SUNY Charter Schools Institute
The State University of New York

2021 TRANSMITTAL AND SUMMARY FORM

Proposed School Information			
Proposed Charter School Name:	The Academy Charter School - Wyandanch		
Education Corporation Name:	The Academy Charter School		
Incorporating by Reference:	Yes	Ed. Corp Status	Existing Education Corporation
Opening Date:	2021	School District (or NYC CSD):	Wyandanch Union Free School District

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K-2	175
Year 2	K-3	249
Year 3	K-4	325
Year 4	K-5	400
Year 5	K-6	475

Proposed Affiliations (if any)	
Charter Management Organization ("CMO"):	Not applicable
CMO Public Contact Info (Name, Phone):	Not applicable
Partner Organization:	
Partner Public Contact Info (Name, Phone):	Mr. Wayne Haughton, (516) 408-2200

Lead Applicant Contact Information					
Lead Applicant Name:	Bishop Barrington Goldson				
Applicant is a (check all that apply):	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☑ Education Corp./Charter School				
Organization Name:	The Academy Charter School				
Applicant Mailing Address:	[redacted]				
Primary Phone #:	[redacted]	Secondary Phone #:	[redacted]	Email:	[redacted]
Secondary Applicant Name (If Applicable):					
Applicant is a (check all that apply):	☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☐ Education Corp./Charter School				
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	

Media/Public Contact Information (required)					
Name:	Mr. Wayne Haughton	Phone #:	(516) 408-2200	Email:	info@academycharterscho

Program Design

Provide the proposed school's mission statement in the space below (if different from Intent to Apply Form). **(Maximum 250 words.)**

The mission is to create world-class competitive scholars who will learn today, lead tomorrow and serve in the future. The Academy Charter School Wyandanch will graduate students with the content mastery and life skills needed to move into the top five percent of their middle and high school classes. To accomplish this, The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge gaps between theory and practice.

Our educational philosophy emphasizes core mastery, character development and community awareness. Our school will improve student academic achievement by focusing on three important areas of our children's growth that will them to be empowered adults: mastery of academic subjects, an intensive focus on character development, and fostering a lifelong behavior of giving back to their community.

Provide the proposed school's key design elements in the space below (if different from Intent to Apply Form). Provide a brief **(up to 100 words)** description of each one.

The Key Design Elements of The Academy Charter Schools and for the proposed The Academy Charter School Wyandanch are:

1. Extended Learning Time: The school will operate on a longer schedule including an eight-hour instructional day from 8 a.m. - 4:00 p.m. over no less than 180 days. Our schedule allows teachers to use longer instructional periods to build literacy and numeracy. The daily literacy block in grades K-4 includes 135-180 minutes of reading, writing and foundational skills. Math instruction comprises double blocks of 90 minutes daily. Struggling students receive support throughout the school through our intervention programs. Students are also encouraged to attend scheduled after school programs four to five days per week (1-2 hour daily programming).

2. Moderate Class Size and Low Teacher to Student Ratios: The elementary grades (K-4) are staffed with two (2) adults (a certified teacher and a teaching assistant) in every class. Moreover, class sizes are kept small 25 to 27 students. This allows for intensive instructional support for students in the form of small groups and individualize students. class has 25 to 27 students two adults in every classroom. This allows for greater focus on student support including small groups and individualized instruction.

3. Standards-Based Instruction: In core content subjects' teachers (English Language Arts, Mathematics, Science and Social Studies), instruction is provided according to the New York State Learning Standards. Over the years literacy instruction has been guided by the Engage NY instructional guidelines. All curriculum used primarily in English Language Arts and mathematic are research-based and deeply aligned with the content and instructional framework. In the Arts teachers follow the New York City Blueprints for the Arts.

4. Ongoing Support for Teachers: The school will offer a professional development program that is ongoing and has three components: pre-service training, in-service training/ coaching, and consultant based/ offsite opportunities for teachers and leadership staff. The goal of the professional development program is to provide teachers, and instructional leaders with the content knowledge needed to effectively teach all students geared towards improving learning and student outcome. There is a two (2) week pre-service schedule that includes extensive training pertaining to the school's instructional program. This provides a comprehensive introduction for new teachers and

Provide a brief overview of the proposed school's academic program in the space below (if different from Intent to Apply Form). The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

The Academy Charter School Wyandanch's instructional program is designed to meet New York State Next Generation Standards. Instruction is age/grade appropriate with emphasis on developing students' social and academic skills through character building activities.

The school offers interdisciplinary curricula that addresses the academic needs of all students. The school's curricula are research-based in reading (ReadyGEN (K-5), My Perspective (6-8), writing (Teachers College Writing Project), mathematics (Envision 2.0), social studies and science (McGraw-Hill). Teachers use state of the art presentation technology in all subject areas to provide hands on and real-life experiences for the students. Each classroom is equipped with computers. There is strong emphasis placed on writing in all subject areas. In addition, TACS Wyandanch's currriculum offers an enriched virtual learning environment to meet needs associated with COVID-19. The curricula also emphasizes Science, Technology, Engineering, Arts and Mathematics ("STEAM") with offerings from Project Lead the Way ("PTLW Launch").

TACS Wyandanch provides teachers with comprehensive professional development and the support of subject area instructional coaches. Behavioral specialists are highly qualified and certified professionals who use a research-based collaborative approach to identify, monitor and support students. The instructional program caters to the individual academic needs of each child. Ongoing assessments provide real-time information for teachers to inform instruction. Teams use schoolwide data systems to tailor our academic intervention services for struggling students and enrichment and challenging activities for all students. The core subjects are supplemented by a rich specials program that involves daily instruction in the arts. In addition, students benefit from quality instruction in physical education and health. Students receive instruction in character education centered around key core virtues.

The school offers low teacher to student ratio, which provide ample opportunity for students to receive instruction in small groups or individually. Every classroom is staffed by a licensed and/or appropriately credentialed teacher, and student to teacher ratios are typically around 13:1 for grades K-4. In grade 5, the ratio increases to 20:1.

The instructional day begins at 8:00 a.m. and ends at 4:00 p.m. There is a strong focus on literacy and mathematics which are taught daily in mostly 90 minutes blocks. All other subjects are taught in 45 minutes blocks several periods per week. The monitoring of classroom instruction is a shared responsibility between the principals and instructional coaches, the grade level lead teachers, special education, and ESL directors. Methods include: (a) Review of weekly lesson plans and unit plans; (b) Unannounced daily classroom visits; (c) Scheduled formal observations using the Danielson's evaluation tool – 4 per year; (d) Mid-year evaluation – Scheduled for January; (e) End of year evaluation – Scheduled for June.

Every K-5 classroom is staffed with a teacher and teaching assistant; every grade has a lead teacher for English Language Arts and Mathematics. We view collaboration as essential to shared responsibilities and maximizing individualized and small group instruction. "Collaboration is a style for direct interaction between at least two parties voluntarily engaged in shared decision-making as they work toward a common goal." (Friend & Cook, 1989) The IDEA makes it imperative that students with disabilities, no matter what their level of functioning, access the general curriculum to the maximum extent possible.

Proposed Board Members

Provide a list of all proposed board members below (if different from Intent to Apply Form). The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least four board members at the time of application submission and identify a Chair, Vice Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement (maximum of 200 words each) that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

The proposed board of trustees of The Academy Charter School Wyandanch are:

Robert Stewart – Board Chairperson
Robert Stewart is Chairperson of the Board of Trustees and is the Chief Operating Officer of Calvary Tabernacle Ministries. He is a founding Board Member of The Academy Charter School. Since 1989, he has been President of the Tri-State Music Association, which provides yearly Music Scholarships to youth. Robert is an accomplished leader and artist, having received National Endowment for the Arts recognition in Visual Arts, Design and Technology. His design portfolio includes work for Radio City Music Hall, UNICEF, the County of Nassau, Brooklyn Public Library to name a few. He has won various National Music Awards (including Disney's National Gospel Choir Fest) with his Choir, The Calvary Tabernacle Choir. He is a graduate of the prestigious Cooper Union for the Advancement of Science and Art and holds a degree from the Genesis Bible Institute. As an organizational and operations leader, Trustee Steward provides the education corporation with a vast knowledge base rooted in our institutional history and his external affiliations. As board chairperson, Trustee Stewart will continue to lend his leadership to building overall board capacity to increase accountability.

Dawn West-Bloise – Acting Vice Chairperson
Ms. Dawn West-Bloise serves as Acting Vice Chairperson of the Board and as a self-employed financial consultant with over 25 years of experience. She is an active and dedicated member of the Hempstead community. Trustee West is a proud graduate of Hempstead high school and a self-made entrepreneur who brings a spirit of drive, determination and innovation to each aspect of her board work. Trustee West works as a Capital One Financial Advisor and has been a long standing partner in the mission of The Academy to fund the delivery of an excellent, world class instructional program. Trustee West is active in several community organizations and frequently heads outreach and engagement efforts on behalf of The Academy.

Dale James – Treasurer
Dale James serves as Treasurer of the Board and is an investment banker with several years of experience in the financial services industry. He holds a Master's in Business Administration from Columbia University. Trustee James is Vice President in the Investment Banking Division of Goldman Sachs. He is a former Market Risk Manager for Jamaica Money Market Brokers Limited, and a Portfolio Officer with NCB Insurance Company LTD., Kingston. Trustee James' work in several areas of finance, risk assessment and management, and portfolio analysis have proven vital in his role as Treasurer. He brings an empirical bent to matters educational and operates with keen observances to the Act and relevant regulations governing the school. Dale is an active marathoner and biker.

Beth McKenzie –Secretary
Beth McKenzie serves as Secretary of the Board and is a retired Hempstead Police Detective with a diverse background. Trutee McKenzie is a former underwriter for Traveler's Insurance. Ms. McKenzie is a proactive citizen of the Hempstead community and the surrounding area. Ms. McKenzie strongly supports the educational advancement of youth in the community. She holds a Bachelor's in Criminal Justice from Long Island University. Beth has received numerous awards over the course of her distinguished career from community groups, elected officials, religious organizations, educational institutions, fraternal orders

Lead Applicant Signature	
Signature:	[redacted]

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 with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Due for Renewal

Tuesday, August 3, 2021
10:46:51 AM
Renewal Count: 53

School Year: **2023**

School	Term Duration	Charter Term	Year in Term
Academic Leadership Charter School	5	2	5
Academy Charter School - Uniondale, The	5	1	5
Achievement First Aspire Charter School	5	2	5
Achievement First Brownsville Charter School	5	3	5
Achievement First Crown Heights Charter School	5	2	5
Albany Leadership Charter School for Girls	5	3	5
Bedford Stuyvesant Collegiate Charter School	5	3	5
Brilla College Preparatory Charter School	5	2	5
Bronx Charter School for Better Learning	5	4	5
Bronx Charter School for Excellence 4	5	1	5
Brooklyn Ascend Charter School	5	2	5
Brooklyn Dreams Charter School	5	3	5
Brooklyn Excelsior Charter School	5	4	5
Brooklyn Prospect Charter School - CSD 13.2	3	2	3
Buffalo Collegiate Charter School	5	1	5
Bushwick Ascend Charter School	5	2	5
Canarsie Ascend Charter School	5	2	5
Coney Island Preparatory Public Charter School	5	2	5
Cypress Hills Ascend Charter School	5	1	5
DREAM Charter School	5	2	5
East Harlem Scholars Academy Charter School	2	3	2
East Harlem Scholars Academy Charter School II	5	2	5
Elm Community Charter School	5	1	5
Family Life Academy Charter School	5	5	5
Finn Academy: An Elmira Charter School	3	2	3
Harlem Link Charter School	5	4	5
Harlem Village Academy West Charter School	5	4	5
Hyde Leadership Charter School	5	2	5
Key Collegiate Charter School	5	1	5
King Center Charter School	5	6	5

SCHOOL STATISTICAL OVERVIEW

SCHOOL NAME: The Academy Charter School - Uniondale

	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment[1]					
Total Enrollment			180	250	463
Number of Students with Disabilities			8	14	37
Number of English language learners			33	35	46
Number of Economically Disadvantaged Students			141	168	321
Retention[2]					
Total Number of Students **Eligible** to Return from Previous Year[3]			N/A	180	250
Total Number of Eligible Students Who Returned from Previous Year			N/A	161	238
Number of Students with Disabilities Eligible to Return from Previous Year[4]			N/A	8	14
Number of Students with Disabilities Who Returned from Previous Year			N/A	7	14
Number of English language learners Eligible to Return from Previous Year[5]			N/A	33	35
Number of English language learners Who Returned from Previous Year			N/A	29	32
Number of Economically Disadvantaged Students Eligible to Return from Previous Year			N/A	141	168
Number of Economically Disadvantaged Students Who Returned from Previous Year			N/A	124	163
Average Daily Attendance Rate			96.2%	95.6%	94.9%
Discipline					
Number of In-School Suspensions (Occurrences)			0	0	0
Number of Out of School Suspensions (Occurrences)			9	2	5
Number of In-School Suspensions (unique students)			0	0	0
Number of Out of School Suspensions (unique students)			5	2	5
Number of Expulsions			0	0	0

SCHOOL STATISTICAL OVERVIEW

SCHOOL NAME: The Academy Charter School - Hempstead

	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment[1]					
Total Enrollment	945	1084	1361	1717	1803
Number of Students with Disabilities	51	48	59	74	87
Number of English language learners	76	117	152	206	271
Number of Economically Disadvantaged Students	669	929	1093	1311	1364
Retention[2]					
Total Number of Students **Eligible** to Return from Previous Year[3]	791	945	1084	1361	1623
Total Number of Eligible Students Who Returned from Previous Year	707	843	961	1222	1495
Number of Students with Disabilities Eligible to Return from Previous Year[4]	42	51	48	61	71
Number of Students with Disabilities Who Returned from Previous Year	36	44	42	54	62
Number of English language learners Eligible to Return from Previous Year[5]	68	76	117	210	201
Number of English language learners Who Returned from Previous Year	66	72	110	194	190
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	620	669	929	1093	1246
Number of Economically Disadvantaged Students Who Returned from Previous Year	556	599	832	1000	1172
Average Daily Attendance Rate	94.6%	95.4%	95.3%	95.7%	92.8%
Discipline					
Number of In-School Suspensions (Occurrences)	5	2	15	1	0
Number of Out of School Suspensions (Occurrences)	46	42	56	37	2
Number of In-School Suspensions (unique students)	2	2	12	1	0
Number of Out of School Suspensions (unique students)	26	40	49	35	2
Number of Expulsions	0	1	0	0	0

PROPOSED SCHOOL NAME:		The Academy Charter School Wyandanch				
		A			D	E
	Proposal Request	Are you incorporating by reference?	This response applies to	Does the incorporated material require any revisions?	Specific exhibit or document being incorporated by reference	Year of Source File
		Select "Yes" or "No" from the dropdown menu.	*Select "All Schools," "Proposed School," or "N/A" from the dropdown menu.*	*Select "Yes" or "No" from the dropdown menu.*	*Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically as possible.*	*List the most recent year material was approved or updated.* ***Note that the Institute will not accept materials submitted prior to July 2015.***
	Sample Response	Yes		No	Renewal Application, Response D, Benchmark 1B, Assessment Data	2016
00(a)	Transmittal and Summary Form	*All applicants must provide a response to this Request.*				
00(b)	Statistical Overview Form	*All applicants must provide a response to this Request.*				
00(c)	Replication Checklist	*All applicants must provide a response to this Request.*				
1(a)	Community Description and Need	*All applicants must provide a response to this Request.*				
1(b)	Programmatic Impact	*All applicants must provide a response to this Request.*				
1(c)	Fiscal Impact	*All applicants must provide a response to this Request.*				
2(a)	Mission	Yes		No	TACS Hempstead Renewal Application, Exhibit A, Mission, pg. 1	2018
2(b)	Key Design Elements	Yes		No	TACS Hempstead Renewal Application, Exhibit A, Mission, pgs. 1-5	2018
3(a)	Applicant Information	*All applicants must provide a response to this Request.*				
3(b)	Proposal History	*All applicants must provide a response to this Request.*				
3(c)	List of Founding Team Members	*All applicants must provide a response to this Request.*				
3(d)	Withdrawn, Rejected and Concurrent Proposals (SUNY and/or other authorizers)	*All applicants must provide a response to this Request.*				
3(e)	Letter of Justification for Previously Denied Applications	*All applicants must provide a response to this Request.*				
3(f)	Founding Team Resumes	No		No		
4(a)	Description and Analysis of Community Outreach Efforts	*All applicants must provide a response to this Request.*				
4(b)	Description and Analysis of Community Suppport	*All applicants must provide a response to this Request.*				
4(c)	Description and Analysis of Student Demand	*All applicants must provide a response to this Request.*				
4(d)	Evidence of Community Outreach	*All applicants must provide a response to this Request.*				
4(e)	Evidence of Community Support	*All applicants must provide a response to this Request.*				
4(f)	Evidence of Student Demand	*All applicants must provide a response to this Request.*				
5(a)	Enrollment Plan	*All applicants must provide a response to this Request.*				
5(b)	Target Population Enrollment	*All applicants must provide a response to this Request.*				
5(c)	Student Enrollment Table	*All applicants must provide a response to this Request.*				
5(d)	Admissions Policy	No	All Schools	No		
6(a)	Curriculum Selection Processes	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Curriculum Selection and Process, pgs. 1-9	2017
6(b)	Assessment System	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Curriculum Selection and Process, pgs. 9-13	2017
6(c)	Instructional Methods	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Curriculum Selection and Process, pgs. 13-27	2017
6(d)	Course or Subject Overview	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Curriculum Selection and Process, pgs. 28-32	2017
6(e)	Promotion and Graduation Policy	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Curriculum Selection and Process, pgs. 33-36	
6(f)	Programmatic Audits	No	All Schools	No		
6(g)	Draft Accountability Plan	*All applicants must provide a response to this Request.*				
7(a)	School Calendar	No	All Schools	No		
7(b)	Sample Student Schedule	No	All Schools	No		
7(c)	Sample Teacher Schedule	No	All Schools	No		
8(a)	Struggling Students	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Special Populations, pg. 1. See also Special Populations (RTI Manual).pdf.	2017
8(b)	Students with Disabilities	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Special Populations, pg. 1-8.	2017
8(c)	English Language Learners	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Special Populations, pg. 8-10.	2017
8(d)	Gifted and Advanced Students	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Special Populations, pg. 11.	2017
9(a)	Instructional Leadership Roles	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Instructional Leadership, pg. 1-2	2017
9(b)	Teacher Support and Supervision	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Instructional Leadership, pg. 2-6	2017
9(c)	Professional Development	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Instructional Leadership, pg. 7-8	2017

PROPOSED SCHOOL NAME:	The Academy Charter School Wyandanch				
	A			D	E
Proposal Request	Are you incorporating by reference?	This response applies to	Does the incorporated material require any revisions?	Specific exhibit or document being incorporated by reference	Year of Source File
9(d) Teacher Evaluation and Accountability	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Instructional Leadership, pg. 8-11	2017
10(a) School Culture	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Culture and Discipline, pg. 1; Culture and Discipline System.pdf	2017
10(b) Discipline Policy	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Discipline Policy	2017
10(c) Special Education Discipline Policy	No	All Schools	No		
10(d) Dress Code Policy	No	All Schools	No		
11(a) Organizational Chart	*All applicants must provide a response to this Request.*				
11(b) School Leadership and Management Structure	*All applicants must provide a response to this Request.*				
12(a) Staffing Chart and Rationale	*All applicants must provide a response to this Request.*				
12(b) Qualifications and Responsibilities	No	All Schools	No		
12(c) Staff Recruitment and Retention	No	All Schools	No		
12(d) Personnel Policies	Yes	All Schools	No	Academy Charter School - Uniondale 2017 Replication Application; Personnel Policies	2017
13(a) Partner Information	No	All Schools	No		
13(b) Partner Commitment	*All applicants must provide a response to this Request.*				
14(a) Board Members	No	All Schools	No		
14(b) EdCorp Board Roles & Responsibilities	Yes	All Schools	No	Academy Charter School Uniondale - Charter Replication Application. Responsibilities of the Trustees, pgs. 1-2.	2017
14(c) Education Corporation Board Design	Yes	All Schools	No	Academy Charter School Uniondale - Charter Replication Application. Education Corporation Board Design, pgs. 2-6.	2017
14(d) Stakeholder Participation	Yes	All Schools	No	Academy Charter School Uniondale - Charter Replication Application. Stakeholder Participation, pgs. 6-8	
14(e) By-laws	No	All Schools	No		
14(f) Code of Ethics	No	All Schools	No		
14(g) Complaint Policy	No	All Schools	No		
14(h) Board Member Resumes	No	All Schools	No		
14(i) Board Member Request for Information Forms	No	All Schools	No		
15(a) Relationship Strategies	*All applicants must provide a response to this Request.*				
15(b) School Partnerships	*All applicants must provide a response to this Request.*				
16(a) Facility Needs	*All applicants must provide a response to this Request.*				
16(b) Facility Selection	*All applicants must provide a response to this Request.*				
16(c) Facility Related Conflicts of Interest	*All applicants must provide a response to this Request.*				
16(d) Additional Facility Information	*All applicants must provide a response to this Request.*				
17 Food Services	No		No		
18 Health Services	No		No		
19 Transportation	No		No		
20 Insurance	No		No		
21(a) Budget Narrative	*All applicants must provide a response to this Request.*				
21(b) Financial Planning	*All applicants must provide a response to this Request.*				
21 (c) Fiscal Audits	*All applicants must provide a response to this Request.*				
21(d) Dissolution Procedures	*All applicants must provide a response to this Request.*				
21(e) Budget Template	*All applicants must provide a response to this Request.*				
21(f) Letters of Commitment	*All applicants must provide a response to this Request.*				
21(g) Non-SUNY Financials	*All applicants must provide a response to this Request.*				
22 Action Plan	No		No		
23(a) Supplemental Narrative	No		No		
23(b) Supplemental Attachments	No		No		
24 Full Merged Application	*All applicants must provide a response to this Request.*				
Business Plan	*All applicants must provide a response to this Request.*				

Request 1

1 Community Description and Need

1(a) Community Description and Need

Beginning at the Beginning

The hamlet, originally named for Montaukett grand sachem, or paramount chief, Wyandanch (b. 1571), is today home to 12,000 residents within the town of Babylon in Long Island's eastern-most county of Suffolk. "The deed for sale of Southampton was signed on December 13, 1640. In it, for "16 coats and three score bushels of Indian Corn, to be paid upon the last of September 1641, the new settlers were granted eight square miles of land from sea to sea – beginning at the place where the Indians hayle (haul) over their canoes from North Bay to the South." In I*ndian Life on Long Island* Overton writes, "On April 10, 1655, Wyandanch gave the people of East Hampton the right to pasture their cattle on Montauk Point for seven years. He also said should the Montauk Indians ever want to sell their precious land they might sell it to East Hampton. This was about 9000 acres, mostly thick woods of white and black oaks with fine springs and fresh ponds."[1] In the mid-17th century, the southern shores of the island is beset with pirates like John Conklin, who builds the first house in Babylon. In the late 17th century, subsequent to the Pequot War, the massacre of the Massapeagues at Fort Neck(1653); the plague of 1658 and smallpox in 1662, the indigenous population declines precipitously. Sachem Wyandanch and many of his family members perished as well.

The Emergence of Wyandanch

In the years since then, the hamlet of Wyandanch has undergone a series of demographic and economic shifts that echo back to an earlier time. Known as West Deer Park until 1903, Wyandanch grows for the same reasons as many 19th century American communities: a railroad station. The Long Island Rail Road (LIRR) station, built initially in 1875, set the stage for immigrants (largely German) to move east. Central European immigrants from Austria were also prominent in Wyandanch through the 1950s often working in brick and terra cotta factories. As early as the 1920s and 1930s, Wyandanch became home to families with centuries-old African-American roots, as well as recently-arrived immigrants from Ireland and Italy. By the 1940s and 1950s, German and Italian families assumed a commercial lead in Wyandanch. In the ensuing decades, many middle and working class Black families moved to Wyandanch on the basis of being barred by restrictive covenants in communities like Levittown and others.[2]

Few communities were able to escape the tumult of the late 1960s, and Wyandanch was no exception. While the demographic shift to a largely Black community begins as early as the 1950s,

[1] Overton, Jacqueline. "Indian Life on Long Island: Family, Work, Play, Legends, Heroes." Empire State Historical Publication, Vol. XXIII. Port Washington, New York. 1963, pg. 128

[2] https://www.liherald.com/eastmeadow/stories/levitt-homes-built-on-restriction-and-corruption,116981

the economic dislocations and concerns about educational equity, public resources, and representation emerge much later. Some continue today. Still, in most respects Wyandanch is a deeply historical, vibrant, and resourceful community. In the decades since, the demographics continue to shift as Jamaican, Haitian, and Guyanese immigrants are joined by those from Spanish-speaking nations across the Americas. Today, the enrolled student population is 57 percent Latino/a. Forty-three percent are of African heritage with lineal ties to the US, Caribbean, and/or Africa. However, the overall Wyandanch population remains 60 percent Black, 34 percent Latino/a, 5.4 percent multi-ethnic, and less than 3 percent white. The hamlet reported an unemployment rate of 5.3% in November 2020, lower than the statewide average of 8.1%. Wyandanch is a census-designated place (CDP) wherein the 2010 median annual household income was $54,527. In 2019, that income level increase to $62,115.[3] We expect this to continue.

