job performance and knowledge.

Each staff person and his/her respective Manager or Director will discuss the staff person's performance and establish performance goals based upon the responsibilities and requirements of the position. Annual performance evaluations (based on the anniversary date of the staff person's hire) are conducted to provide the opportunity to discuss job responsibilities, to identify and correct weaknesses, to recognize strengths and to discuss positive, purposeful approaches for meeting goals. These reviews and evaluations serve as an objective basis from which recommendations for salary adjustments and other personnel decisions may be made.

We expect that staff will carry out their responsibilities fully and to the best of their abilities, and conduct themselves in a manner that best serves their organization's interests. If a staff person's work performance does not meet satisfactory standards, their Manager or Director, in conjunction with the CEO or Principal, may take any of the following steps:

- Identify areas of weakness, counsel and recommend ways to address them within a specified time frame; or
- Warn the staff person orally, and if the problem(s) continue, warn the staff person in writing with a copy to the staff person's personnel file; or
- Discharge the staff person.

These steps are not to be seen as progressive in nature. A director in conjunction with the CEO or Principal will take the step that is most appropriate under the circumstances and retains the right to terminate any employee at any time.

EMployMent Benefit Programs

Eligible employees are provided with a wide range of benefits. Some of these benefits — such as Workers' Compensation, Social Security and Unemployment Insurance — are provided to all employees, as required by law.

Additionally, Explore, Empower and Explore Schools provide a broad range of benefits to certain employees according to their employee classification. While some benefit programs require contributions from employees, most are fully paid by the Employer.

Discretionary Benefits Include:

- No-Fault Days
- Paid Holidays
- Medical Insurance
- 403(b)
- Long term and Short Term Disability
- Dental Insurance
- Parental Leave
- Leave Without Pay
- Bereavement Leave
- Life Insurance

Medical Insurance

Only Regular Full-Time employees, and regular part-time employees who work at least 20 hours per week, are eligible for medical benefits.

Employee co-payment for health care coverage will be required and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; individual plus child/children; family; etc). Employee contributions for health care coverage will be automatically withheld from employee paychecks on a pre-tax basis. More details are available in the Summary Plan Description available from the Human Resources office.

Deferred Compensation/Retirement Plan

The Employer provides a deferred compensation program to all Regular Full-Time employees. Under this program, employees may opt to defer a portion of their current gross pay and to have those funds invested in accordance with applicable federal and state guidelines. In accordance with federal guidelines, defined compensation is limited to a maximum contribution per year. More details on this plan are available from the Human Resources office.

Short- and Long-Term Disability Insurance

Explore, Empower and Explore Schools provide Short-Term Disability (STD) and Long-Term Disability (LTD) benefits to regular full-time employees and regular part-time employees who are unable to work because of a non-work-related injury or illness.

Details of the STD and LTD benefits plans, including benefit amounts, when they are payable, and limitations, restrictions, and other exclusions are described in the Summary Plan Description provided to eligible employees. Any employee wishing to claim disability must file appropriate reports and forms with the Human Resources office. Contact the Human Resources Office for more information about STD and LTD benefits.

Workers' Compensation Insurance

Explore, Empower and Explore Schools provide a comprehensive Workers' Compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical or hospital treatment. Subject to applicable legal requirements, Workers' Compensation insurance provides benefits after a short waiting period or immediately if the employee is hospitalized.

If you sustain a work-related injury or illness, you must inform the Human Resources office **immediately**. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable you to apply for coverage as quickly as possible, should coverage become necessary.

Neither the organization nor the insurance carrier will be liable for the payment of Workers' Compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social or athletic activity sponsored by the organization.

Unemployment Insurance

All employees are covered under New York State Unemployment Compensation Law. The cost of this coverage is paid by your employer.

Declining Insurance Benefits

Any employee who wishes to decline one or more of the insurance benefits offered by the organization is required to submit such a request in writing to the Human Resources office.

Extended Health Insurance under COBRA

Employees and their families ("qualified beneficiaries") are entitled to a temporary extension of group health insurance coverage (called "continuation coverage") at group rates in certain instances where coverage under the plan would otherwise end. Upon separation from your employer, COBRA benefits will be described to you.

time off

If an employee is out of work on any leave other than a no-fault day or vacation time, they do not accrue vacation or no-fault time.

No Fault Days

Explore, Empower and Explore Schools provides 8 "no-fault" days to all Regular Full-Time employees each school year. No fault days are granted at the beginning of the year. No fault days may be used as either a whole or half day—no smaller fractions will be allowed. For staff who join after the start of the year, no fault days will be prorated based on start date.

No fault days are to be used at the employee's discretion for personal reasons, such as doctor's appointments, illnesses, family matters, etc. As our priority is student learning, personal days are not designed to be used for vacation while school is in session.

Scheduling and Using No-Fault Days

All no fault days should be scheduled as far in advance as possible, but no later than 7:00 p.m. on the evening prior to the day you expect to be absent. Employees who call in later than the 7:00 p.m. deadline will not be paid for that day of work and will also lose one of their no fault days. All staff will be granted one "grace day" before this policy goes into effect (that is, the first time a staff member calls in after 7:00 p.m. the day before, the staff member is charged one no fault day. Thereafter, the staff member is not paid for the day AND is charged a no fault day). If a staff member is absent on a school-designated ½ day, a full no fault day is charged.

Tardiness

Reporting to work on time is a professional expectation. Reporting to work late causes difficulties for other staff members, and can also cause an unsafe environment for our students. We understand that late arrivals can not always be avoided, so all staff members are given 3 'free' late arrivals. However, each time a staff member is late beyond the third time, **one full no**

fault day will be charged. You are expected to notify your supervisor if you are going to be late.