The Revitalization of Wyandanch

A hamlet that begins in 1875 with a railroad station is once again being revitalized by the railroads. In August 2015, the MTA Long Island Rail Road announced the completion of a new $29 million parking facility at Wyandanch Train Station.[4] The new parking lot, intended to serve as an anchor for commercial expansion (with extensive community input over a 10+ year period) under the Wyandanch Rising Project, also bolsters the appeal of the newly constructed Wyandanch Village residential community. In September 2018, Governor Cuomo announced, as part of a $6.6 billion investment strategy for the LIRR, the completion of the LIRR Double Track. “This historic project adds a second 13-mile track between Farmingdale and Ronkonkoma…and will significantly reduce delays…Governor Cuomo also announced the official opening of a new and fully accessible Wyandanch Station along the new double track.”[5]

Persistent Needs amid Economic Stratification Within Our Target Population

The Academy Charter School education corporation chose Wyandanch as a target district because we see a clear, long-standing need for schools that rely upon systems, practices, and procedures to deliver high-quality results on a predictable and reliable basis. The Academy has established a track record of delivering high-quality instruction, strong socio-emotional learning support, solid hiring and retention of key staff, resource-rich learning environments, and safe spaces for children and families to flourish. Wyandanch is a community that has pockets of poverty; some of them are deep and long-standing; some are new and expanding.

A 2003 report, “The Wyandanch Hamlet Plan: Wyandanch Rising” articulated a vision for economic development and collaboration that brought together “residents, business and property owners, civic groups, labor, clergy, seniors, homeowners, renters, government officials and youth.” Remarkably, this vision remains the focal point of efforts in the hamlet. The report outlines a comprehensive vision for the future, and also flagged some emerging areas of concern.

[3] http://www.city-data.com/city/Wyandanch-New-York.html
[4] https://www.liherald.com/eastmeadow/stories/levitt-homes-built-on-restriction-and-corruption,116981
[5] https://www.governor.ny.gov/news/governor-cuomo-announces-completion-historic-lirr-double-track-more-year-ahead-schedule

At the time, 13.3 percent of residents were reported as living in poverty. By the time of the 2015-2019 American Community Survey, that poverty estimate skyrocketed to 24.5 percent.[6]

Furthermore, at the micro-level, Census Block Groups (CBG) within Wyandanch are home to Black communities with 65% of households living in poverty, and another CBG with a third of Hispanic families also below the poverty-line. In total, these are not mere statistics, but an accounting of the economic conditions of more than 2300 people.[7] In a policy review of district operations, the district's fiscal monitor reported that Wyandanch has a strikingly low Combined Wealth Ratio (CWR) of .259.[8] The ratio constitutes a proxy for the capacity of the district to provide local support for its schools using an index of property wealth per pupil and personal income per pupil against state averages. In the last fiscal year, Wyandanch expected approximately $46.6 million in State Aid (65% of the operating budget).

Education remains a high priority across Wyandanch, and no more so than in the poorest of homes. Wyandanch also remains a community of people who have come together to make significant strides to safeguard the long-term development of the community. It is our belief that our model and systemic practice can clear an educational path forward that aligns with the tremendous work already achieved by parents and families within and around the hamlet.

Our proposed district of location is a district designated by the New York State Education Department as a target accountability district based on the failure of subgroups of students to make adequate yearly progress on NYS assessments. The district is in receivership and is operated by managers designated by NYSED. Academic performance across the board has been below the state average for decades. Superintendents and administrators have been removed from office for a bevy of reasons. The district is in distress, and yet the community has rallied around the schools serving children today. Two elementary schools and a middle school serve over 1905 students. Since 2019, district parents have regularly attended meetings with questions and concerns about the proper exercise of financial responsibilities, school planning, and transparency. While some members of the community are optimistic, we believe the data continue to spotlight the urgency of the situation.

The current high school graduation rate is 46%.[9] Public health data is equally concerning. The community has soaring rates of teen pregnancy and other factors related to high morbidity. On 2019 ELA assessment, 23 percent of all students were proficient in ELA; only 12 percent were proficient in math. The district enrolls nearly 20 percent of students with disabilities and about as many who are English language learners. Economically disadvantaged students comprise nearly 95 percent of enrolled students. The student daily attendance rate is 89 percent, well

[6] https://www.census.gov/search-results.html?searchType=web&cssp=SERP&q=Wyandanch%20CDP,%20NY
[7] http://www.city-data.com/city/Wyandanch-New-York.html
[8] tinyurl.com/3bywv462 , pg. 3
[9] https://data.nysed.gov/profile.php?instid=800000037741

below what is required for Wyandanch students to close gaps with their peers across the county and the state. The need here is acute.

Improving Outcomes in a SARS-COVID-2 Environment

The Wyandanch Union Free School District (WUFSD) reopened on September 14, 2020 for the first time since March 2020.[10] The district developed a 2020-2021 plan entitled, "Reopening Schools: Ready, Reset, Restart" for the community to anticipate and implement safe return protocols around closures, remote learning, hybrid instruction, and in person teaching.[11] The document is revised regularly, with the most recent updates coming in June 2021. During the 2020-2021 school year, WUFSD managed the pandemic using several strategies. Each of the four district schools relied up a mix of three instructional models: in person, remote, and hybrid. In addition, throughout the year, individual students and/or staff may have had exposures resulting in a quarantine of individuals or instructional units (classes, pods, etc.), or school closure. The district regularly issued memoranda to the school community announcing those quarantines, as well as virtual, hybrid, and in person instruction alternatives based on reported cases.[12] The district also promoted innovative strategies such as Wellness Wednesdays allowing teachers time for self-care during a "wellness hour" from 12:30 – 1:30 p.m.

TABLE 1: Wyandanch Reports Significantly Low COVID-19 Infection Rates for Students and Teachers

School	Students	Student Positive On/Off	On-Site Positive	Off-Site Positive	Teachers on/off	Teachers On	Teachers Off	Total Students/ Teachers
Deer Park	3848	266	243	23	87	80	7	353
Farmingdale	5460	453	439	14	168	168	0	621
Half Hollow	7670	507	452	55	194	194	0	701
North Babylon	4489	299	228	71	108	83	25	407
West Babylon	3635	247	216	31	98	93	5	345
Wyandanch	2724	21	21	2	18	6	12	39

Table 1: COVID Positive Test Results, Spring 2021. https://schoolcovidreportcard.health.ny.gov/#/searchResults

We believe this bodes well for the 2022-2023 school year. Nonetheless, as recently as May 2021, the Wyandanch community was reported in the local media as having low rates of SARS-COVID-2 immunization, and high rates of confirmed cases.[13] Suffolk County reporting, at the hamlet level, finds that Wyandanch residents reported infection rates of 152.43 per 1,000 persons. Neighboring hamlets like Deer Park, West Babylon, Deer Park Village, reported similarly high rates. Within the town of Babylon (ranked 3rd within the county with more than 28,000 cases),

[10]

[11] https://www.wyandanch.k12.ny.us/Domain/1801

[12] https://www.wyandanch.k12.ny.us/coronavirusinfo

[13] https://longisland.news12.com/state-data-wyandanch-has-one-of-long-islands-lowest-vaccination-rates

Wyandanch reported 1770 confirmed cases. Only North Lindenhurst reported a higher case rate.[14] At the time of this writing, Suffolk County reported initial vaccination rates of 80 percent. Perhaps these communities have high rates of confirmed cases that have not emerged in student and faculty populations for a host of reasons that may include the duration of school closure; a comprehensive health and safety plan; rigorous adherence to reopening guidelines; strong parental and familial commitment to safety protocols; the relatively small size of the high school; and others.

A determination on specific causes is beyond our scope, but these numbers suggest that instructional continuity based on strong, regular attendance will be a cornerstone of the Academy program in Wyandanch. Consider that when almost 80 percent of Nassau and Suffolk students had returned to in-person schooling in June 2021, nearly 73 percent of Wyandanch students remained off-site.[15] We believe parents prefer to have their children educated on-site, and will demand reasonable assurances from boards and administrators will be protected to the greatest extent possible. Throughout this application, we will discuss measures taken by the Academy Charter School to meet and exceed the expectations of parents.

Perhaps somewhat paradoxically, WUFSD anticipated a 2019-2020 budget surplus of $6.3 million due to the impact of SARS-COVID-2 on school closures, operating costs, and retention. According to the fiscal monitors report, "During the 2017-18 and 2018-19 school years, the Wyandanch UFSD incurred a deficit totaling nearly $3.1 million, arguably as a result of overspending, over-projection of revenues, and inadequate management of resources. During the 2019-20 school year, the school district operated on contingency, due to the rejection of its budget by voters, and was forced to reduce its budget from a total of $71.32 million in the 2018-19 school year to $69.07 million in the 2019-20 school year."[16] In 2020-21, troubling initial projections based on COVID-19 shifted radically with some restrictions calling for as much as a $9 million budget reduction. However, Wyandanch emerged with total projected state aid payments of $50,915,773, representing and increase of $6,142,172 (13.72%) over the previous year.[17] In its review, the Office of the State Comptroller found that the district did make adequate progress in its efforts to address findings and concerns from the previous year, and that sufficient revenues were likely to be available for planned expenditures.[18]

The Academy Promise

The solution we propose seeks to reverse these trends and to provide students with options and challenges beginning in elementary grades through middle school. We set high expectations and support our students with two teachers per class, a STEAM-based curriculum[19], and Common

[14] https://dashboards.suffolkcountyny.gov/app/main#/home
[15] https://www.newsday.com/long-island/education/remote-learning-end-of-school-year-1.50288324
[16] tinyurl.com/3bywv462 , pg. 4
[17] http://www.nysed.gov/stateaid/dist/LEGI/3609PL21/580109.HTML
[18] https://www.osc.state.ny.us/files/local-government/audits/2021/pdf/wyandanch-budget-review-b21-7-1.pdf
[19] STEAM is an acronym for instruction in science, technology, engineering, arts and math.

Core-aligned instruction, rigorous assessments, and rich systems for reflection on our practice. In this context, the deep desire of parents to have another high-quality school choice is clear. Safety is the paramount concern of any parent. Our model has consistently met the safety needs of students and exceeded the expectations of parents. Moreover, our educational program continues to deliver student performances above the state average.[20] We believe parents will choose the Academy Charter School because of our capacity to deliver.

The strength of our students' overall performance affirms our ongoing commitment to build a culture of high expectation around student-centered instruction. In designing the proposed charter school, our aim is to build upon this success by leveraging our lessons learned in Hempstead and Uniondale to design a more rigorous and effective iteration in Wyandanch.

Academy student proficiency outpaces the state by a wide margin. The school operates under a model that improves student learning and achievement, and materially furthers the purposes of the Act. We assert that a new school operating under the same general principles, leadership and governance is also likely to improve student learning and achievement, and materially further the purpose of the Act.

1(b) Programmatic Impact

With respect to the educational programs and instructional approaches currently in place in the target community, the proposed charter school is distinct in many regards.

TABLE 2: Anticipated Wyandanch District School and Program Focus Profile

Wyandanch Schools						
School Name	Grade Config.	Location	Number Enrolled	Instructional Day[21]	Instructional Focus	School Type
LaFrancis Hardiman	K-2	Wyandanch	669	7	College Prep	WUFSD
Martin Luther King	3-5	Wyandanch	660	7	College Prep	WUFSD
Milton Olive	6-8	Wyandanch	576	7	College Prep	WUFSD
Academy Charter School (Wyandanch)	K-6	Wyandanch	475 in Year 5	8 hours	Common Core, College Prep, STEAM	Charter (SUNY)

The chart indicates there are few educational options available to students residing in the district. The district operates two elementary schools, one middle school, and a high school (omitted from

[20] https://data.nysed.gov/profile.php?instid=800000063985

[21] Schedules posted on websites may not accurately reflect bell schedules in elementary-middle schools. Our research on the length of the instructional indicates an instructional day of 6 hours and 10 minutes, with the day beginning at 8:50 a.m. and ending at 3:00 p.m. Students in some schools participate in After School programs. District schools list co-curricular and extra-curricular options in non-uniform ways.

Table 2). The hamlet is not served by any private schools, though there are dozens in surrounding areas. According to NYSED transitional aid data, 13 students in Wyandanch attended charter schools outside of the district. Few families in Wyandanch appear to be exercising school choice. On most indicators, all schools are significantly below the performance of The Academy Charter School in Hempstead and Uniondale. *Note: educational accountability rules result in schools maintaining the same academic standing 2020-21 that was assigned in 2019-2020.*

The proposed Academy Charter School Wyandanch will enroll 172 students (conservatively budgeted estimation) in Year 1 in grades K through 2. Our core assumptions posit that all students would be Wyandanch residents. The new school will offer a rigorous, interdisciplinary Common Core-aligned curriculum (including STEAM instruction) and will replicate a model where student proficiency exceeds state and district averages. Our proposed program comprises a co-teaching model placing two certified teachers in each classroom. Student performance exceeds district schools on an individual and aggregate basis. The original model has matured and evolved in meaningful ways since the opening of our first school in 2009, ACS Hempstead began with 225 students in grades K-2. We propose to open in Wyandanch with a smaller school and a more refined model. Over the past 7 years, we've sought to expand thoughtfully and patiently, while keeping the needs and aspirations of our community at the core of our work. In January 2016, TACS Hempstead was approved by the SUNY Charter Schools Institute to serve grades K-12. Our students continue to embody the mission and educational philosophy of the founders. They continue to succeed by performing well above the state and district averages on New York State assessments.

School Choice and Instructional Continuity

During the 2020-2021 school year, the Academy Charter School developed a comprehensive reopening plan which resulted in high numbers of students and teachers receiving instruction in school. Parents and families consistently expressed optimism and confidence in the extensive measures taken by our teams. Teachers also remained confident and arrangements were routinely made to ensure teachers could effectively deliver on-site, hybrid, or remote lessons based on their comfort level with delivering instruction in the building. We recognize that individuals have unique medical histories and conditions that require operational sensitivity. With this as a guiding principle, we were able to retain nearly every individual teacher. Perhaps most importantly, no teacher reported leaving on the basis of COVID-19 considerations at the Academy.

An amended plan for TACS Wyandanch is presented here:

The Academy Charter School education corporation (governing TACS Hempstead (K-12) and TACS Uniondale (K-5,9), and Wyandanch (K-2) has established the following "Reopening Plan for 2022-2023" (The Plan). The education corporation board of trustees delegated to the Shared Services Team the task of annually reviewing and approving a comprehensive plan informed by direct communications with parents, guidance from the New York State Education Department

(NYSED), the New York State Department of Health (NYSDOH), and the Institute. NYSED guidance refers to the document, "Recovering, Rebuilding, and Renewing: The Spirit of New York's School, Reopening Guidance," issued 16 July 2020 (or as subsequently amended). Guidance from NYSDOH refers to the document, "Interim Guidance for In-Person Instruction at Pre-K to Grade 12 Schools During the COVID-19 Public Health Emergency," issued 13 July 2020. Guidance from the Institute is provided in "2020-2021 School Year Plan Requirements, issued 16 July 2020 (or as amended). The Shared Services Team will issue a survey to parents no later than July 15 and will review responses. In addition to analyzing guidance and feedback, we will continue to conduct a comparison of measures used internationally to inform our program design. Our initial program reflected our local sensibilities and consideration of effectiveness in nations including Ghana, South Africa, Taiwan, the Netherlands, and New Zealand; as well as recurring challenges in Israel, France, Sweden and Italy. Our team will continue to track the evolution of SARS-COVID-2 and disease variants, in full consideration of implications for vaccination, booster shots, and similar precautions which are subject to change over time. In addition, we will review the plans of selected charter organizations and independent schools. In light of our complex epidemiological environment, we emphasize capacity building and contingency planning throughout each component of our plan.

The Plan provides measures to meet and exceed the reopening requirements and guidance from NYSED and NYSDOH. Our planning focuses on preventive actions such as providing signage and support social distancing, hygiene, mask-wearing and face-shielding. The Academy will use scanning and sanitation stations to check temperatures and sanitize the school community prior to entering any facility. We will digitally monitor staff and student temperatures, trace contacts, and provide protections in the event of SARS-COVID-2 infection to minimize contamination of close contacts. Additionally, the Academy has made significant investments in facility infrastructure for purposes of ventilation and filtration. During our initial design, we designed large classrooms (648 square feet in elementary grades; 671 square feet in middle and high school grades). We project daily on-site averages of 12-14 students per class. These projections assume no less than 46 square feet per student in each classroom. This will be more than adequate to meet spacing guidelines established within the aforementioned guidance. Our sizable classrooms will also permit us to distribute and gather meals in classrooms. We anticipate limited complications for student transportation. Most families drive and drop off. Those receiving district transportation will have an expanded window for early morning and late afternoon transitions. *Note: At the time of this writing, a facility in Wyandanch has not been identified or leased by the education corporation.*

The Academy will organize students by grade level, and instruction will be provided on-site in classes of no more than 12 to 14 students. Students will be distanced within classrooms (minimum 6 feet) and in common areas throughout the building. Students in all grades will receive instruction from 8:00 a.m. – 4:00 p.m. In addition, students may arrive as early as 7:15 a.m. to wait in a secure space with access to PPE prior to the start of the daily school breakfast

program at 7:30 a.m. Beginning September 1, the Academy will offer an expanded menu of afterschool and Saturday programming to meet the co- and extracurricular needs of students.

Academy staff will monitor rates of SARS-COVID-2 cases on a regular basis for Hempstead, Uniondale, Wyandanch and surrounding communities. Whereas international data does not suggest strong correlations between elementary school infection rates and community infection rates, we believe tracking trends will allow us to issue updates and warnings to middle and high school communities who may have a heightened risk. These communications will be issued via our Classroom Dojo platform directly to parents, and through Town Halls conducted using Zoom.

The Academy is will engage the community by sharing policies, practices, and protocols using several mechanisms. We will host online Town Hall meetings with all grade-level constituency groups. We will hold sessions with staff to advise them of the respective protocols and procedures, and, provide for training during pre-service to build their knowledge base on SARS-COVID-2, mechanisms to support peers, students and, families. The school community will be notified of our significant increases in capacity, including adding a nursing aide to each facility, converting multiple access points to each facility to expedite screening and admission each day, bolstering online instruction, adding SEL components, ensuring vulnerable populations will receive the same or improved levels of care and support through the process, and commitment to reduce the likelihood of adverse outcomes.

The Academy has established the position of COVID Response Coordinator who will support Hempstead, Uniondale, and Wyandanch campuses. The essential duties and responsibilities of this role are as follows:

- Contribute to the development and implementation of a COVID-19 preparedness and response strategy.
- Ensure clear internal coordination within project teams.
- Collaborates with other agencies (e.g. Dept. of Health, community professionals, first responders etc.) for the purpose of communicating and/or receiving information regarding situations that may affect safety within the school environment.
- Collaborate with a variety of internal and external stakeholders for the purpose of conveying and/or receiving information, problem solving, and generating recommendations to improve safety for staff, student, and other stakeholders.
- Participate in the development of intervention and new proposals related to COVID-19
- Supports the operational activities in relation to the purchasing of COVID-19-related supplies, etc. Assists in ensuring that quality items are procured, transported, stored, etc.
- Assists in the planning and implementation of COVID-19 safety procedures including the distribution of pandemic supplies.
- Responds to student, employee, and authorized visitor questions regarding COVID-19 requirements within their designated buildings and work areas.

- Serves as a resource to the Chief Legal & People Officer to address evolving concerns related to COVID-19 and safety precautions.
- Ensure that all personnel know and follow established safe work procedures in accordance with safety protocols.
- Conduct virtual or in-person COVID-19 safety assessments.
- Provide updates on cases for the Academy.
- Support all administrative work related to health and safety issues for the Academy, including accidents, student illness, and immunization, as well as all administrative work specifically related to COVID-19.
- Responds to emergency situations for the purpose of addressing immediate safety concerns and investigates and responds to all safety concerns/issues.
- Provide periodic reports to the Superintendent and the School Board on matters pertaining to COVID-19 incidents.
- Collaborate with a variety of internal and external stakeholders for the purpose of conveying and/or receiving information, problem solving, and generating recommendations to improve safety for staff, student, and other stakeholders.
- Inform personnel regarding a variety of procedures and program requirements and best practices around safety and security.
- Perform other duties as assigned.

Our programmatic focus on enrollment, with an assumption that new factors may emerge, is as follows:

Anticipated Effects: We anticipate meeting the enrollment targeted enrollment outlined in the FY 22 budget. Though some students may participate online only, the school will put procures in place to ensure that all students participate in instruction during the 8:00 a.m. to 4:00 p.m. school day. The school will engage in child find beginning on the first attendance day for students on September 1 and will move swiftly in filling no-shows once confirmed that registered students who have not returned for the 2020-2021 school year. The school will review student enrollment and adjust staffing levels by BEDS Day – the first week in October.

Corroborating Evidence: The corroborating evidence of continuing demand for the school is embedded within surveys submitted by parents which attest to very high demand for in-person and online instruction within the Academy model. Survey response files may be provided upon request, and subsequent to cleaning to ensure the confidentiality of all responses.

Touch Points and Enrollment Counts: The following protocols will be in place to verify students attendance:
1. Reporting of Daily Students Attendance in the school student information system, *PowerSchool* – Responsibility – Student Information Manager
2. Review and confirmation of records related to district of residency (ongoing) – Parental contact - Responsibility – Students Information Manager

3. Reconciliation of tuition payment related to student enrollment by district of residency – Chief Financial Officer
4. Parental outreach to reduce daily in-person absenteeism, and monitor students online participation – Responsibility – a team that report to principals on a daily basis - teachers, guidance counselors, deans, social worker and special education director.
4. Budgetary adjustment based on projected enrollment tuition – Chief Financial Officer

To ensure stability of attendance at TACS Wyandanch, the team will take the following measures:

Student attendance both in-person and online will be taken daily and recorded in *PowerSchool*, the school's student information system. In grades K-8, the homeroom teachers will be responsible for taking attendance by 8:15 a.m. during the morning meeting period. Latecomers attendance for in-person instruction will be recorded at the main office as students entered the facility. Homeroom teachers will track latecomers online as students sign in using their Zoom account.

By 9:30 a.m. the guidance counselors and deans will begin contacting parents/ guardians of late and absent students (both in-person and online). In grades 6-12, each subject teacher will be responsible for taking students attendance at the beginning of the period (both in-person and online) and record in *PowerSchool*. The guidance counselors will track late and absent students on a daily and contact parents beginning at 9:30 a.m.

For unexcused absences missing 2-3 consecutive days without medical reasons, or continuously late students (2 or more times per week), the school-based social worker will contact parents and seek school-based community-based resources to support families. Should the attendance problems persist, the school will report to the Office of Family and Children Services for follow up.

Students attendance and missing assignments have historically been factors in the school's grading policy and will continue to be in determining student grades including promotion and retention decisions. Our teachers and guidance counselors will continually monitor students' academic progress including participation rate, completion of assignments, and formative and summative assessment data to provide students and parents with timely (at least once per week) feedback.

The Academy may continue to provide on site learning opportunities for parents who cannot support at home learning due to a variety of circumstances. In 2020-2021, TACS Uniondale established full day instructional spaces for students who were unable to learn remotely. Safety precautions were fully observed during this period, and no learning days were lost on the basis of parents being unable to provide remote learning opportunities. Moreover, like WUFSD, the Academy provided students in need with internet access tools throughout the year.

Our intent is to establish reliable access to a high-quality curriculum that is materially equivalent in person and on a virtual or hybrid basis. The Academy recognizes that curriculum, instruction and assessment must be dynamic through this period. In evaluating the strengths of our current curriculum and the needs of our varying student populations, we recognize that modifications would be required. Some modifications are driven by safety considerations, whereas others are predicated on instructional value. For example, online physical education is a viable option for students who are not participating in the in-person program. Conversely, some of our hands-on curriculum items are less effective for groups of students who require a higher level of tactile engagement.

The school will continue to use most of the curriculum outlined in the education corporation renewal and replication charter. However, electronic curriculum and instructional materials will supplement the hard copies which will be districted to students both in-person and those participating online. For those students participating 100% online, parents will be scheduled to pick up the hard copies including textbooks and library books; research materials will be accessible via the school's *Follet* account.

For in-person instruction, students will not be allowed to share material.

- Increase use of electronic curriculum materials outline in the charter (K-5) – All core subjects including English Language Arts, Mathematics, Science, Social Studies, Foreign Language and most electives. These include publication such as *Pearson* and *Mc. Graw-Hill*, and *Haughton-Mifflin* curriculum materials.
- Music (K-5) – The band and chorus curriculum will be suspended and transition to music theory and virtual presentation
- Physical Education (K-5) will be conducted online and include activities such as stretching and dancing
- Science labs (K-5) will be conducted using virtual demonstration
- Visual Art (K-5) – No sharing of materials and less student to students collaboration
- Mathematics (K-5) – Use of virtual manipulates (*Didax*)
- STEM (3-5) – less use of manipulative and more virtual demonstration; suspension of STEM curriculum in grades K-2 (based on an ongoing assessment of viability by the school-based instructional leadership team, in consultation with the Chief Academic Officer).

To sustain instructional continuity within the school day, and the class period, our team is committed to the following:

TACS Wyandanch will continue to utilize the same approach to the instructional framework outlined in the charters of TACS Hempstead and TACS Uniondale. Most of the instructional periods will be synchronous that allow students in the same class or same course to be receiving instruction from the same instructor simultaneously (both in-person and online daily*)*. This will include warm up activity, review, small group work, demonstration, and assessment (both oral

questioning and written responses). Students who participate online will be required to be submit written work electronically.

In grades K-5 the teaching assistants who have a bachelors' degree and certification will provide support or become instructor in order to allow for smaller classes due to social distancing. Students receiving mandated ESL services will continue to receive both push-in and pull-out services (2-3) times (days/ periods) per week, and those with IEPs in the inclusion setting and will continue to be supported one on one in small groups daily. Resource room will be schedule as per their IEP in-person and virtually; outside service providers will provide instruction based on the school's schedule and utilizing the same online platform. Students eligible for academic intervention services will continue to receive instruction in small assigned pull-out group both in-person and online.

Also, our team recognizes that the Wyandanch has some unique factors that were not present at the time of our initial opening in Hempstead. Wyandanch has more linguistic, ethnic, and income diversity that informs how our education corporation must respond to community needs. In the district's annual improvement plan, concerns were raised about instructional continuity due to the number of days students miss for international travel. We recognize that our schools and other institutions do not operate outside of a larger geopolitical and cultural frame of reference.

While we will encourage parents and families to maximize seat time, we know some traditions will endure. We hope to leverage our lessons learned from the first phase of the pandemic to create a richer teaching and learning environment wherein students can work remotely while away from campus; incorporate relevant lessons into their time with family and while embedded in home communities. In previous iterations of our model, this might not have been possible, but our adaptations to SARS-COVID-2 have create opportunities for innovation.

In addition to this expanded educational opportunity, TACS Wyandanch teams will support at-risk populations using frameworks deployed at other schools. Our practices will be follows:

The Academy will continue to provide support to all at-risk populations, and endeavor to provide students and families with an optimal learning environment. Historically, students of The Academy with disabilities have been educated in the least restrictive environment. Extensive support is made available to English Language Learners as well.

Regents Flexibility & Operational Continuity

The Academy recognizes the flexibility extended to charter schools in managing the special education hearing and service delivery process. We further recognize the impact periodic closures may have on students. We will continue to strive for instructional and operational continuity in close collaboration with the Committee on Special Education.

Each Saturday, from. 9 a.m. – 1:00 p.m., SWDs and ELLs have the option of receiving virtual instruction in core academic subjects. In addition, beginning October 1, the Academy will offer academic tutoring from 5:00 p.m. – 6:00 p.m. For students in grades K-5, instruction will center on ELA and math instruction. For middle school students, these academic supports will center on ELA, math and the Regents examination in Biology. Mandates services for SWD, ESL and AIS students will be provided on site and online.

Section 504 Accommodations

Whereas no flexibility will be granted under this provision of the law, the Academy will continue to operate at a performance level that meets the requirements of the law. Students working remotely will have opportunities to work in small focused groups based on latitude we have to configure groupings. In addition, we will forward instructional materials (and/or make available for pick-up) to parents to ensure that students have access to hard copies of the materials they require. We recognize the import of establishing higher levels of support for vulnerable populations.

ELL Identification, Monitoring and Programming

The process of ELL identification is ongoing following the distribution of the Home Language Survey (HLS) to determine the needs of students. Similarly, whereas we have not suffered reductions in staffing, we have sufficient capacity to deliver a robust instructional program through our certified professions, both in-person and online. Our teacher schedules and resource purchases are aligned to meet the needs of that group.

When we weigh the programmatic impact of opening a charter school in Wyandanch, our lens or frame of reference is one of gradual growth based on achievable and challenging goals. Our track record and methodology suggests that our students are likely to be successful in Wyandanch, and that major causal factors will be our organizational capacity to support a strong replication, the strength of a slow-aged culture, and quality of our systems.

1(c) Fiscal Impact

The projected fiscal impact of the proposed charter school on Wyandanch is as follows:

Table 3: 5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: WYANDANCH UFSD							
A	**B**	**C**	**D** (B X C)	**E**	**F** (D + E)	**G**	**H** (F ÷ G)
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for WYANDANCH UFSD School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2022-23)	172	18,501	3,182,172	628,224	3,810,396	$74,963,909	0.0508
Year 2 (2023-24)	245	18,501	4,532,745	538,741	5,071,486	$74,963,909	0.0677
Year 3 (2024-25)	319	18,501	5,901,819	541,855	6,443,674	$74,963,909	0.0860
Year 4 (2025-26)	392	18,501	7,252,392	814,583	8,066,975	$74,963,909	0.1076
Year 5 (2026-27)	466	18,501	8,621,466	1,147,116	9,768,582	$74,963,909	0.1303

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.osc.state.ny.us/files/local-government/audits/2021/pdf/wyandanch-budget-review-b21-7-1.pdf
OTHER NOTES:	

The proposed charter school will impact the existing public and nonpublic schools in the Wyandanch Union Free School District and surrounding communities in several ways. Principally, a new school will add to the choices available to parents and families. We believe our track record of academic success and outreach efforts will generate significant demand for seats in the new

school. Academy Charter School has an effective waiting list[22] of 300 students and a total waiting list of 960 students. The demand for seats in the proposed school may also impact demand for seats in private schools in communities near Wyandanch. In July 2019, WUFSD issued $17 million in tax anticipation notes "to finance cash flow requirements in anticipation of the collection of 2019-2020 real property taxes levied for school and library purposes on all taxable real property in the District."[23]

We do not believe the establishment of a charter school in Wyandanch will have an adverse impact on the economic prospects for the district. We recognize that while there have been increased in poverty per capita, these numbers also represent an influx of new wage earners and an expanding tax base comprises families with school age children who will benefit from expanded school choice.

Population increased 10 percent from 2000 to 2010. While 2020 census results are not yet available, estimates provided last year showed sharp rises in Hispanic populations across Suffolk County (21.2 percent) from 246,239 to 298,429. Neighboring Nassau County is estimated to have risen by 21.4 percent. Black and Asian populations also grew in Suffolk County by 7 percent and 17 percent, respectively.[24]

It is likely that the demographic curves in Wyandanch will align with the county, and may even exceed the county given the significant investments in rail, residential, and retail as part of the Wyandanch Rising initiative. Our analysis of demographic trends indicates demand for seats will continue to increase as families seek living space within underpriced Wyandanch and neighboring communities.

Further, residential segregation patterns persist across the county[25] (including Suffolk County)[26] and suggest a charter school will be an attractive option to our target population. We further hold that families facing economic decisions will value a tuition-free school choice aligned to New York State Standards and the Common Core over another high-quality option where tuition and incidental expenses may be prohibitive.

Our interviews with parents and community leaders indicate there is strong demand for charter and independent school education across Wyandanch. While the district did not report on independent school numbers, we note that the percentage of "white" residents in the district exceeds the percentage of enrolled students by a factor of nearly 5 to 1. Moreover, given the number of charter school student enrollees across 15 districts, we believe these data points suggest strong demand for seats outside of the Wyandanch Union Free School District.

[22] "Effective waiting list" refers to the number of students eligible and available to enter grades K-2 in 2017-2018.
[23] https://capmark.org/wp-content/uploads/2019/06/POS-Wyandanch-UFSD-2019-TAN.pdf
[24] https://www.newsday.com/long-island/population-growth-declines-census-1.46080630
[25] https://www.nytimes.com/2016/04/24/nyregion/housing-bias-outlasts-ruling-in-a-long-island-village.html
[26] https://www.propublica.org/article/mapping-segregation-in-Suffolk

TABLE 4: Wyandanch School Profiles

Wyandanch Elementary/Elementary-Middle Schools					
School Name	Grade Config.	Location	Students	Per Pupil Allocation/ Tuition (2018-2019)	Base Allocation (2018-2019)
LaFrancis Hardiman	K-2	Wyandanch	669	$18,501	$12,321,666
Martin Luther King	3-5	Wyandanch	660	$18,501	$12,201,660
Milton L Olive	6-8	Wyandanch	576	$18,501	$10,656,576

As noted throughout the application, we have a number of staff members and students who currently reside in Wyandanch. The proposed school, however, is not likely to adversely impact existing Academy Charter Schools in Hempstead and Uniondale. While some teachers may have an interest in transferring to the proposed school, we do not envision this number being significant at either campus, nor do we expect transfer impacts based on relocation from Nassau to Suffolk County.

Request 2

2(a) Mission

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Hempstead 2018 Renewal Application.

File Reference: Exhibit A – Mission Statement – The Academy Charter School (Hempstead), pg. 1.

Please also see Response C(1) – Executive Summary – The Academy Charter School (Hempstead), pg. 1 for our Vision and Educational Philosophy.

2(b) Key Design Elements

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Hempstead 2018 Renewal Application.

File Reference: Response C(1) – Executive Summary – The Academy Charter School (Hempstead), pgs. 1-5.

Request 3

3(a) Applicant Information

The applicant, The Academy Charter School, is an existing SUNY-authorized education corporation seeking authority to operate an additional school to be known as The Academy Charter School Wyandanch. Founder, former chairperson, and trustee emeritus, Bishop Barrington Goldson is the lead applicant for this proposal. Bishop Goldson served as chairperson of The Academy from 2010 through 2019.

As founder of The Academy, Bishop Goldson brought skills from a dynamic career in systems development, finance, organizational design and development, and spiritual leadership. In a career that has been marked by long-standing and steadfast commitment, Bishop Goldson has established a track record of success that is notable for its scope of vision and foundational soundness. The Academy has been no different. As board chairperson, Bishop Goldson built this model around the principles of strong professional development for instructional and operations staff; providing internal hiring and promotion; deep community engagement; and a commitment to providing Hempstead (and subsequently Uniondale) students with the best resources available.

Trustee Goldson holds an MBA from Grand Canyon University in Phoenix, and two baccalaureate degrees in economics and Christian Education and Biblical Studies. He is a member of the Uniondale Chamber of Commerce, the Uniondale Parent Teachers Association, the Nassau County Ministry Association, the American Christian Counseling Association, and several other entities committed to improving the lives of all residents of Long Island, and the Academy learning communities.

Today, the Academy is nationally-recognized as a school providing high-quality instruction to students in an environment that is safe, conducive to learning, inviting to families, and responsive to the needs of the community. The education corporation serves nearly 3000 students and employees several hundred committed professionals who share Bishop Goldson's vision for what is possible for children in Nassau and Suffolk County.

3(b) Proposal History

Academy Criteria for Seeking Expansion through Replication

TACS Wyandanch is planned as a replication of TACS Uniondale. The education corporation has considered replication in several high need communities within New York State where trustees, administrators or staff members have abiding ties. Our considerations of where to replicate are informed first by the presence of authentic ties to and knowledge of the community; second, by the empirical evidence of need for our model within a given community; and third, by the viability of the opportunity to serve.

The founding team made the decision to replicate in the Wyandanch community based on the aforementioned factors. First, several staff members reside in Wyandanch (less than 20 minutes away) and in surrounding neighborhoods. In addition to shared residence, the faith communities in Hempstead, Uniondale and Wyandanch regularly come together at intervals throughout the year. Over the course of many years, the contrast of seeing, working in, and enrolling students in Hempstead and Uniondale has increased the organic interest in introducing the Academy model to Wyandanch.

Second, there is overwhelming evidence of need in the community which has been widely reported for decades. In a community of nearly 12,000 people which is growing rapidly and stretching resources, there are only two elementary schools, one middle school and one high school. In 2019, prior to the emergence of the SARS-COVID-2 pandemic, the district reported receiving as many as 300 immigrant students, the overwhelming majority of whom were not English speakers. In 2018-19, district schools were in receivership by the New York State Education Department. At the same time, state auditors found significant weaknesses in reporting and accounting in the district. For newly arriving families and for long-standing community residents, these myriad challenges amplify existing troubles around academic performance, fiscal equity, and resource allocation.

Third, the process of considering expansion to districts beyond Wyandanch provided our trustees and Shared Services Team with insights on the logistical challenges of migrating the model to communities with varying connections to and familiarity with our model and brand. We remain confident in our ability to replicate beyond Nassau county, however the challenge of delivering consistent, high-level support, staffing, monitoring, and encouragement to a new team in Wyandanch is not as great. By no means do we underestimate the challenge of embracing hundreds of immigrant youngsters who lack proficiency in English, but we have already done this in support of the Hempstead district, and achieved tremendous success. In 2018-2019, the Academy enrolled an additional 400 students, most of whom were English language learners, and make significant academic gains with that population in a short period of time.

Plan Genesis and Drafting Timeline

In the spring-summer of 2019, our founding team held meetings to discuss replication considerations. The team had been conducting outreach activities and gathering verbal support for a replication effort in Wyandanch. Preliminary indications were that while opposition to all charter schools has voice within quarters of the district, the Academy model of building a defining high-performing brand with an independent facility would be well-received. Drafting this replication proposal was delayed by the expanding COVID-19 epidemic as early as March 2020. Whereas the founding team has a great number of high capacity project leads and support team members, the pandemic continues to preclude our team from implementing a robust plan comparable to what was developed for TACS Uniondale.

The founding team, due principally to COVID-19 rather than Wyandanch-based feedback seeking modifications, has contemplated making broad-based changes consistent with interventions at Hempstead and at Uniondale. However, recent developments signaling the widespread availability of vaccines, CDC-encouraged school re-openings, and our experiences these past two school years suggest that our approaches to onsite and blended may be more than sufficient to meet the demands of serving Wyandanch, inclusive of unplanned immigrant and other high-need communities.

In the months from January through June 2021, the local and statewide vaccination rates against SARS-COVID-2 have increased significantly. Our teams have been able to meet with community residents, garner support from community leaders, and solicit feedback on the attractiveness of our model. As such, we believe there is now robust support for an Academy Charter School in Wyandanch, and that we are likely to enroll numbers sufficient to meet our enrollment goals.

The founding team used the following structure to develop the proposal:

Area of Activity	Key Personnel	Responsibilities
Application Writing (General)	Benjamin & Young, LLC; Nicholas Stapleton; Wayne Haughton, Felicia Barracks, Antonio Christian	Overall Application Writing
Instructional Leadership, Professional Development and School Culture	Nicholas Stapleton	Model Development, Application Writing, Curriculum Narrative
Community Engagement, Outreach and Social Media	Robert Stewart, Wayne Haughton, Dr. Nicholas Stapleton, Felicia Barracks, Bishop Barrington Goldson	Institutional and Individual Outreach; Virtual Meetings; Social Media and Publicity Development; Public Meetings; Seeking Letters of Support; Hosting Focus Groups for Feedback on Model
School Budget Design	Alwayne Burke, BoostEd Financial	Education Corporation Budget; TACS Wyandanch Budget; Programmatic Alignment to Viable Suggestions/Requests from the Community
Site Selection	Wayne Haughton, Nicholas Stapleton, Bishop Barrington Goldson	Facility Evaluation, COVID Response Plans

Balancing Targeted Outreach and Pandemic Limitations

The Academy Charter School education corporation team revisited earlier application formulations and modified our process to strengthen areas where coordination yielded greater benefits. Consultant Benjamin & Young, LLC developed a qualitative analysis tool for Shared Services Team managers to more fully envision the implications of an expansion into Suffolk County. Managers were asked to provide a roadmap of their goals, priorities, key performance indicators; and methods for board reporting (including essential monthly and quarterly content), internal team meeting protocols, supervision systems, and required additional support. In so doing, managers were also asked to distinguish between how these functions are presently carried out within the education corporation, and how these functions may change with the addition of TASC Wyandanch. The final component asked managers to sketch "A Day in the Life" of command and control in their respective areas.

The exercise proved fruitful in that it drove a comprehensive redesign and alignment of all SST job descriptions. SST chief-level executives have maps of their organizational capacity, and frameworks for addressing areas of growth through training, promotion, and hiring. The team also has additional clarity around how best to coordinate functions within and across teams; and, improved mechanisms for delegation.

The catalyst for much of this work has been recurring challenges around obtaining extensive community feedback upon the launch of new charters. In soliciting community feedback for TACS Wyandanch, our teams moved earlier, involved more team members, engaged more community members, and obtained letters of support. At the height of the pandemic in Winter 2021, this could not be achieved to a standard that was suited to inform our program design. Moreover, and perhaps most importantly, relationships between our leadership and the Wyandanch community have deepened as a result of increased communication. The community now exudes a confidence in our model and capacity based on the quality of our presentations; our responses to their demanding inquiries; and the testimony of Wyandanch residents who are already members of the Academy learning community – as teachers and staff, and as parents. The scope of our outreach efforts will be detailed in Responses R-04af of the application.

3(c) List of Founding Team Members

FOUNDING TEAM MEMBERS (OTHER THAN BOARD MEMBERS)		
NAME	RELEVANT EXPERIENCE SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
Wayne Haughton, Chief Development Officer (CDO)	Served as founding Executive Director of The Academy Charter School. Expertise in organizational leadership, government, community relations, fundraising, and facilities.	Mr. Haughton will not assume an official role in the school. He will continue to coordinate Shared Services Team support. Mr. Haughton will divide his time regionally

FOUNDING TEAM MEMBERS (OTHER THAN BOARD MEMBERS)		
NAME	RELEVANT EXPERIENCE SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
		to meet the needs of each school.
Dr. Nicholas Stapleton, Chief Academic Officer (CAO)	Served for several years as the instructional leader for The Academy Charter Schools in Hempstead Instructional leadership, curriculum design, professional development, staffing, assessments. Former building principal of two charter schools in Georgia and New York City.	Dr. Stapleton will serve as CAO for all Academy Schools, and will assume no formal role at the school. The CAO will divide his time to meet the needs of each school.
Alwayne Burke, Group Chief Financial Officer (CFO)	Auditor. Senior finance lead with broad experience in financial management, oversight, and reporting. Certified Public Accountant.	Mr. Burke will serve as Group CFO and provide centralized support for all schools. He will assume no role in the schools. His role includes supervision of the SST CFO and Assistant CFO who will share oversight responsibilities for each Academy schools in Hempstead, Uniondale, and Wyandanch.
Sandrea O'Neill, Chief People Officer and General Counsel	Attorney, human resources administrator. Hiring, teacher recruitment, interviewing, protocol and procedure development.	Ms. O'Neil will serve as CPO/GC and provide support for all schools HR and related needs, while continuing to lead legal activities for the education corporation. She will assume no role in the school.
Bishop Barrington Goldson, Trustee Emeritus	Former board chairperson, governance, organizational leadership, strategic planning and finance.	Bishop Barrington will serve in an advisory capacity to the education corporation and assume no role in the school.
Benjamin & Young, LLC	Charter school consultant. Former charter school authorizer. Application writing proposal development, business plan development.	The team at Benjamin & Young, LLC will assume no role in the school.

The overall effort to develop the proposal has been under the leadership of consultant and the founding team. Concepts and frameworks governing the education corporation, the relationship between schools and the growth plan reflect shared considerations of the Founding Team, board of trustees and consultant. The instructional frameworks have been articulated and refined by the Chief Academic Officer. The operations and policy components of the application reflect input from all team members, particularly the Chief Financial Officer and Chief People Officer. Writing support has been provided by Benjamin & Young, LLC.

3(d) Withdrawn, Rejected and Concurrent Proposals (SUNY and/or Other Authorizers)

In February 2021, the education corporation put forth an application to establish TACS Wyandanch which was not reviewed by the Institute on the basis of outreach conducted during the COVID pandemic. In the months leading up to the application, the Founding Team conducted several Zoom calls with Wyandanch community members, and held meetings with individuals and community-based organizations. In the months following, the Founding Team developed the following outreach strategy to bolster our connections within the Wyandanch community:

- Schedule and conduct meetings with elected officials in Wyandanch and Babylon.
- Obtain letters of support from officials and organizations based in Wyandanch and Babylon.
- Establish relationships with leading community activists and schedule “Wyandanch Outreach Event” to attract high numbers of prospective parents and families.
- Deliver presentations to community groups in partnership with local Wyandanch businesses.
- Obtain signatures of interested and eligible parents and families by targeting high volume areas in Wyandanch including the remodeled train station and new commercial shopping areas.

The Founding Team successfully completed each item on the list, with the exception of the major outreach event due to circumstances beyond the control of the team. Nonetheless, we have rescheduled the outreach event, and believe that our recent support from the Town Supervisor and community activists will bear fruit in the months ahead.

In addition to adopting a new strategy, we used the time between the initial application and the July submission to incorporate feedback from the Wyandanch community that was not available in February; and we aligned education corporation job descriptions to reflect the interconnected duties between Hempstead, Uniondale, and Wyandanch for team members.

Summary of Application Changes – February to July 2021

Item	February 2021	July 2021
Wyandanch Community Feedback	Application omitted discussion on feedback and analysis of support and demand	Revised submission includes analysis of support, analysis of demand, and revisions to the model to address community feedback, including hiring prioritization, increased parental involvement, and establishing a voice for parents in governance.
Wyandanch Need Analysis	Application provided less information about the historical context, demographics, and overall condition of the district, including areas of strength and areas for growth	Revised submission clarifies the historical context of Wyandanch with particular attention to the demographic implications of the current configuration. The current submission also factors in long-term economic and employment conditions relating to Wyandanch Rise initiative and related topics. Founding Team also reflected more closely on effective actions taken by the district over the past through years, as determined by the Office of the State Comptroller, etc.
Education Corporation Business Plan	Status of Corporate Documents reflected mid-year reporting	Updated financial reporting to reflect end-of-year conditions.
Education Corporation and School Personnel	Limited inclusion of job descriptions for key personnel and their oversight roles across all three districts	Amended job descriptions to capture the role of the Shared Services Team in supporting instructional and operations practice in Wyandanch

Request 3

3(e) Letters of Justification for Previously Denied Applications

The request is not applicable. Please see the Business Plan for a discussion of improvements to the organizational capacity of the education corporation.