If a staff member forgets to sign in, it will be treated as a tardy.

Absences Beyond No Fault Days

If an employee must be absent for more days than the number for which he or she is eligible, those absences will be unpaid. The employee should discuss alternatives with his or her supervisor, including unpaid leaves of absence. The determination about whether to grant unpaid leaves of absence will be made on a case-by-case basis, and employees have no right to them.

Unused No Fault Days

Accrued but unused no fault time is not paid out in the event of termination, whether voluntarily or involuntarily. If an employee leaves before the end of his/her year of service, any unused vacation, no-fault leave, and paid holidays are forfeited. Similarly, at the end of an employee's year of service, any unused vacation and no fault days are forfeited.

<u>Vacation Days</u>

Program Staff (most teachers and other program staff) are entitled to school breaks, as outlined in the school calendar.

Program employees are expected to report to work for August Pre-Service. Program employees are not expected to work during school breaks, unless there is an in-service scheduled.

Ops/Leadership employees (most leadership, administrative, and operations staff) earn vacation time as follows: In the first year of employment, four weeks are earned in total, at a rate of approximately 1.67 days per month. In the second year of employment, five weeks may be earned or approximately 2.08 days per month. Beginning the third year of employment, employees earn an additional day for each year of service for up to five additional days. The total number of days that an employee earns may not exceed six weeks. These days are granted on the 15th day of the month in which they are earned.

Ops/Leadership employees may take only one week of vacation time during days that school is in session. Vacation time should be planned to coincide with school breaks. Employees should not plan to take more than five consecutive vacation days while school is in session.

<u>Critical Days</u>

Critical Days are defined as periods of school operations where it is critical that all staff be in attendance. Staff should not plan to take vacation time during critical periods, and any absences on critical days, except for religious holidays, medical emergencies with documentation, and approved bereavement leave, will be unpaid <u>and</u> will count as a no fault day. Critical periods

will be outlined in new hire letters and the school year calendar. Please note that critical days may vary based on a staff person's job description.

Holidays

Explore, Empower and Explore Schools observes the following ten (10) paid holidays, which are available to all regular full-time employees. Part-time employees are not paid for these holidays. In the event one or more of these days falls on the weekend, the previous or subsequent business day will be designated as a school holiday.

- Labor Day
- Thanksgiving
- Day after Thanksgiving
- Christmas Day
- Floating Holiday on 12/24 or 12/31
- New Year's Day
- Martin Luther King, Jr. Day
- President's Day
- Memorial Day
- Independence Day

Parental Leave

Upon the birth or adoption of a child, employees who have worked at Explore, Empower and Explore Schools for at least twelve months and a minimum of 1,250 hours are eligible for a maximum of twelve weeks of leave. For six weeks, employees will earn their full salary. Employees are eligible to take an additional six weeks of leave without pay. **And, employees must use all earned vacation, paid time off and other leave time while out on parental leave.**

Any employee who is interested in receiving short term disability payments following the birth of a child should notify the Human Resources Office before departing on parental leave.

Parental leave is concurrent with, not additional to, leave under the Family and Medical Leave Act.

Bereavement Leave

Explore, Empower and Explore Schools understand that the loss of a loved one can be a very difficult and stressful period and provides bereavement leave with pay for such circumstances. In the event of a death in an employee's immediate family, regular full-time employees may take up to five (5) days of paid bereavement leave. Regular part-time employees may take such leave on a prorated basis.

Immediate family includes an employee's spouse, domestic partner, child, sibling, grandparent, grandchild, parent/guardian, mother and father-in-law, parent of domestic partner and child of domestic partner.

If you need to take bereavement leave, please notify your manager promptly so that arrangements can be made to cover your absence. Pay for bereavement leave applies only to

regularly scheduled work days, and does not include holidays, weekends, time not worked, or time when an employee is on other paid leave.

Jury Duty

We understand that employees must fulfill their civic responsibilities by serving jury duty when required. You are expected to request a deferral of jury duty if your absence would create serious operational difficulties at any time. Regular full-time employees and regular part-time employees will receive their regular pay for time they serve jury duty.

Employees summoned for jury service must elect the "call-in" option, if available. Employees must show the summons to his or her manager as soon as possible so that arrangements can be made to accommodate the absence. Employees who are excused from jury duty for any day or half day are expected to report for work. Upon completion of jury service, the Employee must submit to their supervisor official proof of the dates of such service. The Employee must also submit all fees paid by the court for those days for which the employee received his or her regular pay.

Those employees who are not eligible for jury duty pay as explained above will receive up to $40 per day for the first three days of jury service.

Verification of Absence

An employee's supervisor and/or the Principal may request a physician's note or other verification as to an employee's claimed reason for absence.

Family and Medical Leave

Explore, Empower, and Explore Schools comply with the federal Family and Medical Leave Act (FMLA). Eligible employees are provided up to twelve (12) weeks of unpaid leave to regular full-time employees and regular part-time employees who meet the requirements described below. Employees may use this leave to care for a child after birth or adoption or placement with the employee for foster care or the care of a family member (biological, adopted or foster child, spouse, domestic partner or parent) with a serious health condition, or in the event of an employee's own serious health condition.

***Eligibility*:** To qualify, employees must have completed one (1) full year of service and have worked at least 1,250 hours during the twelve (12) month period preceding the leave.

All periods of time when an employee was on payroll counts towards determining whether the employee has been employed for at least twelve (12) months. Periods of unpaid or paid leave are not considered time worked.