Request 14

14(h) Founding Team Member Resumes

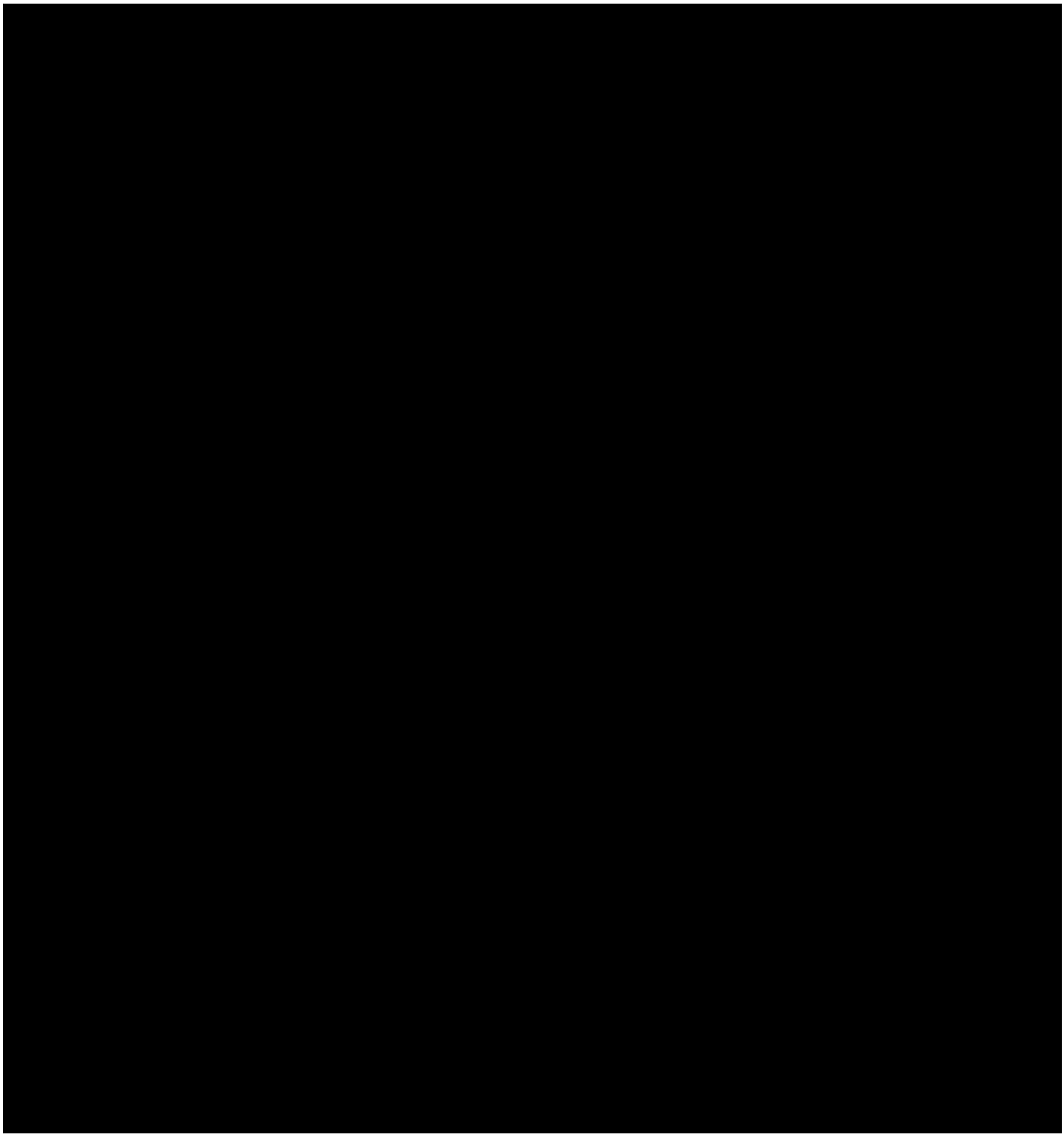
The applicant provides the committee affiliations of board members here as a convenience. Please see

Founding Team Member Name	SST Role
Barrington Goldson	Chief Executive Officer
Sandrea Oneil	Chief People and Legal Officer
Dr. Nicholas Stapleton	Chief Academic Officer
Wayne Haughton	Chief Development Officer
Alwayne Burke	Group Chief Financial Officer
Paula Morris	Chief Instructional Tech & Innovation Officer
Donovan Henry	Chief Financial Officer

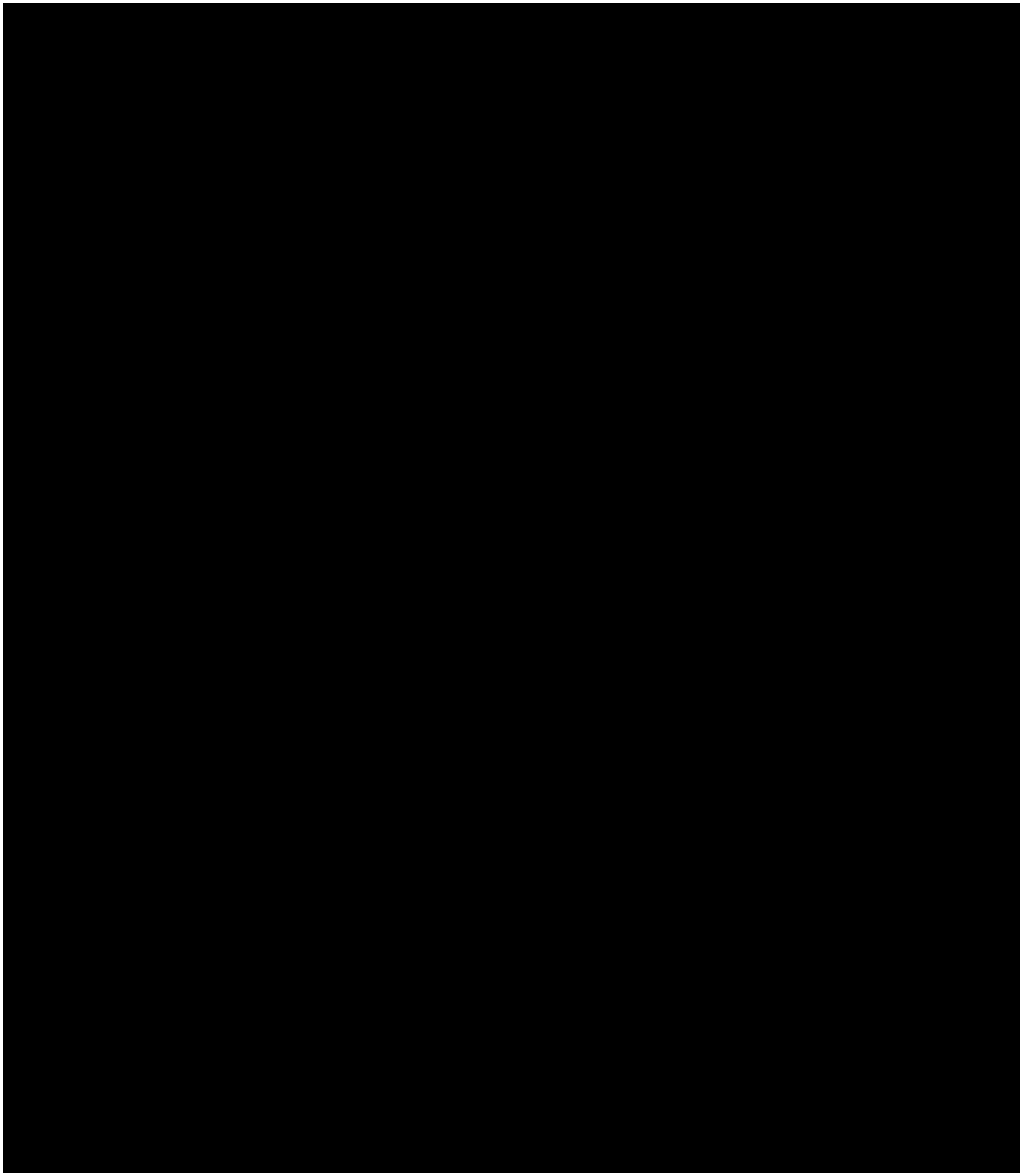
Response R-03(f) – Founding Team Resumes
The Academy Charter School Wyandanch

WAYNE HAUGHTON

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PROFESSIONAL EXPERIENCE

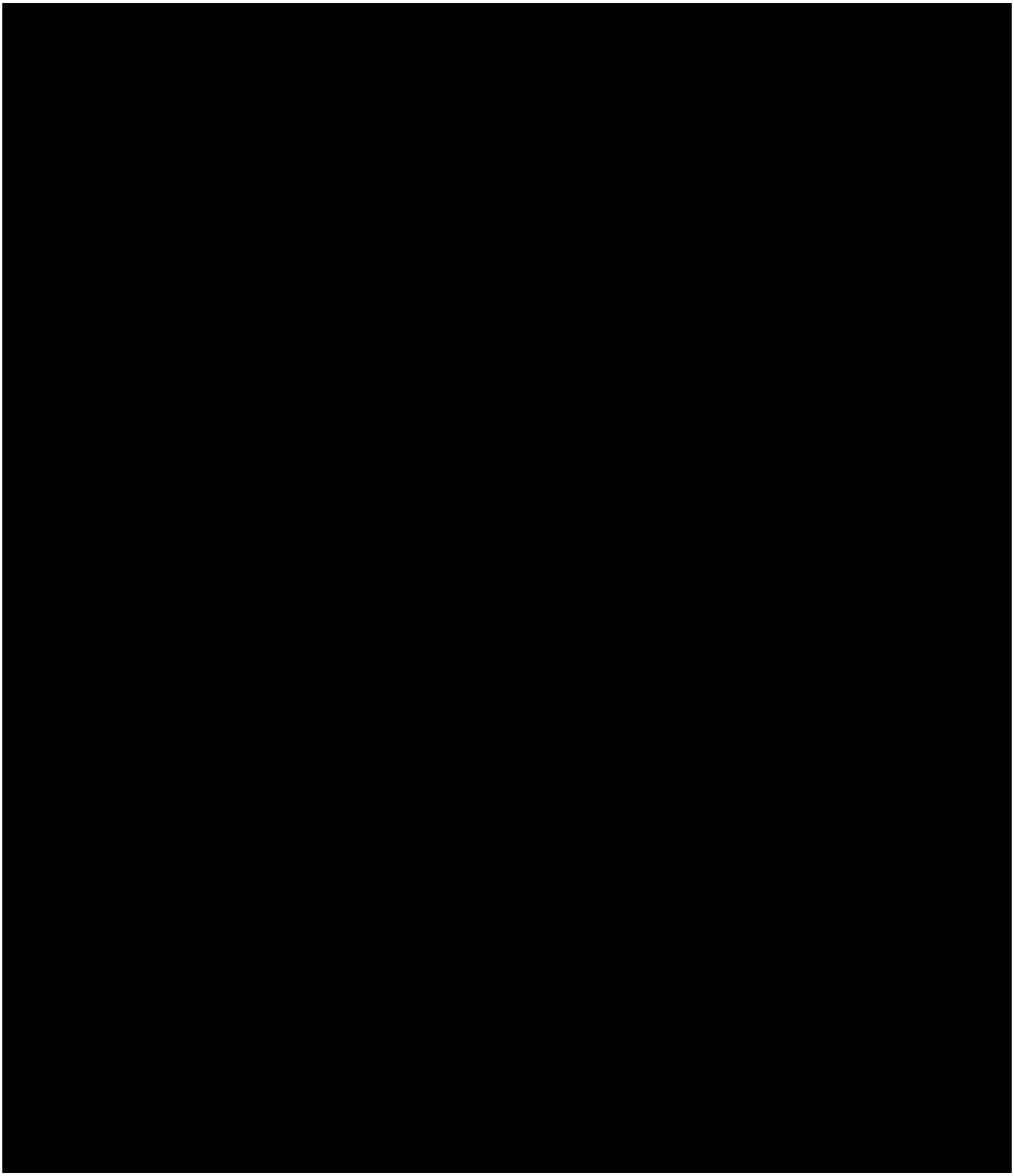


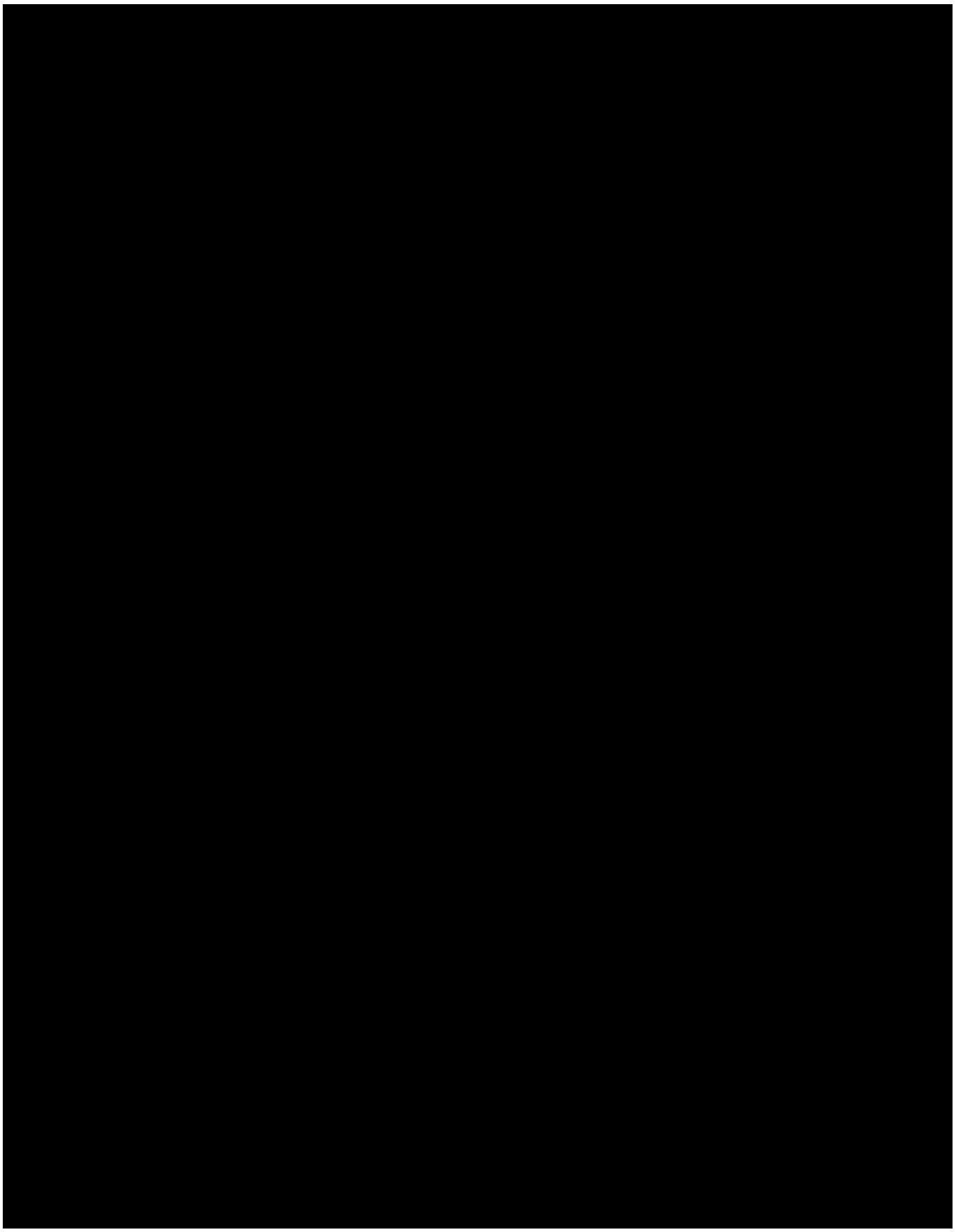
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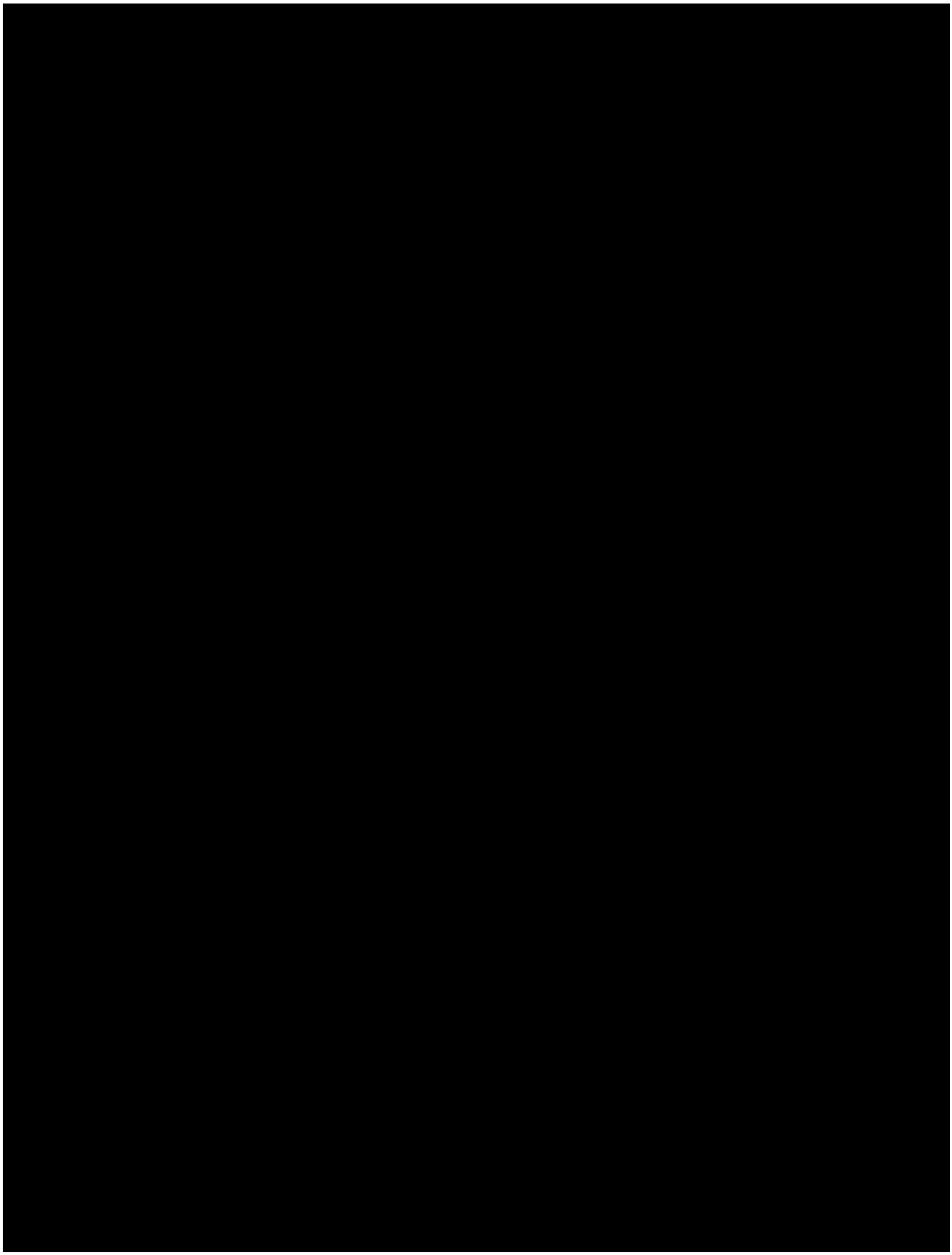


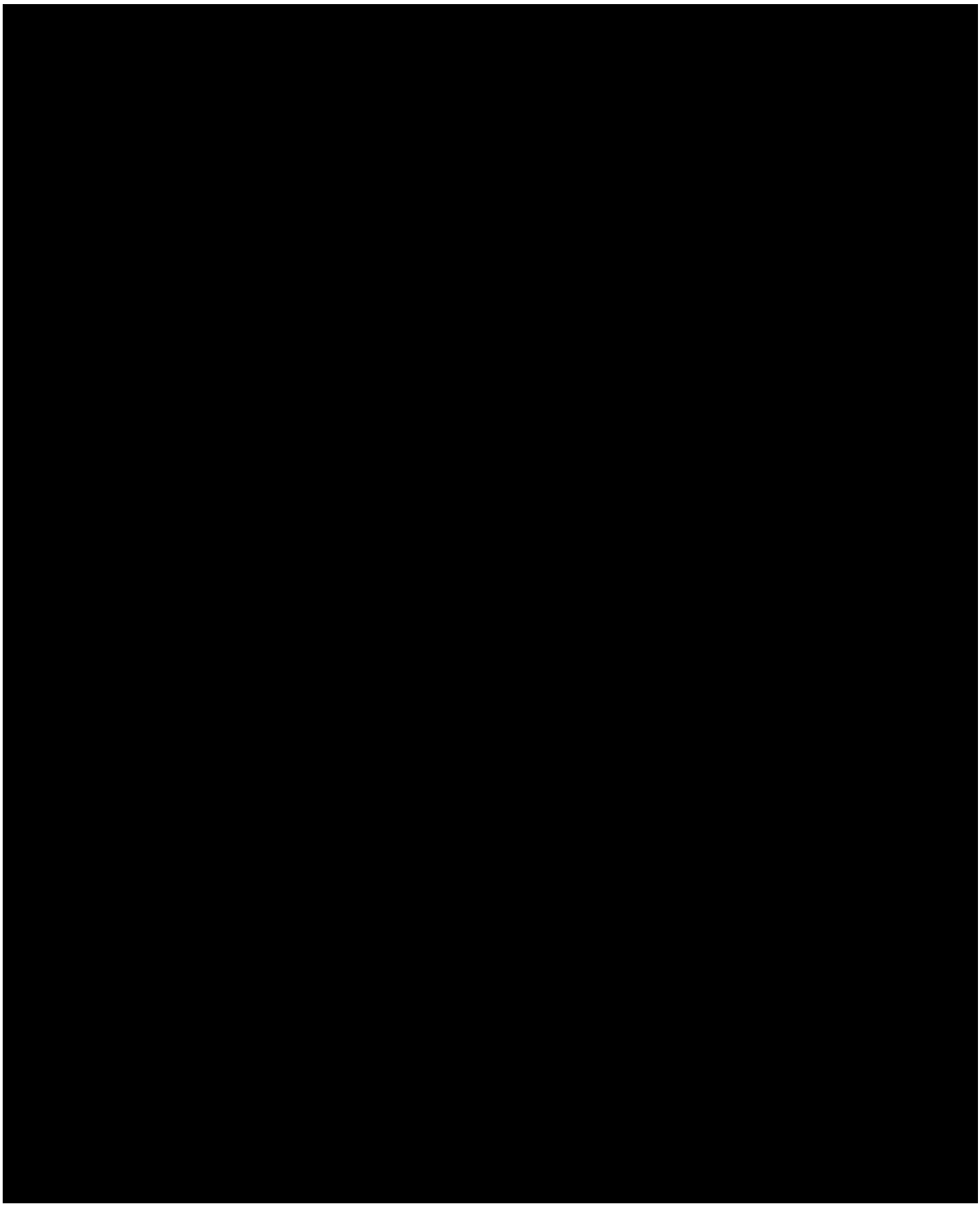
Nicholas Stapleton, Ed.D.

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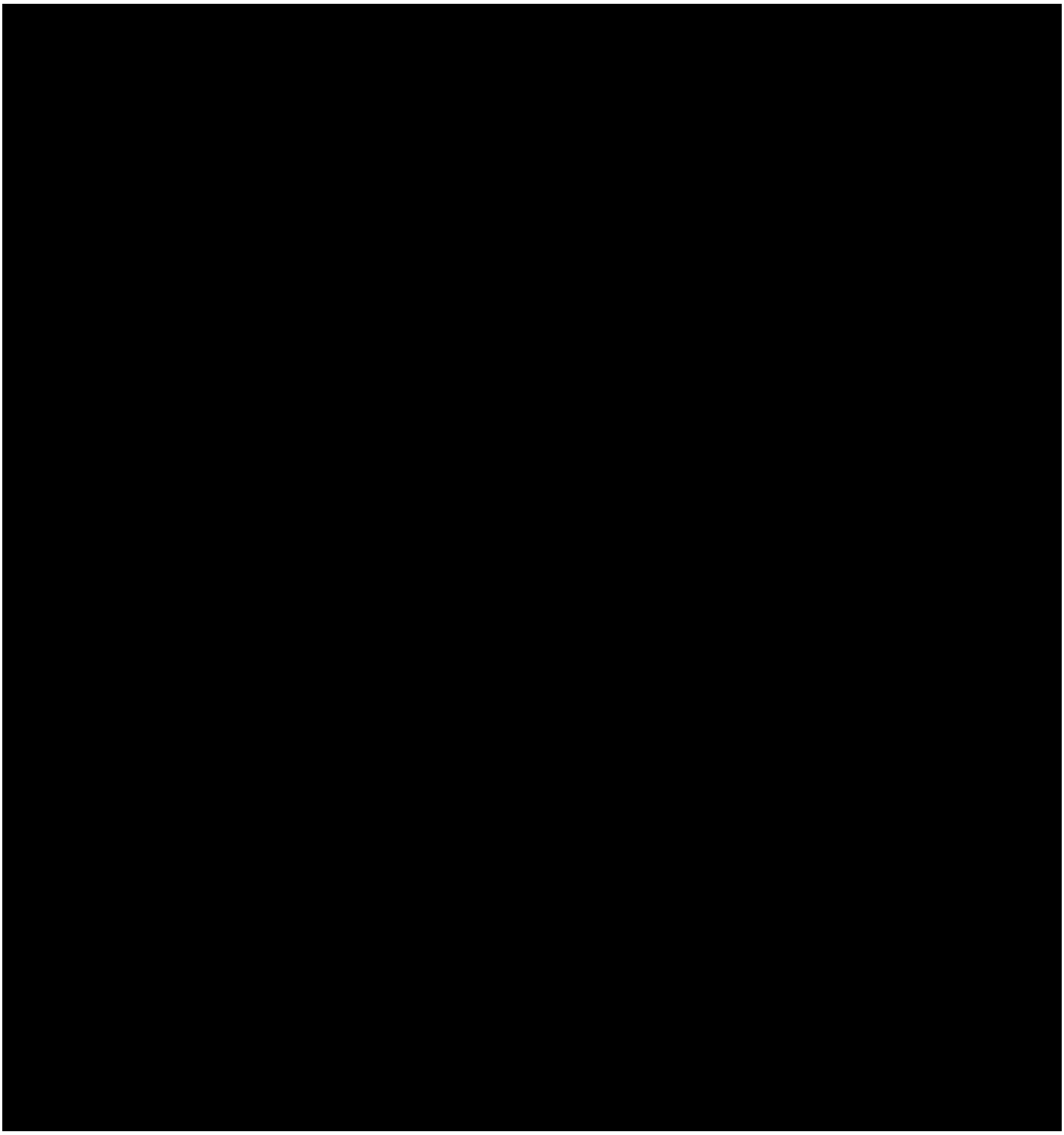