Request for Leave: An employee who requests a family and medical leave must notify their supervisor and submit to their supervisor or his or her designee in writing at least thirty (30) days in advance of taking the leave. If proper notice is not given, leave may be denied unless there is a reasonable excuse for the delay. If otherwise qualifying leave is denied for lack of notice, Explore, Empower and Explore Schools may designate leave to start thirty (30) days after proper notice is given. In the event it is not possible to provide at least thirty (30) days notice, an

employee should provide notice within two (2) business days of when the need for the leave becomes known to the employee.

Benefits: All benefits that operate on an accrual basis such as no-fault days will cease to accrue during the leave period.

All group health benefits will continue during the leave provided the Employee continues to make regular contributions to the plan. Other benefits such as life insurance and retirement savings plan will be governed in accordance with the terms of each plan.

Family and Medical leave will run concurrently with any disability or Workers' Compensation leave. And, employees must use all earned vacation, paid time off and other leave time while out on leave pursuant to the Family Medical Leave Act.

Returning from Leave: An employee returning from leave must notify their supervisor of the intent to return to work at least seven (7) calendar days prior to the anticipated date of return.

Upon returning from leave within the twelve (12) week period, the employer will make a good faith effort to reinstate the employee in the same position or an equivalent position for which she or he qualifies, with comparable pay, benefits and other terms and conditions of employment, provided such position continues to be funded and available. The employer reserves the right to deny reinstatement to the extent permitted by law.

Reduced or Intermittent Leave: An intermittent or reduced leave schedule may only be taken for a seriously ill spouse, child or parent or for an employee's own serious health condition. Intermittent leave will be taken in increments of whole hours.

Regular full-time and regular part-time employees with less than one year of service and/or who have not worked at least 1,250 hours during the 12-month period prior to their leave do not qualify for family and medical leave. However, in the event of their own serious health condition, they may request a medical leave of absence as follows:

- Leave requests must be made at least 30 days in advance of the date the employee would like the leave to begin or in emergency situations, with as much advance notice as is practicable, using our official Leave Request Form. Normally, this should be within two (2) business days of when the need for the leave becomes known to the employee.

- The leave will be limited to a maximum of 60 calendar days. Reinstatement is not guaranteed to any employee requesting leave under this provision. Upon returning from leave within the 60-day period, Explore, Empower and Explore Schools will make every effort to place employees in the same position or an equivalent position for which they qualify and which is comparable in pay, benefits and other terms and conditions of employment. Such placement will be subject to budgetary restrictions, our need to fill vacancies and our ability to find qualified temporary replacements.

If you have any questions regarding any type of leave, or need a Leave Request Form, please contact the Human Resources office.

Time and Payroll

Pay Periods

Pay periods are semi-monthly in length. Employees will be paid on the 15th and last day of each month. In the event that the 15th or last day of the month falls on the weekend, the pay date will be the previous business day.

Timekeeping for Nonexempt Employees

All nonexempt employees are responsible for recording the actual time they have worked. Federal and state laws require Explore, Empower and Explore Schools to keep an accurate record of time worked in order to calculate pay and benefits. Explore, Empower and Explore Schools are fully committed to complying with all federal, state and local wage and hour laws. If an employee suspects that an error in pay has been made, the employee must immediately bring the issue to his or her supervisor's attention for prompt investigation and any necessary correction will be made. Explore, Empower and Explore Schools will not tolerate any form of retaliation against employees who make a report concerning payment of wages or cooperate in an investigation of the same. Retaliation is unacceptable, and any form of retaliation in violation of this policy will result in disciplinary action, up to and including discharge.

Time worked is solely the time actually spent on the job performing assigned duties and should not include any time that is spent not working or any time off that is taken during the workday. Nonexempt employees must accurately record the time they begin and end work, the time they begin and end each meal period and the beginning and ending time of any breaks exceeding 15 minutes. Employees cannot begin working before their scheduled shift without prior supervisor approval.

Time sheets are due at the end of every pay period and must be provided to the employee's supervisor. Failure to do so may result in disciplinary action up to and including termination.

Altering, falsifying, tampering with time records or recording time on another employee's time record may result in disciplinary action, up to and including termination.

Overtime for Nonexempt Employees

Overtime pay applies only to nonexempt employees. When operating requirements or other organizational needs cannot be met during regular working hours, employees will be required to work overtime. Whenever possible, employees will be given the opportunity to volunteer for overtime work assignments and every effort will be made to distribute it as equitably as possible to all employees qualified to perform the required work.

Overtime pay is given to nonexempt employees in accordance with federal and state wage and hour laws that require time-and-one-half pay for any hours worked beyond 40 hours in a workweek. Overtime pay is based on actual hours worked. Time off for no-fault days, leaves of absence, and unpaid lunch hours will not be considered hours worked for purposes of calculating overtime pay.

All overtime work must have the supervisor's prior authorization. Employees who work overtime without prior authorization from their supervisor may be subject to disciplinary action, up to and including termination.

- **Salary Policy for Exempt Employees**

- Exempt employees are paid their entire salary for every day in which they perform any work. Deductions from an exempt employee's pre-determined salary or charge against an exempt employee's accrued leave may be taken under one of the following circumstances:

1. the employee is absent from work for one or more full days for personal reasons (other than sickness or disability);
2. the employee is absent for one or more full days due to sickness or disability and has exhausted his/her paid leave time under the no fault leave policy;
3. the deduction is made to offset any amounts received as payment for jury fees, witness fees, or military pay;
4. the employee is on an unpaid disciplinary suspension imposed in good faith for violating published workplace conduct rules (*e.g.*, rules against workplace harassment or safety rules of major significance);
5. it is the employee's first or last week of employment and he/she is paid a proportionate part of his/her full salary.