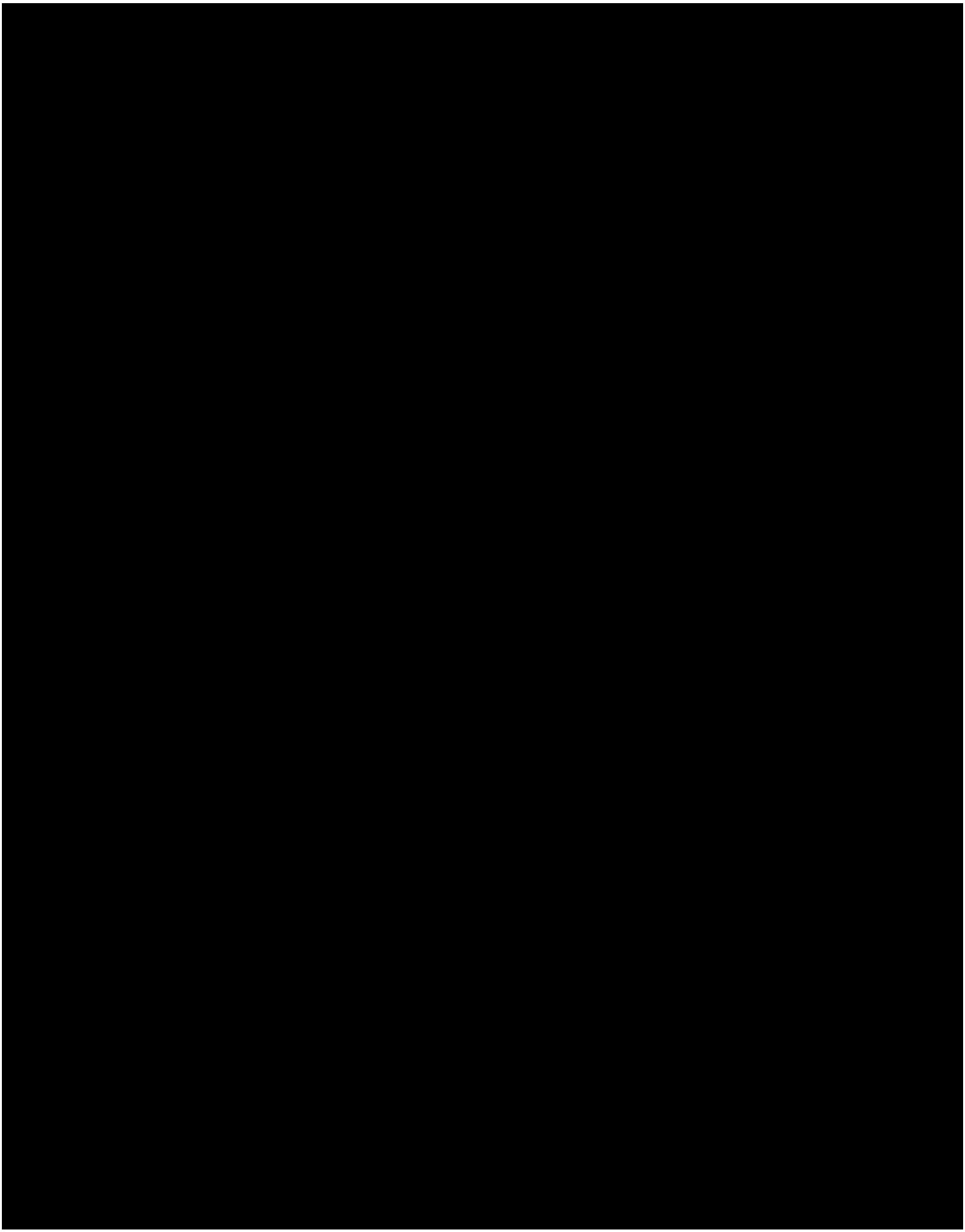


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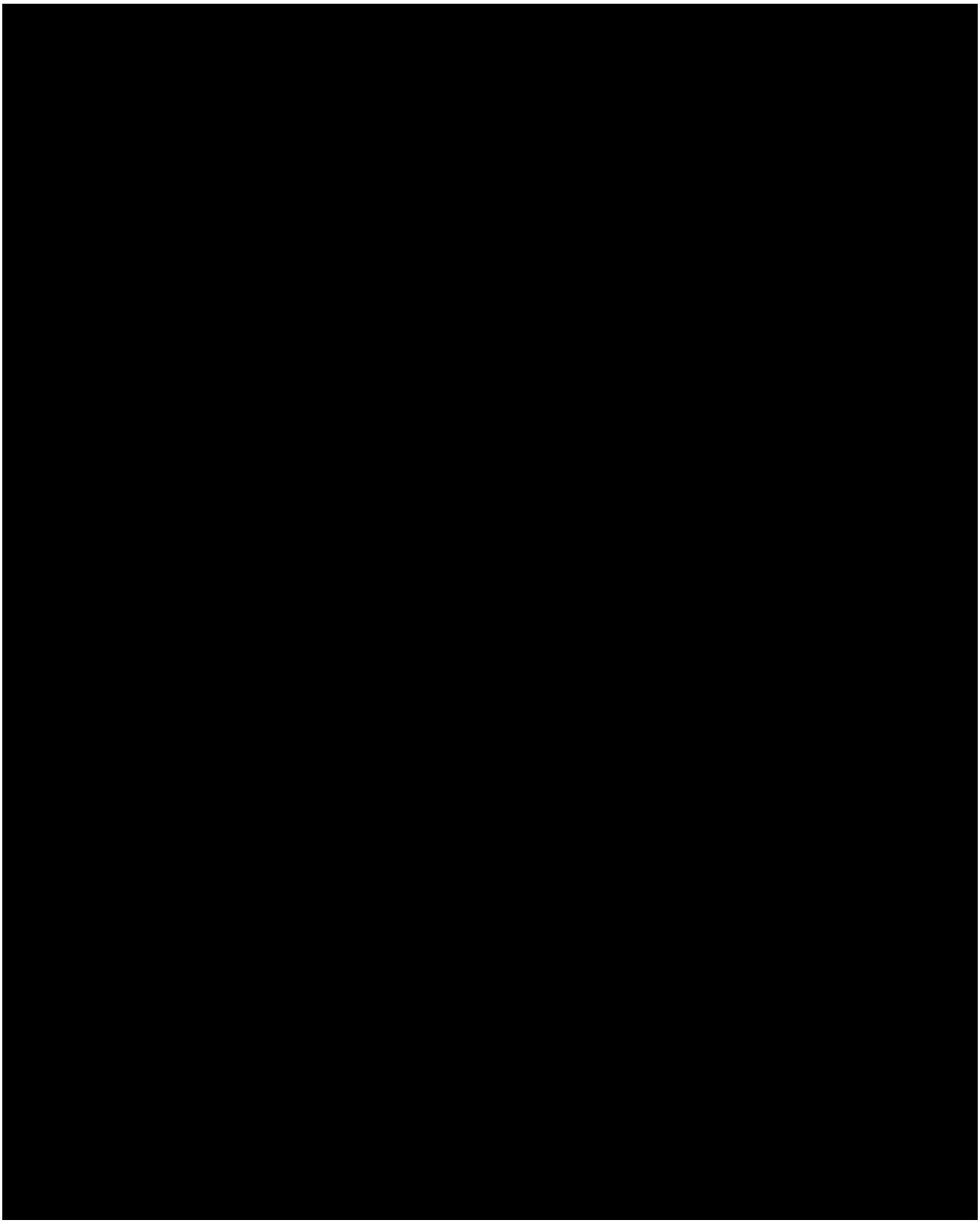


Alwayne Burke, CPA, CGMA

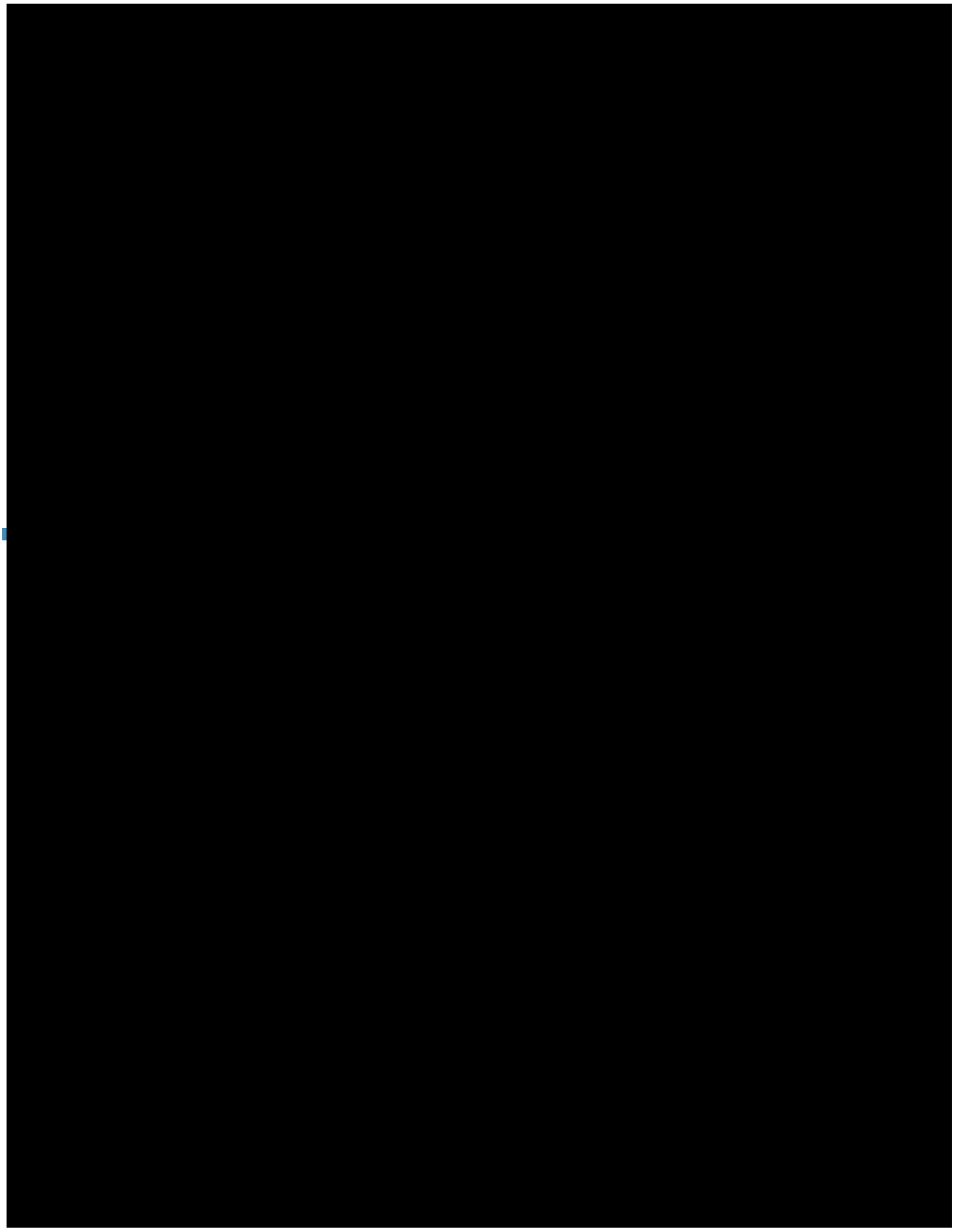
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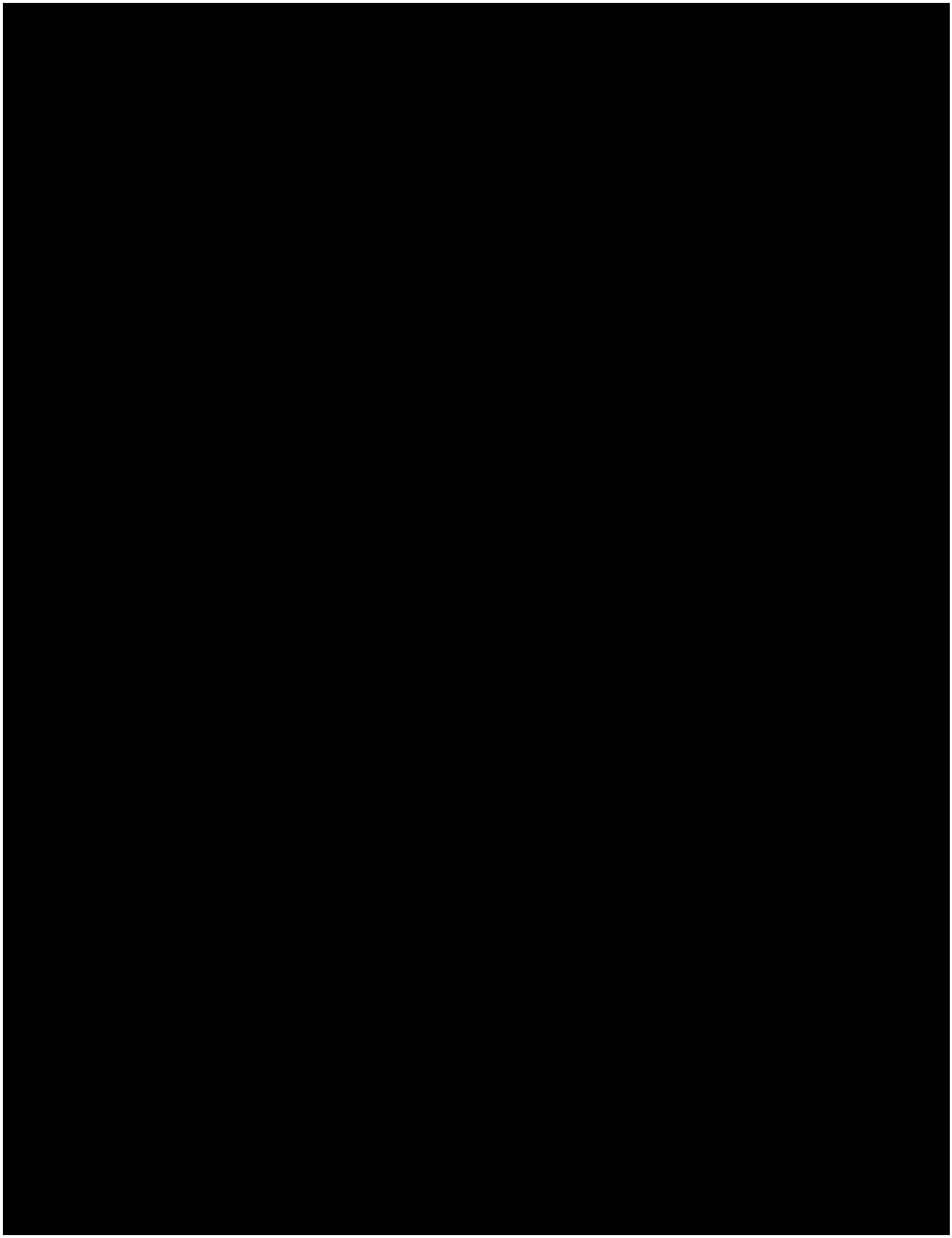
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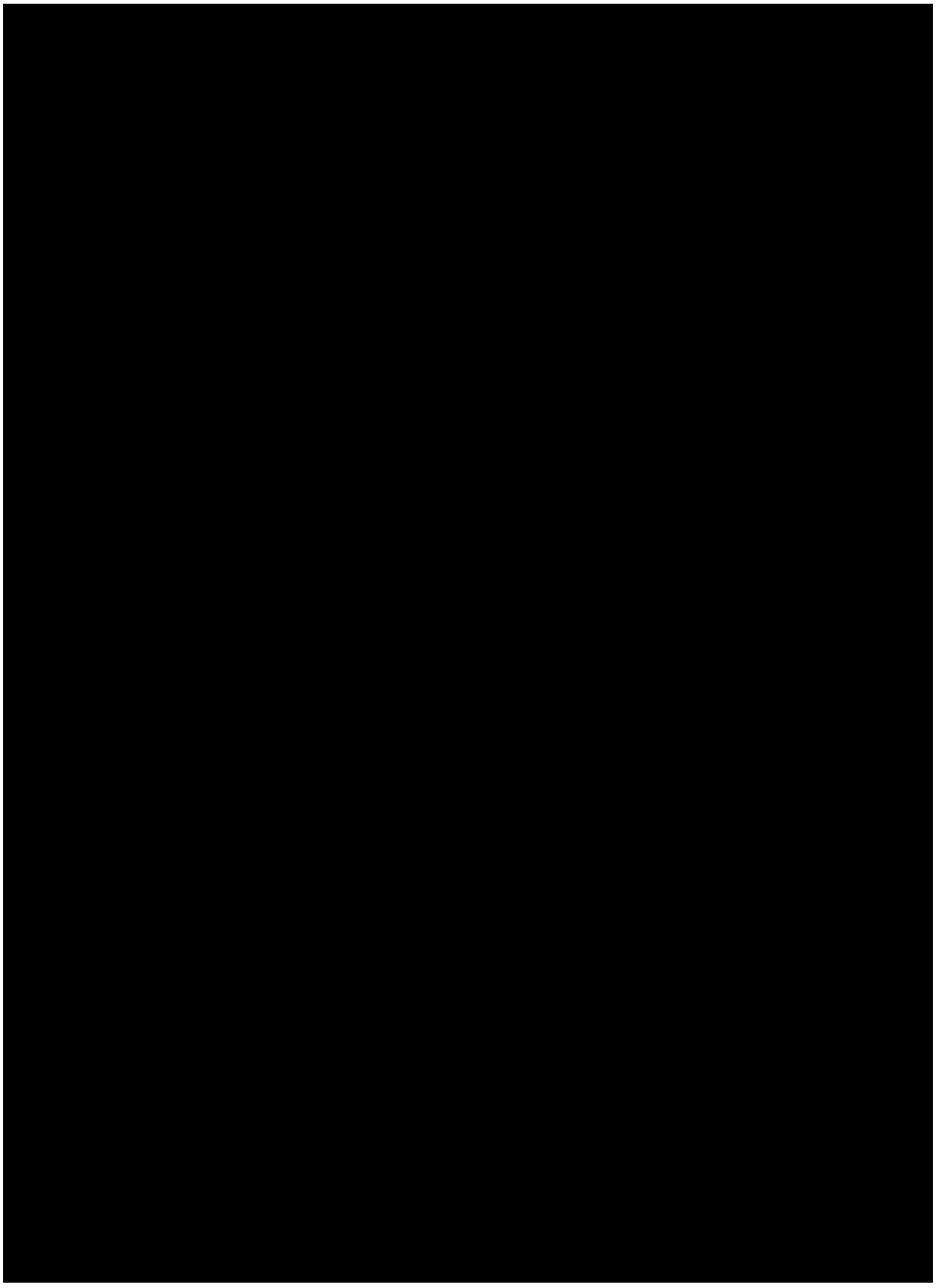
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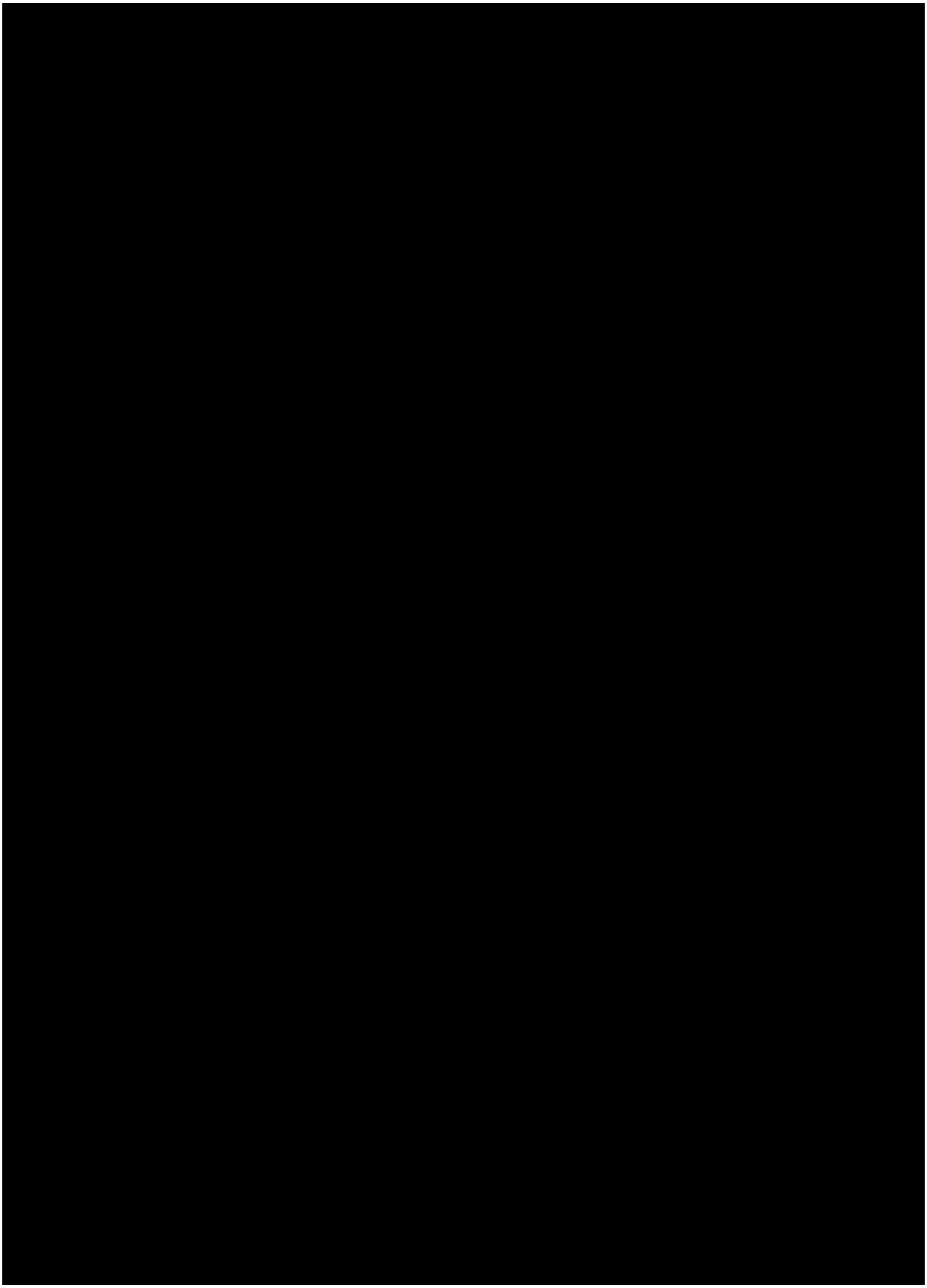
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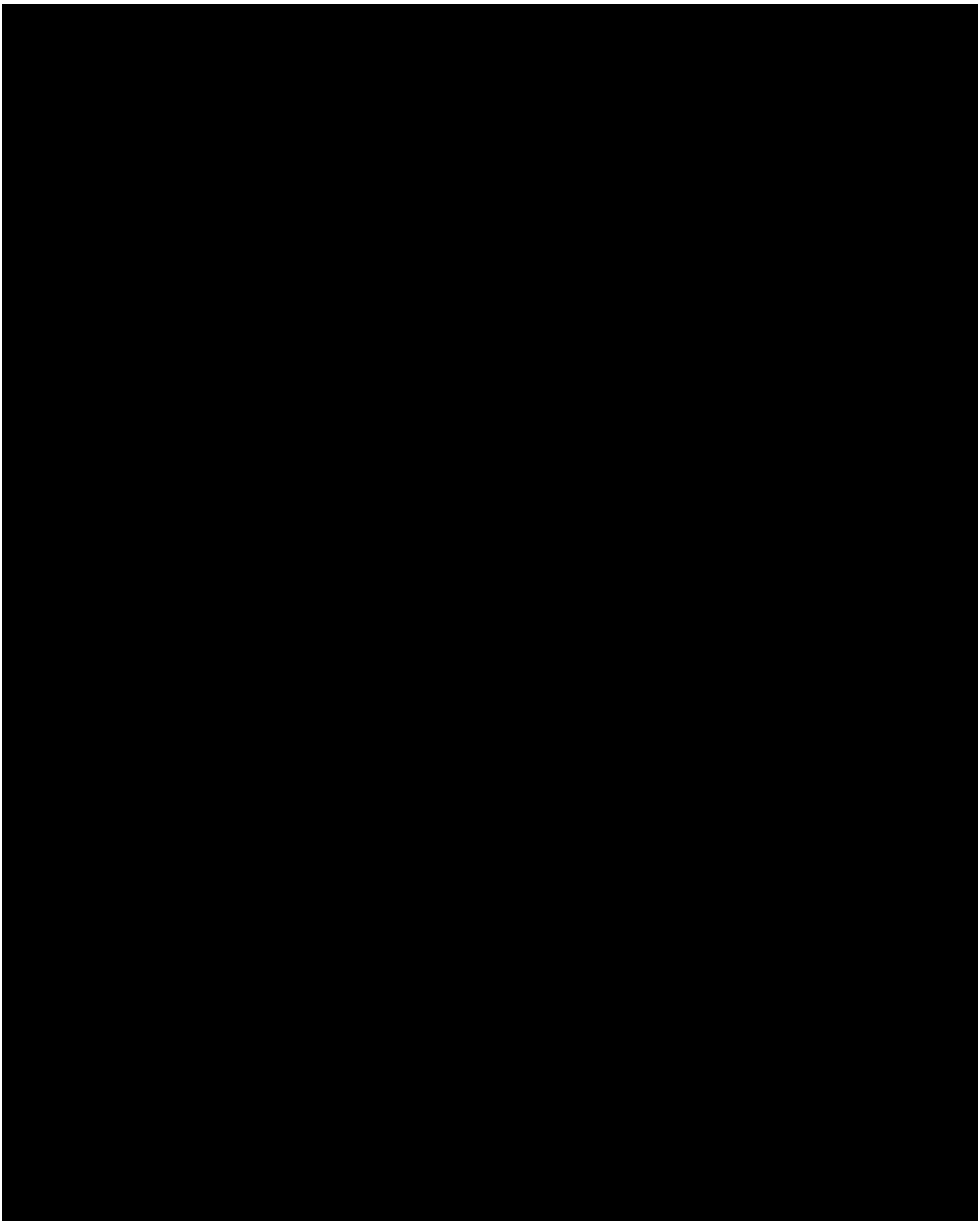
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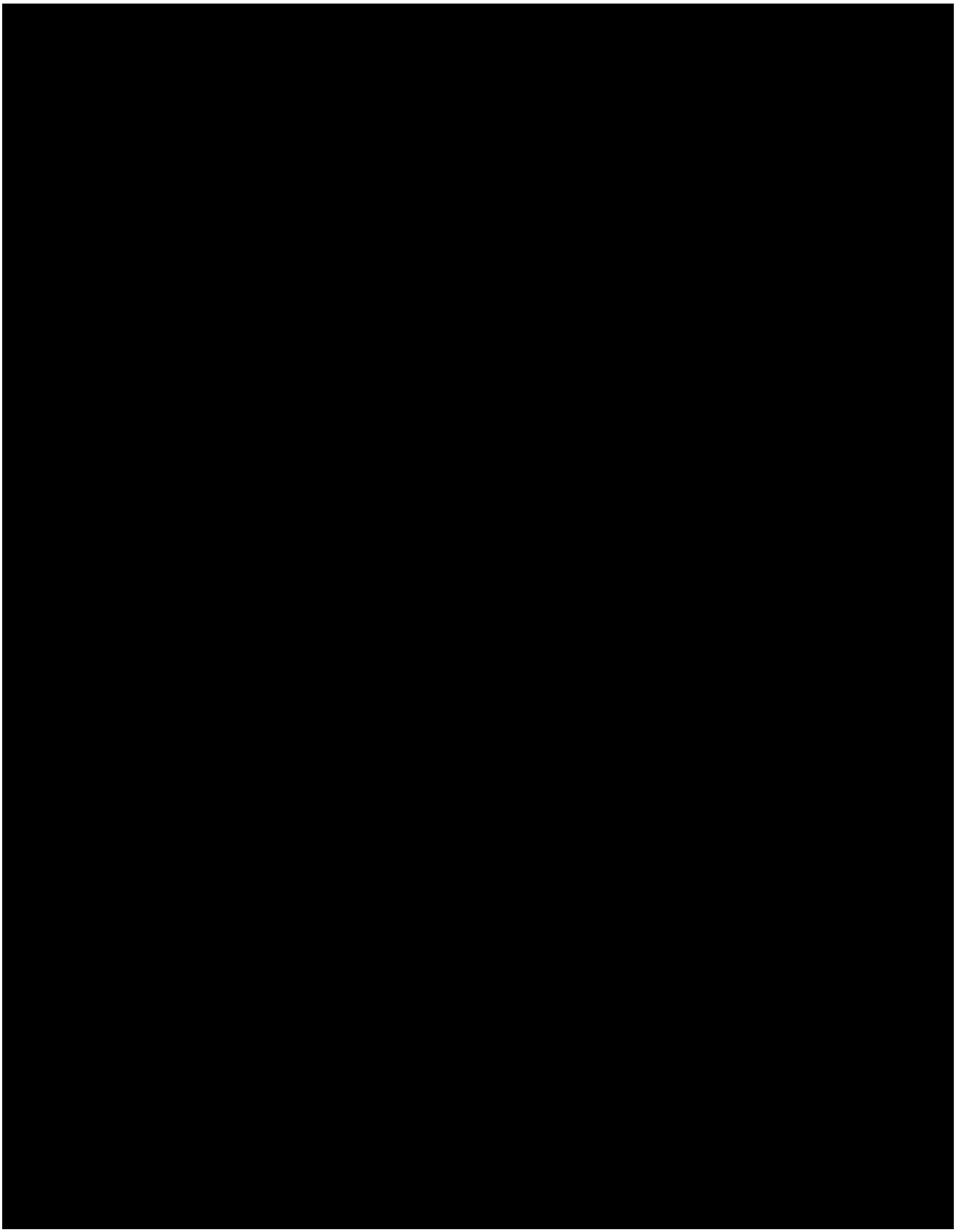


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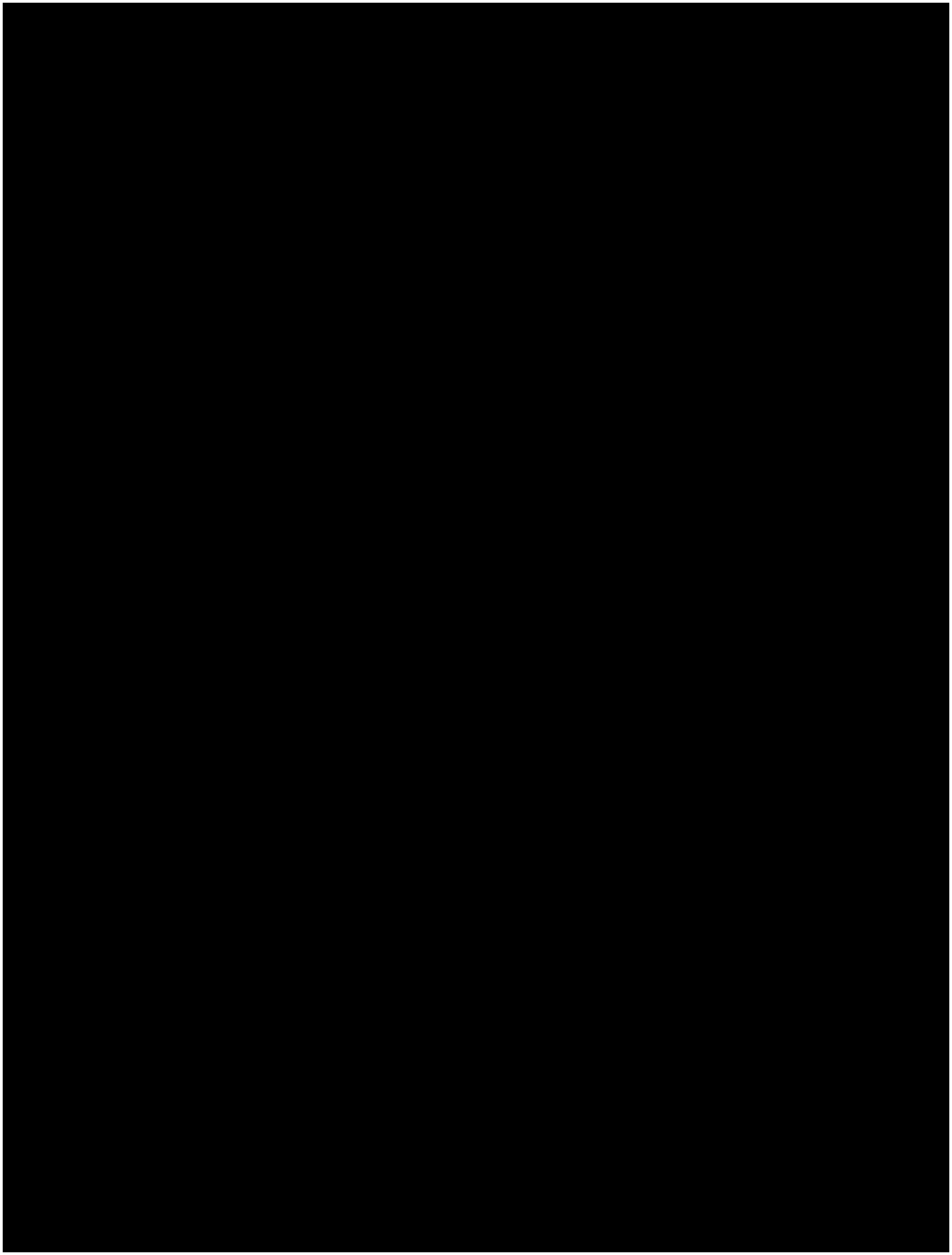
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DONOVAN N. HENRY, CPA

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BARRINGTON F. H. GOLDSON

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Request 4

4(a) Community Outreach

Description and Analysis of Community Outreach Efforts
The Academy Charter School founding team notified members of the Wyandanch community of our desire and intent to establish a charter school within the district several years ago. What began with a series of conversations has grown into a larger commitment to replicate our existing model, and to incorporate specific feedback from new segments within the Wyandanch hamlet.

During the winter and early spring months, our overall efforts to conduct outreach were adversely impacted by the COVID-19 pandemic. Nonetheless, our founding team committed to establishing meaningful ways for the community to provide input on the overall school proposal and specific characteristics of our model. Given the age and demography of our outreach teams and our target population, we have proceeded with an excess of caution over the past few months. However, our initial outreach to the Wyandanch community began several years ago, and has continued since. In the months since the emergence of vaccines and the reopening of public venues, our team has been able to reconnect with the Wyandanch community. In so doing, we have obtained clear evidence of an academic need within the district, demand for the instructional and overall school approach of the Academy Charter School, and indications of programmatic preferences that are unique to Wyandanch.

The origination of the conversations related to the Academy organization creating a charter school in the Wyandanch community began in September 2018. Members of the faith-based community in Wyandanch invited members of the Academy shared service leader team to an event held at a prominent church located in Wyandanch. The meeting included key members of the church congregation and other community leaders who expressed their concerns about student academic performance in the school district. We were told they were impressed with the progress of the Academy Charter School in Hempstead and that in the past several organizations attempted to create charter schools in Wyandanch but stiff political oppositions quickly thwarted those efforts. This is because of the close connection between the governance and leadership of the districts with select local politicians who want to retain the status quo for their own business interests. Over the last 2 years, we have been working with several community residents connected to Academy employees (Ms. Danglade and Mr. Griffin) to seek out opportunities to continue building these conversations. Through their connection, we were able to speak with other community leaders in December 2020 who encouraged us to proceed with an application but warned about push back from other community leaders who concerned about the financial strength of the district.

Our Chief Development Officer and Chief Academic Officer held meetings with the following individuals and organizations:

1. Pastor Tommy Tolliver – In the Word Ministries
2. Pastor Marvin Gatlin - Victory Missionary Baptist Church
3. Bishop Samuel Hicks - Morning Star Tabernacle
4. Monte Batchelor - B Bachelor Realtor Company
5. Kenny Yancey- Licensed Carpenter
6. Isaiah and James Brow - Community Members
7. Alfred Kennedy - Retired Ambulance Service/Community Member
8. Pastor Lyle King - Bible Way Church
9. Diane Griffin - Community Resident
10. Bishop Ronald Alan - Revelation Church of God in Faith
11. Telaire Griffin - Vice President of Oryx Community Resident
12. Pastor Ivy - Community Resident
13. Black Long Island
14. Long Island Teacher Talk
15. Keith Banks - Sir Shave Barber Shop
16. Wyandanch Family Day Committee
17. Wyandanch Community Development Center
18. Wyandanch Homes and Property
19. Wyandanch Plaza Association
20. Concerned Citizens of Wyandanch

In addition to these meetings, we launched an early social media campaign targeting community groups with posts announcing our intent to apply for a charter school, and our Zoom series in early February. Targeted groups within Wyandanch and surrounding communities were:

- Uplift Brentwood
- Uplift Central Islip
- Uplift Our Towns
- Latina Moms Connect
- Central Islip Connects for Change
- Adelante Suffolk County

During the pandemic in February 2021, our team held a series of Zoom meetings with the Wyandanch community from February 2 through 8. Over the course of those 5 conversations, we spoke with more than 60 community residents about the proposed charter school, our track record in Hempstead and Uniondale, and our plans to improve school choice in Wyandanch. Our series of Zoom meetings set aside time for questions and answers from the participants. At a time when we were not able to obtain written petitions from participants, our team invited participants to inform us directly if they were interested in enrolling an eligible student beginning

in Fall 2022. Over the course of just the final three meetings we were still able to obtain 7 chat room affirmations from prospective parents of eligible school-age children for TACS Wyandanch. During these calls, parents did report an interest in enrolling their children in the school and posed questions pertaining to the administration of the school and staffing. Our online presentations provide a comprehensive overview of TACS schools, but participants did want to hear more about curriculum, the use of two teachers in the classroom, potential locations for the school, and the grade configuration.

In May, as restrictions on contact and space loosened, our founding and outreach teams revisited Wyandanch to speak directly to the community. In mid-May our founder and outreach lead held conversations with two icons of the Wyandanch community: Mssrs. Rakim Griffin (internationally renowned recording star and former member of the hip-hop group 'Eric B. and Rakim;' and Daryl "Chill" Mitchell (cast member of 'NCIS: New Orleans'). Both men supported our initial in principal and were expected to attend a planned event in Wyandanch. We had hoped to provide the community with a full exposition of the Academy Charter School inclusive of presentations by our instructional and operations teams, performances by students, and opportunities to meet parents and staff. It was our hope to secure several hundred signatures as an affirmation of our programmatic appeal within the community. To date, we have obtained more than 100 signatures, and will continue to gather evidence of demand throughout the summer. However, this signature event has been rescheduled due to unavoidable complications arising with the permit process. We remain optimistic about the prospects of engaging Mr. Griffin and Mr. Mitchell within Wyandanch and/or neighboring communities.

In June, our leadership met with Richard Shaffer, Town Supervisor of the Town of Babylon. We are most appreciative of his support, and we are encouraged that our outreach initiatives in the future will be conducted as scheduled and planned.

On June 24, our outreach team visited the community again to distribute flyers and obtain signatures from parents of eligible school-age children. We spent time at the rail station, at retail establishments, in the town centre, and in neighboring communities sharing information about the Academy and listening to hear from parents what they want most in Wyandanch. The parents we spoke with were clear in their priorities:

1. Hire teachers and other employees who reside in the Wyandanch community. Community members stated the district hires too many teachers who do not live in the community. Further, they reported that teachers "cannot relate" to the students and their families.
2. Create an intensive and ongoing parental engagement plan that includes weekly meetings of the principal and parents, such as a breakfast or lunch meeting. Create parental compacts to ensure parents are engaged. Schedule social activities such as monthly performances and award ceremonies. Invite all parents to events and do not divide the parent body.
3. Ensure that students with disabilities and ELLs receive their services.
4. Create ways for parents to attend board meetings and be actively involved in the school.

Our founding team has considered each of these positions. Many are already staples of the Academy, especially ensuring that SWDs and ELLs receive services and additional supports that are conducive to them learning in the least restrictive environment. Currently, Wyandanch reports that only 53.7 percent of all students with disabilities are educated as much as 80 percent of the time in the least restrictive environment. This is below the state target of 60 percent. All Academy schools operate well above the state target. With two teachers in each early grade classroom, strong staffing in high-need areas, and an SST, the Academy can offer supports that are increasingly challenging for districts to deliver.

We believe that hiring teachers from within the community can be tremendously powerful for children and families. Effective local teachers only make our model stronger. In fact, our application itself has been spurred on by the actions of team members from Wyandanch.

Parental involvement is also an area of focus for the education corporation. Principals are evaluated based on their commitment to parent and family engagement. Administrators consistently message to one another and their direct reports about the centrality of parents to our work. It is our expectation that principals and all staff will be active in establishing an open and welcoming environment for parents. Similarly, with respect to governance, parent and community voice is a fixture within the education corporation. We will continue this tradition, and will investigate tools and resources on how best to involve a wider segment of the community in governance conversations. This is precisely the type of meaningful and substantive feedback that strengthens home-school connections.

As has been our method in Hempstead and Uniondale, our founding team will continue outreach within the Wyandanch community through the months before opening. On June 28[1], our founding team members met with parents at a local eatery to discuss the Academy. We believe this engagement typifies the spirit of micro-targeted engagement that yields great relationships. We continue our engagement to build stronger relationships within the community by having thoughtful, open dialogue with all community members about our work. While we do solicit signatures from parents of students eligible to enroll, we also seek out conversations with community leaders (as noted above), elected officials, and those who are family members and neighbors within our prospective learning community.

The Academy Charter School will continue its outreach efforts in Wyandanch in several ways. Outreach to the faith-based community will be led by Ronald Griffin. Mr. Griffin is a music teacher at The Academy Charter School, a leader in the local faith-based community, and a long-standing community member in Wyandanch. Ms. Tamara Danglade, a human resources director with the education corporation, and a long-standing and active member of the Wyandanch community has forged several relationships with community-based organizations. Ms. Danglade will be working with board trustee Claudette Harrison. Ms. Harrison is a former CSEA union vice

[1] Video meeting link of local presentation in Wyandanch. June 2021.

president and community activist. Finally, Mr. Gary Rodolitz, former chairperson of the Local Development Corporation for Nassau County will support our efforts to secure formal recommendations from elected officials.

The SST's designees to oversee the Wyandanch Outreach Effort are Chief Development Officer (with oversight for facilities), Mr. Wayne Haughton, and SST Operations Officer, Ms. Antonia Christian. Mr. Haughton and Ms. Christian are experienced executives with experience in school operations, school opening, and community relations. The Academy leadership team has also been speaking to real estate professionals about possible sites and have visited the community to look at three locations/ facilities. The community is also going through a revitalization in real estate in both housing and commercial properties and we believe that such community programs can attract families to the community who will want good schools to send their children.

4(b) Description and Analysis of Community Support

Obtaining overt support for a new charter school application with the broad profile of Wyandanch has been a challenge. We believe this often reflects the uncertainty of the approval process, rather than a judgment about the merits of an application or its viability within a given community. There is an inherent risk in supporting innovation, particularly given that charter schools openly compete with districts for the commitments of parents and families. Moreover, at a time of revitalization, institutions which may or may not be ready to lead are asking for more time, understanding, and support to deliver on a promise many on both sides of the table will assert has not been fulfilled. In Wyandanch, our founding team has been warmly received in all halls and rooms we have entered. Most importantly, as we've discussed above and will revisit below, parents have been candid about the current state of education in this district. The community members we spoke with…those who signed forms denoting their interest and demand for our model identified continuing problems, and are actively seeking new solutions. In open and closed room dialogue with community members and parents, the Wyandanch community has expressed its ongoing dismay with the outcomes from their dedicated effort. We felt a broad sense of shared accountability. Our leadership recognizes that community support is vital to the success of any project, and we are confident that this support will be increasingly vocal and visible as we move through this process.

The founding team has obtained one letter of support from Rich Schaffer, Supervisor of the Town of Babylon. The town supervisor "oversees all of the operations within the Town of Babylon. All departments in the town report to the Supervisor's Office for direction." The Supervisor is an elected official with responsibility being responsive to citizen complaints, and coordination with the Performance Management Department.[2] This letter signals to the Wyandanch community

[2] https://www.townofbabylon.com/149/Supervisors-Office

that the Academy track record, including a 99 percent graduate rate and competitive tier college placement, is not outweighed by the true economic condition of the district.

Our founding team has not yet obtained letters of support from community-based organizations. As noted previously, we believe such letters will be made available subsequent to our rescheduled event with the community.

4(c) Description and Analysis of Student Demand

The strongest, most direct evidence of support for the proposal to establish TACS Wyandanch has been codified in 131 signatures submitted by residents who are the parents of eligible school-age children assuming an opening in August 2022 serving students enrolled in grades K-2. As noted above, we firmly believe that with the support of leading community activists and icons we will obtain hundreds more signatures upon the completion of rescheduled events. Our ability to gather this number of signatures suggests that many dozens more Wyandanch parents will express similar interest.

As a charter school replicator (particular of two schools in a neighboring county which currently enrolls students from the district), The Academy believes Nassau County demand for our model will align with Wyandanch. Currently, the education corporation has a waiting list of more than 400 students and actively backfills vacancies throughout the year. The education corporation has previously partnered with the Hempstead district to meet the ad hoc crisis of providing viable educational alternatives to newly arriving immigrant students. The proposed school has recently faced the same situation and did not a charter school partner in private space to ameliorate the crisis, both financially and administratively.

Wyandanch is less than 20 minutes, by car, from the midpoint between the Hempstead and Uniondale campuses. Given the enrollment profiles of the districts' existing elementary schools, and our window to rapidly increase outreach efforts (assuming a cessation of pandemic prohibitions), we are confident of our capacity to increase our visibility and student demand. In the event that pandemic prohibitions do not subside (linearly or otherwise), we are prepared to increase our virtual outreach, and to demonstrate the power of our blended learning environment.

2021

TACS Wyandanch

OUTREACH ARTIFACTS

EVIDENCE OF COMMUNITY OUTREACH

Table 1 – Response R-4d – Evidence of Community Outreach
List and Description of Attachment Content

Item	Page Number	Description
TACS Presentation to Wyandanch Community	R-4d – Evidence of Outreach, pg. 3 – 19	The deck introduces two lead members of the Founding Team; the organizational history; our mission; organizational partnerships; key design elements (by grade level; and as the Learn – Lead – Serve model); our character development model; essential elements of the Wyandanch school proposal; academic track record; COVID-19 safety protocols; visual of facilities; solicitation of feedback from all meeting participants.
TACS Outreach Flyer (Front and Back)	R-4d – Evidence of Outreach, pg. 20-21	Outreach flyer distributed on social media and in-person by teams from December through February. Flyer announces a series of Zoom meetings. Participants were provided with opportunities to provide feedback during a Q&A, in the chat for written comments, and with a link to submit comments via email after the close of each event.
TACS Phone Logs (Zoom)	R-4d – Evidence of Outreach, pg. 22-27	These sheets list Zoom call participants by name, date, IP address, duration of participation on each call.
TACS Meeting Log	R-4d – Evidence of Outreach, pg. 28-29	This item presents, by date, time, and participant, meetings held with various community stakeholders in Wyandanch and Babylon. The education corporation secured a letter of support from the Town Supervisor of Babylon, and commitments of collaboration from leading activists. Wyandanch elected officials have not provided letters of support to date. Direct outreach in the community secured 131. Signatures from parents and families of eligible students for K-2 enrollment beginning in August 2022.



CREATING WORLD CLASS CITIZENS

the ACADEMY CHARTER SCHOOL

The Academy Charter School Wyandanch

Community Information Session



Wayne Haugton
Executive Director



Dr. Nicholas Stapleton
Cheif Academic Offier

FB2

Our History



2009

The Academy Charter School opened its doors at 94 Fulton Ave, to grades K-3.



2013

The Academy acquires a 1.13 acre parcel of land, which included a 67,900 sq. ft, four story facility at 159 N. Franklin St., for our middle school scholars in Hempstead.



2018

Opening of a 56,000 sq. ft. facility for our elementary school scholars in Uniondale.



2020

Phase 1 opening of a 80,000 sq. ft. facility, with a vocational component at 100 Charles Lindbergh Blvd., for our high school scholars in Uniondale.

Commenced construction for a 27,400 sq. ft., two story facility at 100 Charles Lindbergh Blvd., for our middle school scholars in Uniondale.



2011

The Academy purchased its first facility at 117 N. Franklin St., and opened its doors to our elementary scholars in Hempstead.



2016-17

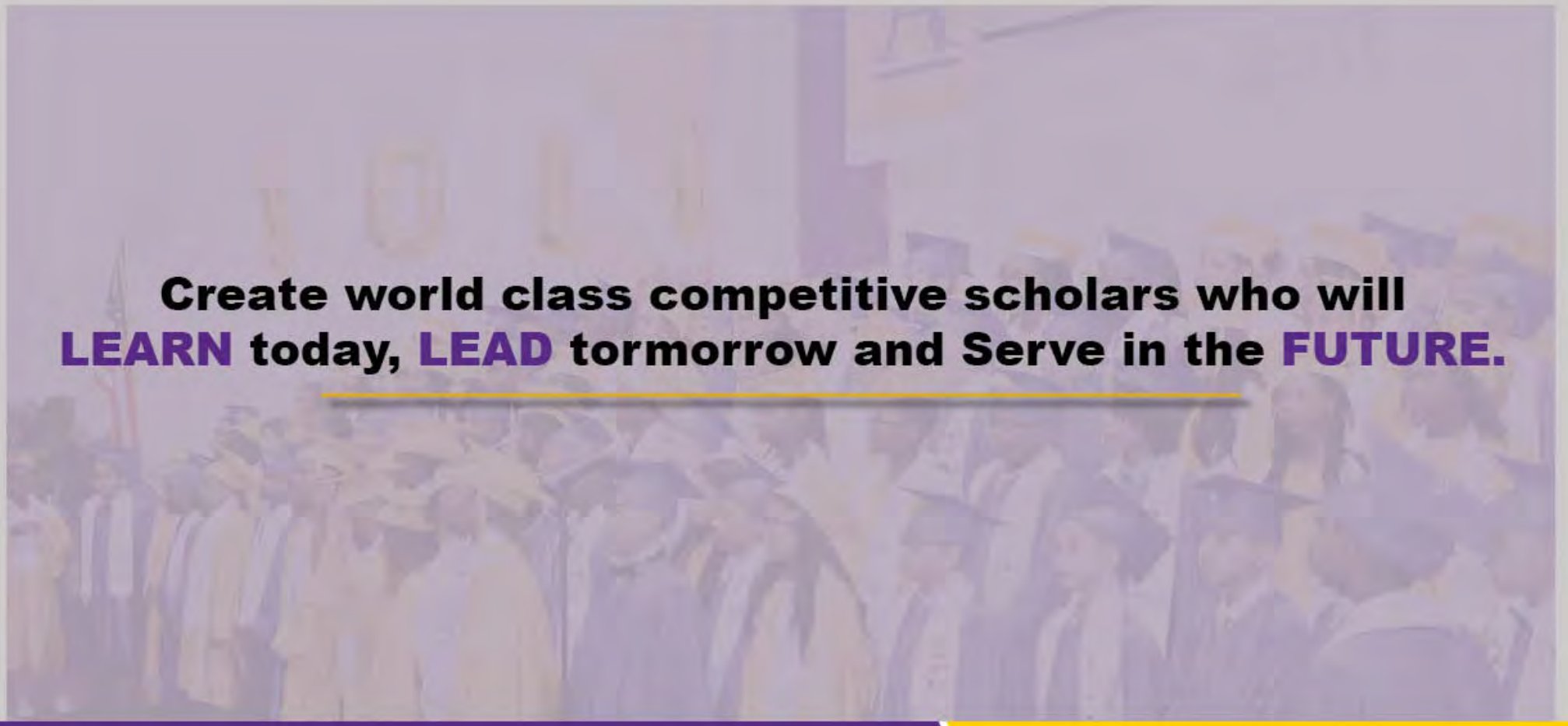
High school grades are added to our charter.