Explore, Empower and Explore Schools make a good faith effort to comply with this salary policy. If, however, an employee believes an improper deduction has been taken from his/her salary, the employee should contact the Human Resources office, which will investigate the deduction and provide the employee with the findings. If it is determined that a deduction was improperly made, the Employer will reimburse the employee for that deduction.

work Conditions

Safety

To ensure a safe and healthy work environment for employees, customers, students, and visitors, Explore, Empower and Explore Schools place a priority on workplace safety. We will provide information to you about workplace safety and health issues through regular internal communication channels such as staff meetings, bulletin board postings, memos or other written communication.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns or suggestions for improved safety in the workplace are encouraged to bring them to the attention of the CEO.

Employees are expected to obey safety rules, exercise caution in all work activities and immediately report any unsafe condition to the CEO or Principal. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including discharge.

Incident Reports

All injuries to students must be reported to the School Nurse. The staff member on duty must accompany the student to the nurse's office, when possible, or the nurse or main office for assistance. The staff member must complete an incident report form within 24 hours of the incident, which should be given to the School Nurse.

Smoking

In keeping with a policy of ensuring a safe and healthy work environment, smoking is prohibited throughout the workplace. This policy applies equally to all employees, students and visitors. Retaliation for complaints under this smoking policy will not be tolerated and will result in the discharge of employment.

Restriction of Privacy Clause

Explore, Empower and Explore Schools reserve the right to search an employee's desk, and/or other workspace and to monitor e-mail, the contents of computer systems, and/or voice-mail systems.

Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action or directive of another coworker or supervisor should provide notification as soon as possible. The process for an employee to raise a grievance is as follows:

- The employee brings her or his concern to their supervisor orally or in writing.
- If the employee is not satisfied with the response, she or he may put the concern in writing and give it to the Principal, or a member of the Board of Trustees, who will forward it to a member of the Grievance Committee.
- The Grievance Committee will investigate the concern and respond to the employee in writing. The Grievance Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
- The committee will be composed of at least two people. The CEO will not serve on this committee.

In the event that the complaint involves a procedure, action or directive of the CEO or Principal, an employee may file a complaint with the Board of Trustees. In such instances, the Board will be the investigator and final arbiter of the complaint.

No disciplinary actions shall be taken against any employee who reports harassment or discrimination, unless following investigation, the employee is found to have made the report in bad faith.

Employee Conduct And Work Rules

Staff Arrival and Departure

- All staff members are asked to sign in every morning in the Main Office.

- All teachers, support services staff, and teaching assistants must sign in by 7:40 a.m. each morning and must remain on campus until 4:20 p.m.

- Other staff members should speak with their supervisors regarding expected arrival and departure times.

Up to five times during the year, all-staff meetings may be held. Staff members should expect to be on campus until 6:00 p.m. on days when there are meetings.

Tardiness

All staff members are expected to be on time for all duties. If an employee is running late the employee must contact their manager before the start of his or her shift. All lateness will be documented by the staff member's supervisor. As noted in the Time Off section, Explore, Empower and Explore Schools understand that late arrivals cannot always be avoided, so all staff members are given 3 'free' late arrivals. However, each time a staff member is late beyond the third time **one full no fault day will be charged**.

Non-Instructional Duties

Teachers are expected to perform dismissal duties each day. Teachers may be asked to assist with breakfast and lunch on a rotating basis. A lunch duty rotation list will be distributed to staff members at the beginning of each term.

Teachers may be asked to attend presentations or seminars held outside of normal school hours, to provide small-group instruction outside of normal school hours, or to design and execute academic projects. Depending on the project, employees may be eligible for additional pay for attendance at such events.

Our organizations believe that meaningful professional development results in higher levels of student achievement. Therefore, the administration will try, as often as possible, to provide teachers with release time to participate in a range of professional activities.

Professional Dress

Part of our organizational culture is to show parents, students and the larger community that the work we do during the school day is important and that the employees who do this work are professional. Therefore, Explore, Empower and Explore Schools request that staff members dress professionally when instructing students and on parent-teacher conference days. Professional dress is dress that is neat and clean. Flip-flops, jeans and t-shirts (except school t-shirts), for example, are not permitted. Staff should dress modestly. For example, skirts should be knee-length; leggings should only be worn if covered by a knee-length shirt or skirt; low-cut blouses should not be worn. Staff should not wear clothing that is distracting to students. In the event that this policy is not followed appropriately, Explore, Empower and Explore Schools will institute specific standards of dress. Failure to abide by this policy may result in disciplinary action, up to and including discharge.

Hands Off

Staff members should not touch students, unless safety intervention is necessary to protect a child's physical well-being, or the well-being of another person. In the event of a classroom emergency in which a child needs to be physically restrained, to the extent possible staff members should notify the Principal or his/her designee.

Corporal Punishment

Corporal punishment is prohibited by New York state law and by Explore, Empower and Explore Schools. Corporal punishment will result in immediate termination. Prohibited actions under this policy include but are not limited by: taking away a child's chair and requiring him or her to stand; requiring a child to sit with his or her face to the wall; requiring a child to perform a repetitive physical task such as writing the same phrase over and over; and requiring a child to affix something to her body as a symbol of bad behavior, such as tape over her mouth. Any employee who becomes aware of an incident of corporal punishment must report that incident immediately to the CEO or Principal.

Universal Precautions

Employees exposed to blood or other bodily fluid, in the course of their jobs must exercise universal precautions. Universal precautions are intended to prevent the transmission of blood-borne disease when providing first aid or health care. Such precautions include the use of protective gear, washing hands and any contaminated areas with soap and water, and seeking medical attention for any significant exposure to the blood or bodily fluids of another person. Detailed information about universal precautions will be distributed under separate cover.

Computer and Information Security

Computer and communication systems are provided to support the conduct of business activities. These systems may include: PC's, software, telephone, voicemail and electronic mail systems, all centralized computer equipment, networks and access to the Internet. Although limited personal use of Explore's, Empower's and Explore Schools' systems is allowed, subject to the restrictions outlined below, no use of these systems should ever conflict with the primary business purpose for which they have been provided or applicable laws and regulations. Each user is personally responsible to ensure that these guidelines are followed.

All data in business computer and communication systems (including documents, and other electronic files, email and recorded voicemail messages) is the property of the employer. The employer may inspect and monitor such data at any time. The employer may also monitor usage of the Internet by employees, including reviewing a list of sites accessed by an individual.

No individual should have any expectation of privacy for messages or other data recorded in the employer's system, including documents, emails or messages marked "private," which may be inaccessible to most users but remain available to the organization. The deletion of a document or message may not prevent the organization from having access to the item or completely eliminate the item from the system. Likewise, no individual should have any expectation of privacy in terms of his or her usage of the Internet. In addition, the employer may restrict access to certain sites that it deems are not necessary for business purposes.

The computer and communication systems may not be used to create, transmit, access, receive, print, download or solicit material that is derogatory, obscene, sexually explicit or offensive, such as slurs, epithets, or anything that may be construed as harassment or disparagement based on race, color, national origin, citizenship, sex, sexual orientation, disability, age or religious or political beliefs. For example, the display or transmission of sexually explicit images, messages, jokes and cartoons is not allowed.

Similarly, the systems may not be used to solicit or proselytize others for commercial purposes, causes, outside organizations, chain messages or other non-job-related purposes. Likewise, employees should not download or disseminate copyrighted material, load or execute unlicensed software on business computers or conduct any other activity in violation of applicable law or regulations.

Employees should notify their immediate supervisor, or another member of management, upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

Use of Phone and Other Equipment and Systems

Personal use of the fax machine, copier, walkie-talkies, and any other business equipment or system at work is prohibited, as is the use of the telephone for personal long distance and toll calls. Personal use of e-mail for sending and receiving e-mail is strictly prohibited.

It is understood that from time to time employees may need to make and receive personal phone calls. Employees must practice discretion when doing so and may be required to reimburse their employer for any charges resulting from personal use of the telephone or other business equipment. Personal cell phones may not be used while employees are on duty. Personal cell phone use is only permitted in non-student areas. Personal cell phones must always be turned off while in the presence of students and/or during staff meetings.

Employees may not charge personal long-distance telephone calls to the business. Employees are responsible for the costs of any personal phone calls they may make that are billed to the employer.

Reimbursements

Teachers are eligible for reimbursement for school supplies and/or teacher certification related expenses paid with their personal funds up to $75 per year. Employees are required to turn in receipts or other proof of expenses to their supervisor for approval.

All other expenses must be approved by your supervisor before they are incurred. Reimbursement requests must be made in writing to your supervisor, and should include a clear description of the expense and supporting documentation, such as receipts.

The final decision on whether to reimburse an employee for any expense is vested with the Principal or his or her own designee.

Travel Related Reimbursements

All travel related expenses must be approved by the CEO or Principal before travel occurs. If the trip requires travel by plane, train or a rented vehicle, the staff person must also obtain approval before tickets are purchased or reserved. The employer prefers to reimburse staff for expenses, but will also purchase tickets directly upon request.

If a staff member drives his/her own vehicle for a work-related purpose, costs will be reimbursed at the current mileage rate as determined by the IRS (visit www.irs.gov for current rate information).

If a staff person attends professional development of other professional events offsite, then that staff member may submit receipts for reimbursement of meals. Meals are only reimbursed when they are not provided at the event. Meals are only reimbursable when the meal occurs during the

professional development or during approved travel times. Staff members must check with their supervisor for approval of meal related expenses. The guidelines outlined below apply:

- Breakfast will be reimbursed up to $8 with a receipt. Breakfast is only reimbursed if the professional development begins before 7:50 a.m. or if the staff person has a required overnight stay.
- Lunch is reimbursed up to $12 with a receipt.
- Dinner is reimbursed up to $20 with a receipt. In order to be eligible for a dinner reimbursement, the staff member must have a required overnight stay or travel that would not allow the staff person to be home before 8:00 p.m.
- Since alcohol purchases will not be reimbursed, please have separate bills for food and alcohol.

Employee Conduct

To ensure orderly operations and provide the best possible work environment, we expect employees to follow rules of conduct that protect the interests and safety of all employees and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including immediate termination. While this non-exhaustive list enumerates grounds for termination, this list in no way should be read to limit the "at will" status of employees at Explore, Empower and Explore Schools.

- theft, damage or unauthorized removal or possession of employer property
- falsification of timekeeping records
- any discriminatory act
- sexual or other unlawful or unwelcome harassment
- possession, distribution, sale, transfer or use of alcohol or illegal drugs while on duty, including operating vehicles or equipment
- any disruptive behavior, including fighting or threatening violence in the workplace
- insubordination or other disrespectful conduct
- gambling on the premises
- safety violations including lack of supervision of students
- possession of dangerous or unauthorized materials, such as explosives or firearms
- excessive absenteeism, tardiness or any absence without approval
- misappropriation of the employer's property

Staff members acknowledge that the entire right, title and interest of any and all writings and other creations that they prepare, create, write or initiate or otherwise develop as part of their own efforts while employed belong to the employer. This includes, but is not limited to any development of curriculum. These works are the employer's sole and exclusive property.

No Solicitation or Distribution

We do not permit solicitation of staff members for any purpose during working time, or distribution of literature on work premises at any time. Loitering in or about the premises after work hours is not permitted.

Personnel Inquiries

No one in this organization other than the Board of Trustees, Principal, or Human Resources Associate is authorized to respond either verbally or in writing to inquiries of any type about any employee of the organization.

Ban on Accepting Gifts

Employees are not permitted to accept gifts of any kind of a value exceeding fifteen dollars ($15.00) - including, but not limited to money, goods, food, entertainment, or services - directly or indirectly from students, students' families, or vendors. Exceptions may be made by the CEO or Principal. Offers of such gifts in excess of $15.00, even when refused, must be reported to the CEO or Principal immediately.

Bringing Family Members to Work

Employees are not permitted to have family members or guests under the age of 18 at work with them without the express written permission of the Principal or CEO.

Political and Religious Activity is Prohibited

Our status as a nonprofit organization requires that staff do not participate in any political-partisan activity (such as endorsing or opposing a candidate, making any campaign contribution, or coordinating activities with a candidate) *while representing Explore, Empower, or Explore Schools*.

As a public school, Explore and Empower staff members are not allowed to participate in religious activities *during school hours and/or while representing Explore, Empower, or Explore Schools.*

Please be clear that staff members are allowed to participate in these activities on their own time.

Sexual/Illegal Harassment

We strive to maintain an environment free from discrimination and harassment, where employees treat each other with respect, dignity and courtesy. To this end, we considers unacceptable any conduct or comments regarding a person's age, race, color, creed, sex, national origin, sexual orientation, gender identity and expression, disability, religion, ethnicity, marital status, military service status or other protected characteristic that fail to respect the dignity or feelings of the individual. Accordingly, discriminatory conduct or conduct characterized as harassment as defined below is prohibited.

In general, ethnic or racial slurs and other verbal or physical conduct relating to a person's age, race, color, creed, sex, national origin, sexual orientation, gender identity and expression, disability, religion, ethnicity, marital status, military service status or other protected characteristic constitute harassment when they unreasonably interfere with a person's work performance or create an intimidating work environment.

Sexual harassment has been defined by federal and state law to include: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

The types of conduct prohibited by this policy include, but is not limited to:

1. Any demand for sexual favors that is accompanied by a promise of favorable job treatment or a threat concerning the employee's employment or the terms and conditions thereof.

2. Subtle pressure for sexual favors, including implying or threatening that an applicant's or employee's cooperation of a sexual nature (or refusal thereof) will have any effect on the person's employment or future job opportunities.

3. Repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes or innuendo of a sexual nature; words or gesture of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

All Other Discrimination and Harassment

It is our policy that no discriminatory conduct by or against our employees will be tolerated. Harassment of any form is prohibited, including, but not limited to: verbal, physical, or visual harassment of any kind; any form of sexual harassment (see description above); ethnic slurs; and creating or maintaining an intimidating, hostile or offensive environment.

Investigation and Remediation

If an employee believes that he or she has experienced harassment, or believes that he or she has witnessed harassment, that employee should immediately notify the CEO or Principal.

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

If an investigation confirms that harassment has occurred, the CEO or Principal will take appropriate corrective action, which may, upon a determination by the CEO, include, but not be limited to, an official memorandum in an employee's personnel file, or the termination of the offending employee.

Whistleblower Policy

General

Explore, Empower, and Explore Schools require its directors, officers and employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. As employees and representatives of our organization, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

This policy is not a vehicle for reporting violations applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the Employment Manual.

The matters which should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of school assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations.

Reporting Responsibility

It is the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements ("Violations") in accordance with this Whistleblower Policy.

No Retaliation

No director, officer or employee who in good faith reports a Violation shall suffer harassment, retaliation or adverse employment consequence because of such report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Organization prior to seeking resolution outside the Organization. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between Explore, Empower and Explore Schools and their employees, nor does it change the fact that employees of Explore, Empower and Explore Schools are employees at will. Nothing contained herein provides any director, officer, or employee of Explore, Empower, or Explore Schools with any additional rights or causes of action, other than those provided by Section 1107 of the Sarbanes-Oxley Act of 2002.

Reporting Violations

Questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should be addressed directly to the Chair of the Board's Audit Committee. To report a concern, please send an email to confidential@explorecharterschool.org, which will automatically forward to a board member on the audit committee. Upon receipt of an email, an investigation will be conducted.

Compliance Officer

The Compliance Officer, who is the School Principal, is responsible for investigating and resolving all reported Violations and shall advise the Audit Committee and, if the Compliance Officer deems it appropriate, the CEO, of all reported complaints and allegations of Violations. The Compliance Officer is required to report to the full Board of Directors at each regularly scheduled board meeting on compliance activity.

Accounting and Auditing Matters

The Audit Committee of the Board of Directors shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing. The Compliance Officer shall immediately notify the Audit Committee of any such complaint and work with the committee until the matter is resolved. Promptly upon receipt, the Audit Committee shall evaluate whether a complaint constitutes an accounting complaint and if so shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation. The Audit Committee will be free in its sole discretion to engage outside auditors, counsel or other experts to assist in the investigation and in the analysis of results.

Investigations

The Compliance Officer may delegate the responsibility to investigate a reported Violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of Explore, Empower, or Explore Schools, or to any other individual, including persons not employed by the organization, selected by the Compliance Officer; provided that the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported Violation or in a manner that would compromise either the identity of an employee who reported the Violation anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Violation shall be determined by the Audit Committee in its sole discretion and Explore, Empower and Explore School and their employees will cooperate as necessary in connection with any such investigation.

Acting in Good Faith

Anyone filing a complaint concerning a Violation must act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Confidentiality

In making a complaint or submission, an employee may request that such complainant be treated in a confidential manner (including that the organization take reasonable steps to ensure that the identity of the employee making the complaint remains anonymous). We take seriously the responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a Violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of Violations will

be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Handling of Reported Violations

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated, the scope of any such investigation being within the sole discretion of the Audit Committee, and appropriate corrective action will be taken if warranted by the investigation.

Records

The Audit Committee will retain on a strictly confidential basis for a period of seven years (or otherwise as required under record retention policies as amended from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to Explore, Empower and Explore Schools and such records will be considered privileged and confidential.

Employee Departure Protocol

Employees who leave the service for any reason will be entitled to all pay that may be due to them with the following qualifications:

1. Employees will not receive final compensation for unused no-fault, vacation, or holiday time.

2. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) of their right to continue health care coverage for themselves and their dependents at group rates, but at their own expense, for up to 18 months.

3. Any employee who is terminated or who resigns must return all office property, materials and supplies in such employee's possession to their manager.

4. No information or copies of information, including, but not limited to files, memos, computer-stored items, lists or other similar information may be taken by such employee with the express permission of their supervisor.

5. The final date of employment is the final date on which the employee serves his or her duties at Explore, Empower or Explore Schools. It should not be construed as the date upon which the employee receives his or her final pay.

Severance Pay

Employees will not be entitled to severance pay.

Resignation

An employee who works directly with students who wishes to resign is requested to give two months' written notice to the CEO or Principal. In the case of the CEO, he or she is requested to do the same with the Board of Directors. An employee who does not work directly with students is requested to give four weeks' written notice to the CEO or Principal.

Conclusion

This Employee Personnel Handbook is intended to give you a broad summary of the information you should know about Explore, Empower, and Explore Schools. The information in this handbook is general in nature, so when you need any additional details, speak to the Human Resources office, the Principal, or the CEO, who will assist you in obtaining more complete information.

Please note that the content of this handbook is not a legal document or contract of employment and should not be deemed as such, nor does it subject Explore, Empower, or Explore Schools to any liability for any claim to comply with the rules, polices or goals in this handbook. At its sole discretion, Explore, Empower, and Explore Schools may revise this handbook without prior notice. This handbook supersedes all prior versions of any employee handbook or manual that have been issued and may eliminate or modify existing policies.

We hope this handbook provides you with clear answers to questions that you may have regarding Explore's, Empower's or Explore Schools' policies and procedures. Be sure to familiarize yourself with the contents of this handbook and to ask the Principal, the Human Resources office, or the CEO about any policy that is unclear to you.

Provide an action plan that outlines the steps that the founding group will undertake to ensure a successful start-up. In a well-organized chart, your action plan should include:

- **A list of the tasks to be completed between the time the charter is approved and the opening of the school.**
- **The start date and projected completion date of each task; and**
- **The person(s) responsible for each task.**
- *Starting a charter school is an immense undertaking. Your action plan should demonstrate that you understand the many pieces involved in start-up (e.g., student recruitment, staff hiring and training, facility preparation, board development, etc.) and that you have a reasonable plan for putting all of those pieces into place prior to opening your doors to students.*
- *A detailed plan for curriculum development is requested in Request 10 and may be referred to rather than duplicated in your response to this request.*

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GOVERNANCE																		
501c3																		
File IRS Form SS-4 to apply for a Federal EIN																**ES**		
Submit W-9 Vendor Registration form to the DOE Office of New Schools																**ES**		
Apply for NY State Exemption Certificate																**ES**		
Financial Management																		
Appoint treasurer																**BT**		
Develop start-up budget	**SL/ES**																	
Develop year 1 budget											**SL/ES**							
Approve budget													**BT**					
Develop check writing and signing policy															**SL**			
Establish payroll																**ST**		
Develop cash flow plan															**ES/SL**			
Set up bank accounts														**SL**				
Board																		
Elect Board officers																**BT**		
Recruit additional members						**ON-GOING BT/ES**												
Board training														**BT/ES**				
Ratify by-laws														**BT**				
Fundraising																		
Complete start-up foundation grants (Tiger, etc)							**ES/SL**											
Complete Federal CSP application									**ES/SL (will be completed in advance of due date)**									
Apply for State Stimulus Funds (SFF) Grant									**ES/SL (will be completed in advance of due date)**									

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Process paperwork for DOE DYCD Startup Funds (previously known as OTPS)											**ES/SL**							
Submit consolidated application for Title I, II-A, II-D, III, IV-A and V-A Funding																		**ES/ ST**
INSTRUCTIONAL PROGRAM																		
Curriculum Development																		
Research textbooks							**SL/ES**											
Select textbooks											**SL/ES**							
Research and select reading remediation program											**SL/ES**							
Develop scope and sequence for reading											**SL/ES**							
Develop scope and sequence for writing											**SL/ES**							
Develop scope and sequence for math											**SL/ES**							
Develop scope and sequence for science											**SL/ES**							
Develop scope and sequence for social studies											**SL/ES**							
Develop scope and sequence for art and physical education / health											**SL**							
Purchase textbooks																	**SL**	
Purchase reading remediation program																	**SL**	
Assessments																		
Develop ELA interims for K, 1, 2															**SL/ST**			
Finalize assessment calendar, including Terra Nova																**ES/ SL**		
Select reading diagnostic assessments																**SL/ ES**		
Purchase phonics assessments																	**SL**	
Administer diagnostic assessments																		**ST**

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Special Education/ELL																		
Log into CAP system and identify SPED population																		ST
Locate records of those students with IEPs																		**ST**
Request IEP review meeting for any student whose IEP contains promotional standards that contradict our mission; have those IEPs rewritten to include "standard promotional criteria"																**ST**		
Contract for occupational therapist, speech pathologist and other outside providers																**SL**		
Establish special education discipline procedures																**SL/ST**		
Distribute Home Language Questionnaire																	**ST**	
Administer Lab-R																	**ST**	
Order NYSESLAT annually for ELL students																	**SL**	
SCHOOL CULTURE																		
Policies																		
Create attendance policy																**SL**		
Uniforms																		
Research and select uniforms										**SL**								
Systems/Schedules																		
Student arrival											**SL**							
Student behavior											**SL**							
Homework											**SL**							
Student organization											**SL**							
Clutter											**SL**							
Food distribution											**SL**							
Transitions											**SL**							
Bathroom use											**SL**							

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Communication with families															SL/ST			
Student dismissal											SL							
Create final draft of family handbook															SL/ES			
Finalize weekly schedules																	SL	
Finalize annual calendar													SL					
STUDENT RECRUITMENT																		
Marketing																		
Create school logo										SL								
Create school website						ES/SL												
Create flyers/brochures											SL							
Translate flyers into Spanish/other languages											SL							
Design student application											SL							
Translate form into Spanish/other languages												SL						
Post application form on website												SL						
Information Sessions																		
Contact all elementary schools in CSD to inform them of the school									SL									
Secure locations for information sessions											ES/ SL							
Advertise information sessions											ES/ SL							
Create sign-in sheets for information sessions											SL							
Host information session												SL/ES						
Collect application forms												SL						
Lottery																		
Secure lottery selector													SL					
Secure lottery location											SL							
Conduct admissions lottery														SL/ ES				
Notify families of status														SL				
Collect enrollment confirmation forms														SL				

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Facilities																		
Work with DOE to secure facility of closed school	**ON-GOING UNTIL COMPLETE ES/SL**																	
Purchase furniture and office supplies																**SL/ST**		
Purchase appropriate insurance														**ES/SL**				
STUDENT SERVICES																		
Food																		
Contact DOE to develop food service policies--menu, delivery time, logistics, etc…)																**ST**		
Assign meal categories to each student based on parent income levels																		**ST**
Enter eligibility information for each student into ATS system																		**ST**
Establish system for monitoring daily student participation in meal services																		**ST**
Send letter to Office of School Food and Nutrition Services to schedule evaluation																		**ST**
Health																		
Purchase first aid resources																	**ST**	
Develop a system for medical records keeping																	**ST**	
Receive medical forms from parents (including New York School Health Record, Medication Administration Form, Physician Information Release Form, and Office/Health Emergency Card																	**ST**	
Ensure each student has had immunizations/documentation (form 211S) filed at school)																**ST**		

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Ensure each student needing medication administered during the school day has an MAF (Medication Administration Form) on file)																	**ST**	
Ensure Automated External Defibrillators available																	**ST**	
Create student safety and emergency plan																	**ST**	
Transportation																		
Contact DOE regarding distribution of Metrocards																	**ST**	
Create Metrocards distribution policy, procedure, and record-keeping system																	**ST**	
Receive transportation forms from parents																	**ST**	
Enter student information into ATS and receive route information from OPT																	**ST**	
Provide OPT with list of students and home addresses																	**ST**	
Request parking permits																	**ST**	
PERSONNEL																		
Policies																		
Determine pay-scale ladder for non-pedagogical employees														**ES**				
Create incentive system to retain high-quality teachers														**ES**				
Establish a benefits package														**ES**				
Write staff contracts														**ES**				

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Recruitment/Hiring																		
Identify potential recruiting opportunities										**ES**								
Hire Director of Operations										**SL/ ES**								
Hire Academic Director													**SL/ES**					
Hire Operations Associate																	SL/ ES	
Hire teachers/learning specialists, etc													**SL**					
Ensure all employees have been fingerprinted and documentation is on file at school																	**SL**	
Hang required labor posters at school																	**ST**	
Create and print staff handbook																	**ES**	
Staff Induction																		
Plan staff orientation																**SL/ ES**		
Prepare training on Automated External Defibrillators (AEDs)																	**SL**	
Make arrangements for ATS training for staff																**SL**		
TECHNOLOGY																		
Schedule site survey with DOE technology staff																**ES**		
Obtain registration number from FCC if applying for E-Rate funds																**ES**		
Apply for E-Rate discounts																		**ES**
Purchase staff computers																	**ST**	
Purchase student computers																		**ST**
Contract with technology consultant																	**ES**	
Determine Student Information Management Systems																	**ES**	
SCHOOL OPERATIONS																		
Vendors/Purchasing																		
Establish vendor accounts for office supplies															**ES**			
Set up purchasing, receiving, and distribution systems																**ES/ SL**		

If you have any additional information that you think would be helpful to the Institute and the SUNY Trustees in their evaluation of your proposal, you may provide it here.

- *In the event that you feel that the Institute and the SUNY Trustees should have other information regarding the charter school you have proposed which does not fit within any of the other Requests, you may provide such information in response to this Request.*
- *If any material annexed as Attachment 43 is referenced in response to any other Request in this RFP, the reference should indicate exactly where the referenced material can be located (e.g., "see pages 7-12 of Attachment 34 for further information").*

Explore Exceed will not be submitting any further information at this time.