2019

Opening of a 77,215 sq. ft., state of the art five story facility at 129 N. Franklin St. for our high school scholars in Hempstead.

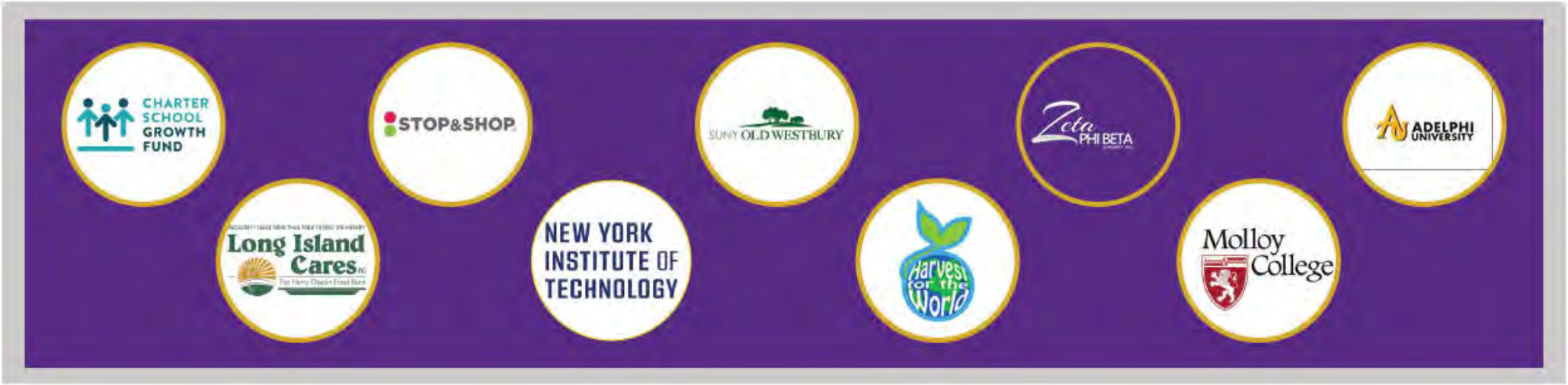
Our Mission



Create world class competitive scholars who will LEARN today, LEAD tormorrow and Serve in the FUTURE.

FB3

The Academy Charter School Partnerships



Our Key Design Elements

GRADES K-8

- Extended Learning Time
- Teacher Student Ratio/Moderate Class Sizes
- Standards Based Curriculum
- Professional Development – Who, What & When
- Character Development Program
- Data Usage

GRADES 9-12

- Regional with 2 Campuses
- Academics
- Graduation Rate
- College Preparedness
- Technical Education
- Remediation
- Service Learning

Our Key Design Elements



Our Key Design Elements

CHARACTER DEVELOPMENT PROGRAM



- **Purpose**
- **Elementary Grades K-2**
- **Elementary Grades 3-5**
- **Middle School Grades 6-8**
- **High School : HOUSE TEAM –Community Meetings**

FB4

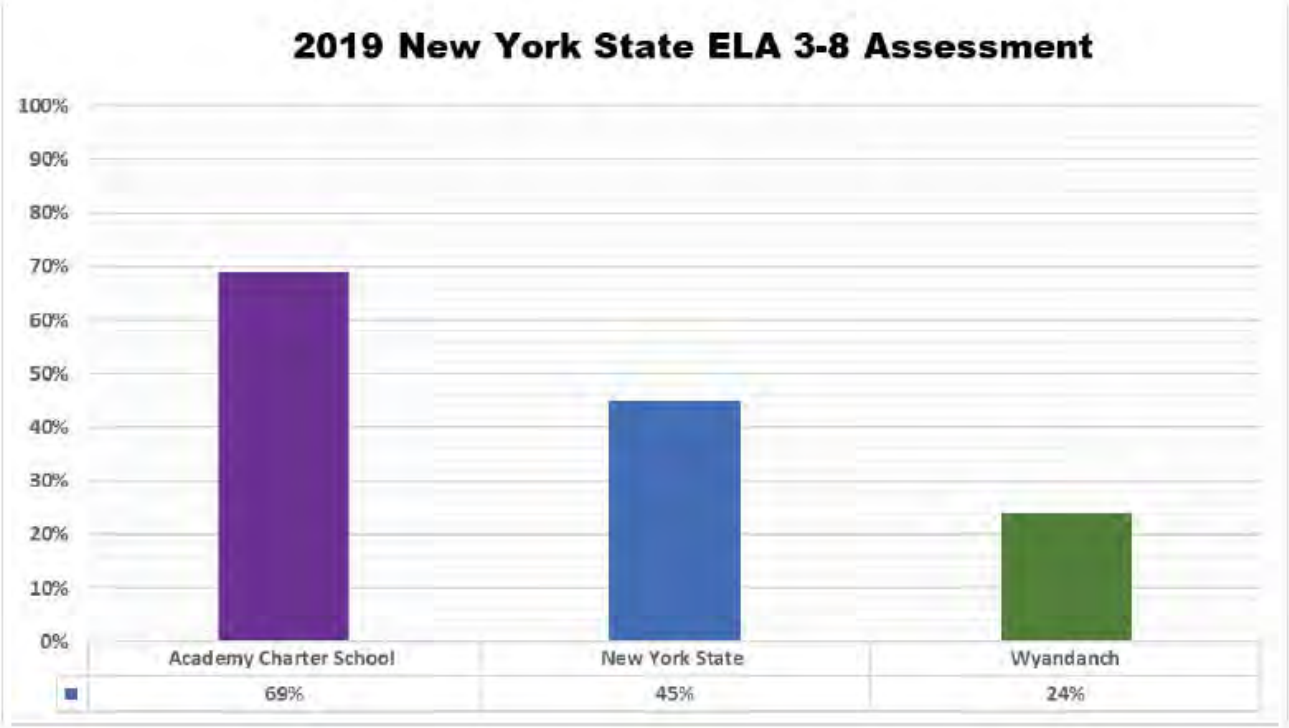
The Academy Charter School Wyandanch

Will open as a (K-2) with 175 students

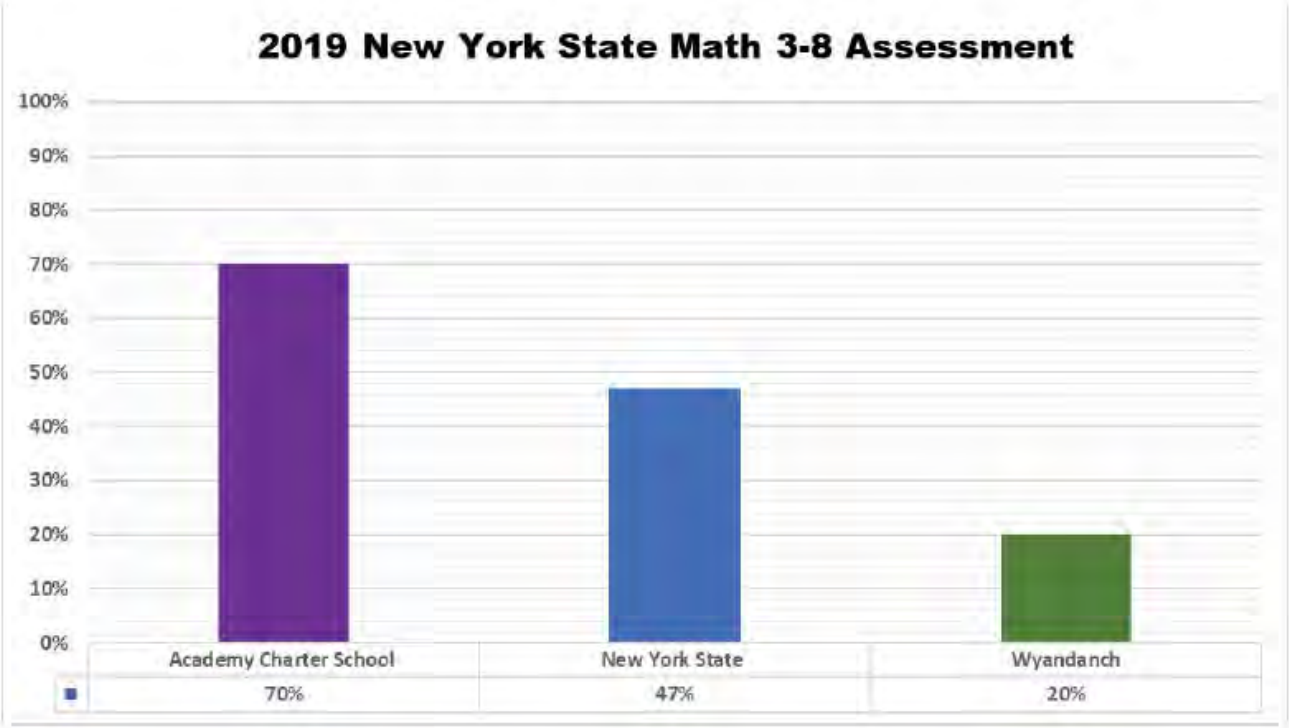
Will add one additional grade in subsequent year to capacity of 475 students

Focus on STEM – Including technology and the arts; special population to include students with IEPs and ELL

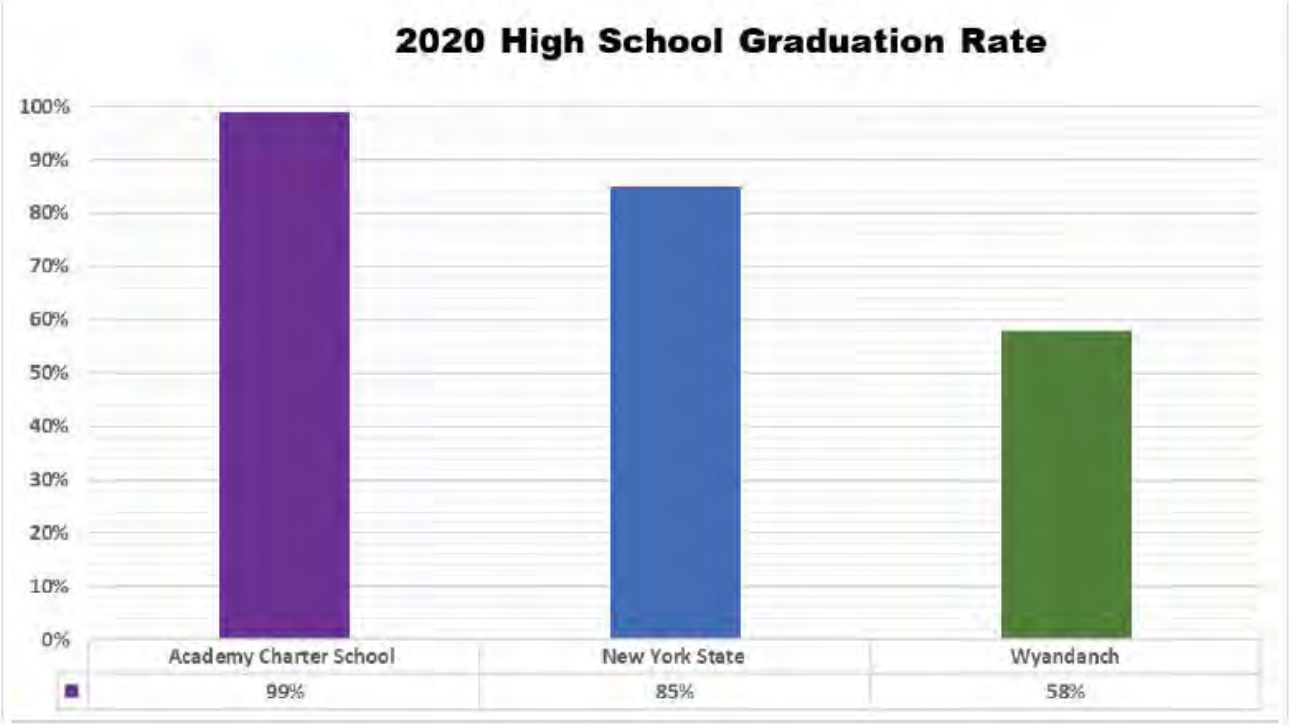
Our Results


2019 New York State ELA 3-8 Assessment
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Academy Charter School
New York State
Wyandanch
69%
45%
24%

Our Results


2019 New York State Math 3-8 Assessment
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Academy Charter School
New York State
Wyandanch
70%
47%
20%

Our Results


2020 High School Graduation Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Academy Charter School
New York State
Wyandanch
99%
85%
58%



CREATING WORLD CLASS CITIZENS

the ACADEMY CHARTER SCHOOL

The Academy Charter School COVID-19 Protocols

The Academy Charter School protocols take into consideration the recommendations from the Center for Disease Control and Prevention (CDC), the New York Department of Public Health recommendations.



The Academy staff will model, teach and reinforce healthy hygiene practices including hand washing, avoiding contact with eyes, nose, and mouth, appropriately covering coughs and sneezes and how to safely use a face covering.

School nurses and nurse aides will observe individuals who may have symptoms to ensure they are not admitted inside the school.

- The Academy will deploy a contact tracing system to accelerate notifications to individuals who may have come into contact with persons at-risk for or confirmed to have contracted COVID-19.

- Scholars and staff will wash/sanitize their hands:
  - upon entering the building;
  - following the eating of lunch/snack;
  - after coughing/sneezing;
  - using the restroom;
  - upon entering or leaving the classroom;
  - putting on and removing face covering; and
  - after using any shared item.

Hand sanitizer (with at least 60% alcohol) will be readily available in all classrooms for scholar and staff use.

Signage will be posted in appropriate places that outline how to prevent the spread of the virus, symptoms of the virus, and proper hand washing techniques.

- All facilities will be cleaned each day following scholar use of classrooms on Monday, Tuesday, Thursday and Friday).

- All facilities will receive a deep cleaning every week on Wednesday while scholars learn remotely.

The Academy Charter School Wyandanch

Q & A



For more information email

feedback@academycharterschool.org

the ACADEMY CHARTER SCHOOL

LEARN. LEAD. SERVE.

WYANDANCH







Come and hear about the potential of a K-2 School opening in your community!

All registrants will receive an Academy gift

What if there was a school in Wyandanch that believed in your Kids like you Do?

What is a charter school?

A charter school is a public school that is tuition free. It is open to all students and operates outside of the Wyandanch school district. The Academy Charter School is the 2nd charter school to open in Nassau County.

How would I apply or enroll in the school? Is it free?

YES. The school is free, open to ALL kids. Parents simply need to fill out an application. If there are more applicants than there are open slots, then there will be a random lottery to select students.
There are no admission requirements.

Is busing provided?

YES. FREE busing is provided, depending on your school district of residence and how far your home is from the school.

What grades will the school serve?

The school will open as a small school with small classes in grades K-2. Eventually the school will grow to K-8.

What is the Academy Charter School?

The Academy Charter School is a high performing network of schools in the Long Island Area. Starting its first school with grades K-2 in 2009, it has maintained a standard of excellence. One of its most recent accomplishments is the 99% high school graduation rate for its inaugural year, with some of the scholars attending the most prestigious universities in the country.

What is the school's curriculum?

The Academy Charter School will offer an exceptional interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. There will also be a focus on character development, leadership skills and service-learning.

If I don't live in Wyandanch, can my child attend the school?

YES. The school will be open to all children who will be in kindergarten through second grade that live in the surrounding communities. Wyandanch kids will be given preference.

Please follow the link below to register for an informal Zoom session

http://bit.ly/3oxJxSQ
Meeting ID: 971 1318 7320
Passcode: 934850

SESSIONS

February 2, 2021 at 7:00 PM - 7:30 PM
February 4, 2021 at 7:00 PM - 7:30 PM
February 5, 2021 at 7:00 PM - 7:30 PM
February 6, 2021 at 12:00 PM (Noon) - 12:30 PM
February 8, 2021 at 7:00 - 7:30 PM

Limited Space, Register Today

2021

TACS Wyandanch

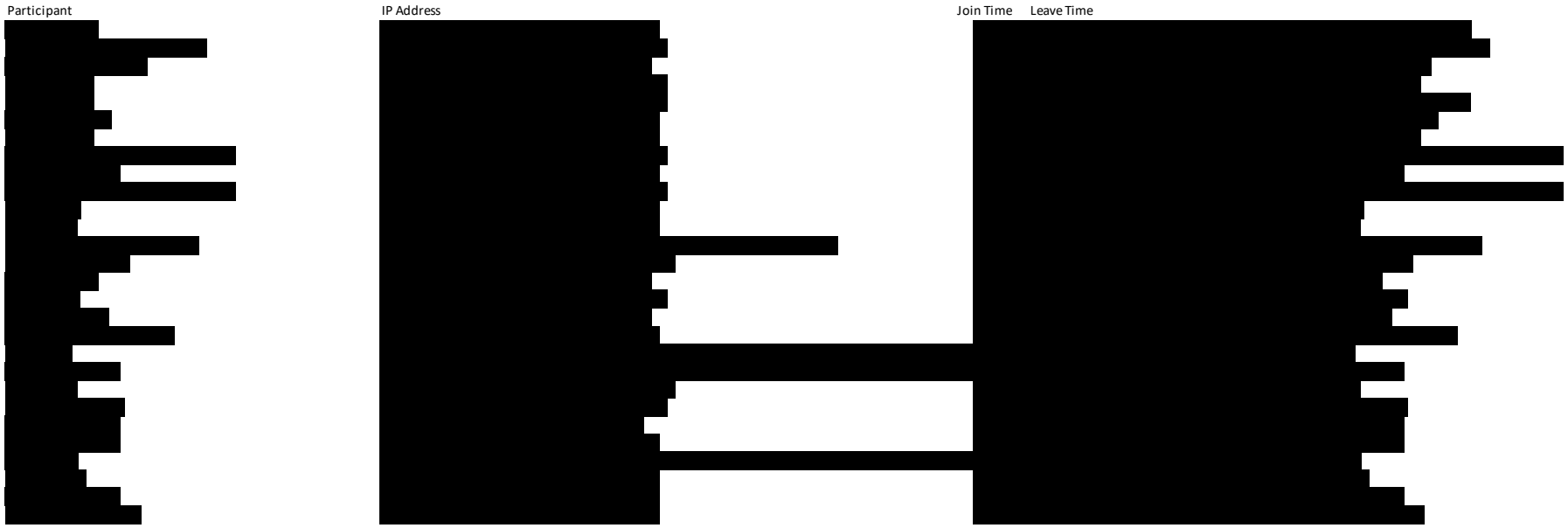
PHONE LOGS

EVIDENCE OF COMMUNITY OUTREACH

The Academy Charter School Information Session (Wyandanch)- 2/2/2021
Meeting ID - [redacted]



The Academy Charter School Information Session (Wyandanch)- 2/4/2021
Meeting ID - [redacted]



The Academy Charter School Information Session (Wyandanch)- 2/5/2021
Meeting ID - [redacted]

Participant	IP Address	Join Time	Leave Time
[redacted]	[redacted]	[redacted]	[redacted]

The Academy Charter School Information Session (Wyandanch)- 2/6/2021
Meeting ID - [redacted]

Participant	IP Address	Join Time	Leave Time
[redacted]	[redacted]	[redacted]	[redacted]

The Academy Charter School Information Session (Wyandanch)- 2/8/2021
Meeting ID - [redacted]

Participant	IP Address	Join Time Leave Time
[redacted]	[redacted]	[redacted])

2021

TACS Wyandanch

MEETING LOG

EVIDENCE OF COMMUNITY OUTREACH

Date	Event	Description	Resposnible	Attendees	If Public # of Attendees
5/14/21	conference call	Conference call with Rakim Griffin formely of the rap group Eric B & Rakim to garner community support.	Bishop Goldson, Wayne Haughton	[redacted]	
5/14/21	conference call	Conference call with Daryl "Chill" Mitchell (cast member of NCIS: New Orleans) to garner community support.	Bishop Goldson, Wayne Haughton		
6/21/21	In person meeting	Attended meeting at the Suffolk County Town Hall Office to obtain support from the local political leaders from Rich Shaffer, Babylon Town Supervisor	Bishop Goldson, Wayne Haughton		
6/22/21	conference call	Conference call with Ex Councilwoman Jackie Gordon, Bishop Goldson and Mr. Haughton so Ms. Gordon could get a better understanding about the Academy and the mission of the school. She also set 2 meetings with political people (Assemblywoman Kimberly Jean-Pierre, Suffolk County, District 11) & (Councilman Jason Richberg, Suffolk County, District 15			
6/24/21	Flyer Distribution	Handed out flyers to members of the community at Wyandanch's train station and the surrounding community.	Outreach Team		
6/24/21	Flyer Distribution	Flyers were distributed throughout the community	Tamara Danglade		
6/24/21	in person meeting	Conference call with Mr. Haughton, Bishop Goldson and Councilman DuWayne Gregory to see how receptive they would be for a charter school. Mr. Haughton and Dr. Stapleton also informed Mr. Gregory about the Academy's mission and what the Academy is all about.	Bishop Goldson, Wayne Haughton		

2021

TACS Wyandanch

COMMUNITY SUPPORT ARTIFACTS

EVIDENCE OF COMMUNITY SUPPORT

Town of Babylon

200 E. Sunrise Highway
Lindenhurst, New York, 11757
(631) 957-3000

RICH SCHAFFER
SUPERVISOR

July 9, 2021

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, New York 12246

Re: The Academy Charter School
Proposed Charter School Application for Wyandanch, Town of Babylon, New York

To Whom It May Concern:

I recently had the opportunity to meet with CEO Bishop Barrington Goldson and Executive Director Wayne Haughton of The Academy Charter School located in Hempstead Village and in Uniondale New York, which is an operating charter school currently serving well over 2000 students.

I learned about The Academy Charter School's excellent track record of success at their Hempstead and Uniondale campuses including their recent 99% high school graduation rate and very significant placement of so many of their students at top tier colleges and universities.

I have been informed that The Academy Charter School is considering an application for a Charter School to serve up to 175 students in kindergarten, 1st and 2nd grade students to be located in the hamlet of Wyandanch, Town of Babylon. I was informed that there are 7 students from the Wyandanch area that currently attend The Academy Charter School's Nassau County facilities.

I would be supportive of further exploring with The Academy Charter School and the Wyandanch School District the benefits that might be realized for students by the granting of a Charter to The Academy Charter School in the Hamlet of Wyandanch.

Sincerely,

Rich Schaffer
Supervisor

Antonio A. Martinez *Councilman* *Deputy Supervisor*
DuWayne Gregory *Councilman*
Terence F. McSweeney *Councilman*
Anthony N. Manetta *Councilman*
Jennifer C. Montiglio *Receiver of Taxes*
Geraldine Compitello *Town Clerk*

An Equal Opportunity / Affirmative Action Employer

2021

TACS Wyandanch

PARENT SIGNATURES

EVIDENCE OF STUDENT DEMAND

Table 1 – Response R-4f – Evidence of Demand
List and Description of Attachment Content

Item	Page Number	Description
Indicator of Enrollment Interest	R-4f. Pages 3-19	The pages include the signatures of self-described persons who "are the parent or guardian or in parental relation to a child who is eligible to enroll in grades K-2 by August 2002."

The Academy Charter School – Wyandanch

Indication of Enrollment Interest – Signature Sheets

Spring 2021

In August 2022, The Academy Charter School will open a school in Wyandanch. Academy Charter Schools elementary school students perform much higher than the state average in English language arts (23% higher) and mathematics (25%). The Academy Charter School – Wyandanch will open with 175 students in grades K-2. New students will between the ages of 5 and 8. If you are the parent or guardian or in parental relation to a child who will be eligible to enroll in grades K through 2 by August 2022, please sign below to indicate your interest.

Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]			11704	[redacted]	
			11798		
			11795		
			11740		
			11740		

the ACADEMY LEARN, LEAD & SERVE

The Academy Charter School – Wyandanch

Indication of Enrollment Interest – Signature Sheets

Spring 2021

In August 2022, The Academy Charter School will open a school in Wyandanch. Academy Charter Schools elementary school students perform much higher than the state average in English language arts (23% higher) and mathematics (25%). The Academy Charter School – Wyandanch will open with 175 students in grades K-2. New students will between the ages of 5 and 8. If you are the parent or guardian or in parental relation to a child who will be eligible to enroll in grades K through 2 by August 2022, please sign below to indicate your interest.

Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]			11798		[redacted]
			11798		
			11798		
			11795		

The Academy Charter School – Wyandanch

Indication of Enrollment Interest – Signature Sheets

Spring 2021

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Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]			11798		[redacted]
			11798		
			11798		
			11798		
			11798		
			11704		
			11704		
			11704		

The Academy Charter School – Wyandanch

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Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]		N.Y.	11706		[redacted]
		NY	11749		
		N.Y.	11798		
		NY	11798		
		N.Y	11798		
		N Y	11798		
		NY	11798		

The Academy Charter School – Wyandanch

Indication of Enrollment Interest – Signature Sheets

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Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]			1798	[redacted]	
			1704		
			1164		
			11798		
			11798		
			11706		

The Academy Charter School – Wyandanch

Indication of Enrollment Interest – Signature Sheets

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Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]	[redacted]	[redacted]	11798	[redacted]	[redacted]
			11951		
			1179		
			1179		
			10016		
			11798		
			11798		

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The Academy Charter School – Wyandanch

Indication of Enrollment Interest – Signature Sheets

Spring 2021

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Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]	[redacted]	[redacted]	11798	[redacted]	[redacted]
			1170[illegible]		
			11701		
			11798		
			11798		
			11798		
			11798		

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The Academy Charter School – Wyandanch

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Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]			11798	[redacted]	
			11726		
			11798		
			11798		
			11798		
			11704		
			11798		

The Academy Charter School – Wyandanch

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Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]	[redacted]	[redacted]	11722	[redacted]	[redacted]
			1170l		
			11798		
			11717		
			e 1177		
			11713		
			11703		

The Academy Charter School – Wyandanch

Indication of Enrollment Interest – Signature Sheets

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Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]	[redacted]	[redacted]	11798	[redacted]	[redacted]
			11798		
			11798		
			11798		
			11717		
			11717		

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The Academy Charter School – Wyandanch

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Name: Last, First	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]	[redacted]	[redacted]	11692	[redacted]	
			11798		
			11798		
			1701		
			11798		
			11798		
			11798		

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The Academy Charter School – Wyandanch

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			11798		
			11798		
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Last Name	First Name	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]				11798	[redacted]	
				11758		
				11795		
				11798		
				11746		
				11798		
				11798		

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[redacted]					[redacted]	

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Last Name	First Name	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]				11798	[redacted]	
				11798		
				11798		
				11798		
				11706		
				11798		
				11798		

The Academy Charter School – Wyandanch
Evidence of Community Support

the ACADEMY LEARN LEAD & SERVE

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Last Name	First Name	Street Address	City	Zip Code	Preferred Contact Information	Signature
[redacted]				11798	[redacted]	
				11795		
				11798		
				11788		
				11726		
				11798		
				11746		
				11798		

Request 5

5(a) Enrollment Plan

TACS Wyandanch Enrollment Planning, Alignment and Equity

TACS Wyandanch will enroll students using a conservative growth methodology based on our experience at schools in Hempstead and Uniondale. The enrollment plan is structured to provide sufficient enrollment to support robust instruction and, steady growth to reinforce our organizational learning culture. In Year 1, we will enroll 75 students in three kindergarten classes (25 students per class) staffed by one full-time teacher and one full-time teaching assistant. We will enroll 50 students in grades 1 and 2, as well. In Year 2, we will add 70-75 additional students in kindergarten, and four additional teachers for grade 3. Enrollment is not projected to exceed 250 students in the 2023-2024 school year. We will maintain this pattern through Year 5 for a full-term enrollment during our first charter term of 475 students in grades K-6. Please see File 00(b) Statistical Overview Form.

The Academy enrollment plan is aligned to the Wyandanch Union Free School District (WUFSD) enrollment plan. The district senrollment plans and estimated enrollment are as follows:

School Name	Grade Configuration	Estimated Enrollment
LA FRANCIS HARDIMAN ELEMENTARY SCHOOL	K-2	669
MARTIN LUTHER KING ELEMENTARY SCHOOL	3-5	660
MILTON L OLIVE MIDDLE SCHOOL	6-8	576
WYANDANCH MEMORIAL HIGH SCHOOL	9-12	774

Consistent with enrollment and retention at our Hempstead and Uniondale campuses, we anticipate low attrition at TACS Wyandanch. In Hempstead, annual student attrition is less than 5 percent. We believe attrition will decrease in the early elementary years as students and families adopt the model and extend the culture of the school. In keeping with the policy and practice of the education corporation, **TACS Wyandanch will backfill vacancies in all grades throughout the school year**. As an organization, we believe backfilling vacancies in all grades provides a measure of equity for parents who may miss application deadlines for any number of reasons, who may be reluctant to apply due to adverse institutional events, or who may be late arrivals to the community or the recently arrived migrants/immigrants.

Upon renewal and fulfillment of our commitment to student performance goals, the school will likely seek to expand its current grade configuration to serve students in grades 7-12, to align

with the existing schools under the education corporation. The Academy Charter Schools do not retain or accelerate students based on performance. The board of trustees may consider a policy on the matter based upon a review and recommendation of their designees. The education corporation does not intend to seek permission to establish a full-day universal pre-K program. Students may be admitted to the school in kindergarten if they turn five years of age by December 1 of the year they first attend.

5(b) Target Enrollment Population

The Academy Charter School Wyandanch will seek to enroll high-need students at a level equal to or above the targets established by the New York State Education Department. We believe that all children are intelligent and are capable to demonstrating that intelligence in many ways. Historically, The Academy has challenging and potentially encouraging data on recruitment and retention rates for students with disabilities (SWD), English language learners (ELL), economically disadvantaged (ED) students.

The charts below present the total number of students enrolled under the respective designations in the left column. As we can see, there have been varying increases in overall enrollment, while the total enrollment numbers for all three classifications are below targets. What is encouraging is the overall retention percentages. Where many SWD test out of mandated services as TACS students, these numbers (and those presented in Response R-00b – Statistical Overview) demonstrate modest increases in enrollment and stable retention. Uniondale, a middle-class community, with economic indicators above the county average, has an ED enrollment of 69 percent; an ENL enrollment of 10 percent; and an SWD rate of nearly 8 percent. We believe that these numbers reflect a combination of our success in working with students, and beneficial macro-economic factors. Nonetheless, our founding team and SST members will explore mechanisms to "micro-target" our outreach to families of students most at risk of academic failure.

The Academy Charter School Hempstead

Enrollment and Retention for High Need Populations

2019-2020 to 2020-2021

	Recruitment			Retention		
	2019-2020	2020-2021	Growth (n)	2019-2020	2020-2021	% Retained
SWD	74	87	+32	54	62	88/88
ENL	206	271	+89	194	190	92/95
ED	141	168	+479	1000	1172	91/94

The Academy Charter School Uniondale
Enrollment and Retention for High Need Populations
2019-2020 to 2020-2021

	Recruitment			Retention		
	2019-2020	2020-2021	Growth (n)	2019-2020	2020-2021	% Retained
SWD	8	14	+29	8	14	100/100
ENL	33	35	+17	29	32	88/91
ED	141	168	+180	124	163	88/97

We are cautiously optimistic about our capacity to improve upon these percentages in Wyandanch. With a single school per grade and so few families exercising their right to enroll in charter schools outside of the district, we believe TACS Wyandanch will have a first mover advantage in attracting a representative group of families. By offering the option of enrollment in grades K-2, we believe we will attract the widest possible range of families. Simply, in Hempstead and Uniondale, elementary grade parents can choose from several schools and academic programs. In Wyandanch, fewer choices suggest an enrolled population closer to the statistical average. Moreover, given our track record, high academic achievement, continuity of instruction, family friendly programming, and reputation, we believe retention averages will mirror our existing schools.

The targets for TACS Wyandanch are:

Enrollment and retention targets for The Academy Charter School – Wyandanch are as follows:

Preliminary Student Enrollment Targets		
Student Population	Enrollment Target Percentage	Enrollment Target Number
Economically Disadvantaged	94.3%	450.4
English language learners	18.5%	88.6
Students with disabilities	19.9%	95.1
Preliminary Student Retention Targets		
Student Population	Retention Target Percentage	Retention Target Number
Economically Disadvantaged	92.7%	417.5
English language learners	95.6%	84.7
Students with disabilities	92.0%	87.5

Aligned with the charter law, The Academy is committed to making good faith efforts to attract and retain students for whom English is a new language and, students with disabilities at rates comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students) and English Language Learners (ELL's). We will ensure that such students are welcomed and served in an effective manner. The planning team and staff of TACS – Wyandanch

will recruit families of students who are learning English as a new language (ENL) and who have special education needs.

Recruitment Strategies

Some of the strategies our recruitment team will employ to attract students with disabilities and ENL's include:

- Designing marketing materials that highlight the number of special education teachers on staff;
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider;
- The special education coordinator will oversee the provision of special education programs and services;
- Designing marketing materials that will describe the type of program the school will provide Special Education and ELL students; and
- Designing marketing materials that provide a description of how Special Education and ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, and technology programs; and all after school programs including athletics.

Aligned with the Education Law §2851(4), The Academy is committed to making good faith efforts to attract and retain an equal or greater percentage of students with disabilities when compared to the enrollment figures of the Wyandanch School District. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students). The Academy will ensure that such students are welcomed and served in a supportive and effective manner. The planning team and staff of The Academy will recruit families of students who have special education needs. Some of the strategies our recruitment team will employ to attract students with disabilities include:

- Designing marketing materials that highlight the number of special education teachers on staff;
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider; and,
- Designating one individual to oversee the provision of special education programs and services.

Retention Strategies for High Need Communities

The founding team recognizes that the demography of Long Island is changing once again. As noted by WUFSD, more than 300 new immigrant families (many with ENL designations) were enrolled last year. Similar scenarios have unfolded in Nassau and Suffolk county in the last few

years. The Academy Charter School education corporation experienced a comparable situation in Hempstead and enrolled 400 new students with comparable immigration patterns. A large majority of those students and their families remain, happily, as Academy students. As a group, they have made tremendous strides in language acquisition and proven to be as inclined to genius as all other children. We welcome the opportunity to continue our vigorous recruitment efforts, and to maintain our successful retention efforts. One significant advantage for our team, aside from being willing recruiters and interrupters, is cultural diversity. From our bilingual school-based family workers to our many multilingual community members, we can instill a sense of home to so many new Americans. This is the moving context through which we perceive our numbers over the past two years.

TACS Wyandanch is intentionally structured, staffed, and resourced to retain students with disabilities. The Chief Academic Officer (CAO) meets weekly with the Instructional Leadership Team comprising grade-span CAOs (elementary and middle), principals, Director of Counseling and Support, Director of Student Support Services, and the SST Social Worker. The team reviews academic and behavioral data using PowerSchool reports. The Academy relies on an empirical and collaborative approach to service delivery to ensure students receive mandated services on time and as stipulated. We maintain open and respectful communication with parents and families to inform them of progress regularly. In the aggregate, we believe these supports do as much to encourage families to stay as the daily experience of their child in the classroom. Parents know that we honor our commitment to inclusion, and that our commitment to mastery education does not mean rushing students, but balancing high expectations, patience, and scaffolded support to build excellence.

5(c) Student Enrollment Table

The Academy Charter School Wyandanch
2022-23 to 2026-27

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**AGE RANGE**
Kindergarten	Elementary School	75	75	75	75	75	5-7
1st Grade	Elementary School	50	75	75	75	75	6-8
2nd Grade	Elementary School	50	50	75	75	75	7-9
3rd Grade	Elementary School	0	49	50	75	75	8-10
4th Grade	Elementary School	0	0	50	50	75	9-11
5th Grade	*Elementary School*	0	0	0	50	50	10-12
6th Grade	Middle School	0	0	0	0	50	11-13
7th Grade	Middle School	0	0	0	0	0	
8th Grade	Middle School	0	0	0	0	0	
9th Grade	High School	0	0	0	0	0	
10th Grade	High School	0	0	0	0	0	
11th Grade	High School	0	0	0	0	0	
12th Grade	High School	0	0	0	0	0	
Ungraded							
TOTAL		175	249	325	400	475	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	2	3	3	3	3
2nd Grade	Elementary School	2	2	3	3	3
3rd Grade	Elementary School	0	2	2	3	3
4th Grade	Elementary School	0	0	2	2	3
5th Grade	Elementary School	0	0	0	2	2
6th Grade	Middle School	0	0	0	0	2
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded						
TOTAL		7	10	13	16	19

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School	25	25	25	25	25
3rd Grade	Elementary School	0	25	25	25	25
4th Grade	Elementary School	0	0	25	25	25
5th Grade	Elementary School	0	0	0	25	25
6th Grade	Middle School	0	0	0	0	25
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	175	249	325	400	425
Total Middle School Enrollment	-	-	-	-	50
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**175**	**249**	**325**	**400**	**475**
Change in Net Enrollment from Prior Year (Count)	175	74	76	75	75
Change in Net Enrollment from Prior Year (Percent)	100.0%	42.3%	30.5%	23.1%	18.8%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

Request 5

5(d) Admissions Policy

The admissions policy of the proposed school is aligned to the policy of the Education Corporation and to that of The Academy Charter School Uniondale, as developed in the 2017 Replication Application. The policy for The Academy Charter School Wyandanch is presented as amended. The admissions policy governing the education corporation and the school shall be as follows:

THE ACADEMY CHARTER SCHOOL WYANDANCH

Anti-Discrimination Criteria and Allowable Admission Preferences
The school will adhere to the provisions of Section 2854(2) of the Education Law to guide the admission policies and procedures. As per §2854(2)(a) and (b), the school will be open to any student who is qualified under the laws of New York for admission to a public school. Admission of students will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, ancestry, proficiency in English or any other ground that would be unlawful. In short, there will be no admission requirements, and no tests of any sort will be given to determine whether or not admission will be granted. Preference will be given to students from the Community School District in which the school is located; students with siblings already enrolled in the school as well children of the school employees. We will recruit widely throughout the community.

Scheduled Application and Enrollment Period
Every child will be enrolled who submits a timely application, space permitting. Students must be five years old by December 31st to qualify for admission to The Academy Charter School Wyandanch. If the number of applications exceeds the school's capacity per grade level or building-wide, the applicants will be selected on the basis of an open lottery. Preference will be given to students residing in the school district in which the school building is located, to siblings of students already enrolled in the school, and to students returning to the school in any subsequent years of operation.

In the first year, the application period will begin upon approval of the charter and cease April 1st of that same calendar year. In subsequent years (two through five of the proposed charter), all recruitment activity and application processing will begin around November, and the lottery will be held after April 1st. The board assures the proposed charter school will not require parents to attend an open house before applying for admission to the school.

The application process begins when a parent or guardian completes an application form. A bilingual representative of The Academy Charter School Wyandanch team is present at all parent meetings and open houses to assist parents in filling out the admission application, as well as by phone to respond to parent questions and/or concerns. In addition, applications are provided in

Spanish for parents who feel more comfortable submitting applicant information in Spanish. It will provide the school with basic information about their child, such as name, address, date of birth and number of siblings applying to the school. All applications must be received on or before the application deadline. Once received, the application will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, particularly, the student's age, address, and sibling status. After an application has been deemed completed and accurate, a confirmation card will be mailed indicating the receipt of the application.

Outreach Plan

Upon approval of the charter, The Academy Charter School will launch an extensive outreach effort in the local community and will not be selective in any way. A recruiting team composed of board members, local volunteers and school staff will be formed to focus exclusively on this effort.

The goal of the outreach plan is to provide as much information as possible to families who may be interested in enrolling their child. To achieve this end, information kits containing brochures, flyers, application forms and vital school information will be distributed throughout the community. These information kits, translated in both English and Spanish will be made available to local businesses, day care centers, social service agencies, and any other institutions serving families with young children and will also be mailed to families with school age children. In addition, the school will advertise in the local newspaper and hold a series of information sessions in the community, which will include open houses and recruitment fairs.

COVID-19 Modifications to Outreach Plan

TACS Wyandanch school-based staff and the Shared Services Team will devise new methods of outreach which are responsive to the needs of the community and the challenges which may endure as we address the pandemic. As noted throughout the application, the SST developed and implemented a multi-faceted COVID-19 response, and has a dedicated professional within the office of our Chief People and Legal Officer. Our outreach strategies, which heretofore have been personal and engaging, will include increased internet-based events through virtual meetings with community groups, social media postings, and print media. We will charge our teams to develop new ways to disseminate information, address inquiries and be responsive throughout the recruitment, enrollment and registration processes. TACS has a newly redesigned website and will make use of our expanded to post videos with FAQs for prospective parents. We may also leverage our scale to host video or call-in events for parents.

Between the time of the writing of this application and the launch of the school, the pandemic may take on an entirely unpredictable shape. We are hopeful that vaccines will prove effective in reducing the incidence of infection and reinfection. Given our track record from the inception of the pandemic through this winter season, we will be sure to convey to parents and families the personal, ethical, and financial we place on building systems of safety that protect our most vulnerable. To the extent permitted by law, we will always encourage children's first educators

to be actively engaged in school as volunteers inside and outside the classroom. In 2020, TACS hired 91 temporary staff to support on-site instruction (principally for parents unable to work from home or otherwise unable to do virtual schooling).

Attracting Students with Disabilities and English Language Learners

Consistent with NYS charter law, The Academy Charter School is committed to making good faith efforts to attract and retain students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students) and English Language Learners (ELL's) or students with Limited English Proficiency (LEP). The Academy Charter School will ensure that such students are welcomed and served in an effective manner. The planning team and staff of The Academy Charter School will recruit families of students who are learning English as a second language and who have special education needs. Some of the strategies our recruitment team will employ to attract students with disabilities and ELL's include:

- Designing marketing materials that highlight the number of special education teachers on staff
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider
- Designating one individual to oversee the provision of special education programs and services (possibly the principal)
- Designing marketing materials that will describe the type of program the school will provide LEP/ELL students
- Designing marketing materials that provide a description of how LEP/ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics
- Designing marketing materials that highlight the number of bilingual highly qualified teachers on staff
- Raising awareness of how the school will provide parental notices in multiple languages, has persons on staff who can communicate with them and how they are kept abreast of their rights and responsibilities

In addition, the planning team and staff will make visits to neighborhood feeder schools (elementary schools, and middle schools) that serve higher populations of students who are learning English as a second language and who have special education needs.

Lottery

The lottery will be held in full view of the public. The principal will be responsible for conducting the lottery with the support of the business manager. There will be one index card per applicant with their name, address, sibling status and grade level. Each card will be placed in a box

representing a grade level. One card will be selected from each box beginning with the lowest grade and continued to the highest grade level for that lottery. The process will then repeat until all available spaces have been filled at each grade level. If there are cards still remaining, the process will be repeated to produce a waitlist. As each card is selected, it will be read aloud and placed on a poster board for public display. The card will then be handed to the record keeper, who will number the card and place it in a file. After the lottery is held, accepted students will receive an acceptance letter with a detailed explanation of how to register and enroll their child in The Academy Charter School Wyandanch. The acceptance letter will include registration dates, and list the documents that parents need to bring on registration day to register their child. The letter will also state that the child must be present at the time registration.

Students who were not accepted will receive a postcard with the waitlist number drawn from the night of the lottery notifying them that they will be placed on a waiting list. Should openings become available, the waitlisted students will be contacted in the order they were pulled in the lottery.
The board ensures that the admission process adheres to Ed. L §2854(2)(a) and (b). Please note that The Academy Charter School admission policies will include provisions to allow for ten percent (10%) of newly enrolled students to be admitted via transfer under the federal school choice program.

Student Registration
On registration day, The Academy Charter School Wyandanch administrative assistant will register each student.

Withdrawal Procedures
Once the school receives notification from a parent or guardian regarding the child's withdrawal from The Academy Charter School Wyandanch, the administrative assistant will confirm the withdrawal in writing with the parent or guardian. The Academy Charter School Wyandanch will call the child's new school to confirm enrollment and date of first attendance. Student records will be forwarded to the new school upon an official request. Student records will be in locked cabinets, and a record access log will be kept indicating all persons who reviewed the information and when.

Re-Enrollment
In April of each year, the school will disseminate an *Intent to Return* form to all students. The form will ask parents to indicate if their child will be returning to the school the following September.

Admissions Letter
Upon confirmation of admission to the school, parents receive the following letter with a request for immediate confirmation.

March 1, 2022

Dear Parents,

We are pleased to inform you that The Academy Charter School Wyandanch has many new families wanting to join our student body for September 2022. Please know that you are an important part of our school family, and we are looking forward to having you continue with us.

We wish to preserve your child's place for next year. Therefore, it is important that you complete the tear-off below letting us know your intention to return to The Academy Charter School Wyandanch.

Please send it by your child by Friday, April 1, 2022. We want to save your child's seat for September.

Sincerely,

Principal

----------*Tear-off*----------

Dear Principal:

My child/children will look forward to returning to The Academy Charter School in September.

Child's Name_____ Class_____ Yes or No_____

Child's Name_____ Class_____ Yes or No_____

[If No, reason please_____]

Sincerely,

Parent's Signature_____

PLEASE RETURN SIGNED IMMEDIATELY. THANK YOU.

The admissions procedure of The Academy Charter School Wyandanch will replicate the existing policies within the education corporation. The procedure is as follows:

- **One application must be filled out for each child who wishes to attend.**
- Only one application will be accepted per child.
- Applications must be received by **Friday, April 1, 2022** to be entered into the lottery. Lottery will be held on **Tuesday, April 5, 2022.**
- An application must be submitted for each sibling before the lottery deadline. (For the purposes of the lottery, two students are siblings if and only if one student has a legal parent, legal guardian, or legal foster parent who is also the legal parent, legal guardian, or legal foster parent of the other student.)

  An adult will only be considered a student's legal parent if there is proof of blood-relation (as evidenced by valid birth certificate), legal adoption (as evidenced by valid, appropriate court documents), or legal marriage (i.e. step-child, as evidenced by a valid marriage certificate). An adult will be considered a student's legal guardian or legal foster parent only if there is proof of such a relationship (as evidenced by valid, appropriate court documents).
- Applications are not considered valid until they have been received and reviewed for completeness and a confirmation card or email has been sent back to the applicant.
- If information on the application is incorrect, the application will be considered invalid, and any offer made for a place in the school based on this information will be taken back.

  For example, if the application indicates that the child will be 5 years old by December 31st, but in reality the child will not, the offer will be rescinded. Likewise, if the application indicates that the child will be entering a given grade in **September 2022,** but the child is actually entering a different grade – for any reason – the offer will be rescinded, and the child will have to reapply for the grade in which they are entering.
- If the students or parent/guardian's address or phone number changes, please notify the school so that we may contact you in the event that the student is offered a place at the school.
- The school is a public school open to all applicants entering grades **K-2**, based on space availability within each grade.
- Any child qualified under the laws of New York State for admission to a public school is qualified for admission to the THE ACADEMY CHARTER SCHOOL; there is no tuition.
- Students who have a disability or who may be in need of special education services or programs are eligible for admission into the school on the same basis as all other students.

Students will be admitted to the school by lottery.

- The lottery is open to all eligible applicants applying to grades **K-2.**
- All applications received by **Friday, APRIL 1, 2022 at 4:00 pm** will be separated by grade and entered into the lottery.
- The lottery will be on held on **Tuesday, April 5, 2022.**
- A random drawing of names by grade will be held**.**
- Preference will be given to **siblings enrolled** at THE ACADEMY CHARTER SCHOOL WYANDANCH, **students of staff** of THE ACADEMY CHARTER SCHOOL WYANDANCH, and then **students residing** in WYANDANCH SCHOOL DISTRICT.
- If students do not accept their spots by the registration deadline, those spaces will be given to students on the waiting list.

Non-Discrimination Statement: *A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.*

Request 6

6(a) Curriculum Selection Processes

This section is incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Please see Response 5ae – Curriculum and Instruction. Section (a) Curriculum Selection and Process, pgs. 1 – 9.

6(b) Assessment System

This section is incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Please see Response 5ae – Curriculum and Instruction. Section (b) Assessment System, pgs. 9 - 13.

6(c) Instructional Methods

This section is incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Please see Response 5ae – Curriculum and Instruction. Section (c) Instructional Methods, pgs. 13 – 27.

6(d) Course of Subject Overview

This section is incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Please see Response 5ae – Curriculum and Instruction. Section (d) Course or Subject Overview, pgs. 28 – 32.

6(e) Promotion and Graduation Policy

This section is incorporated by reference.

Document Reference 1: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Please see Response 5ae – Curriculum and Instruction. Section (e) Promotion and Graduation Policy, pgs. 33 – 36.

Document Reference 2: Please see The Academy Charter School – Hempstead 2018 Renewal Application.

File Reference: Response D2c5_Promotion_Academy Charter School Hempstead, pgs. 1 – 3.

6(f) Programmatic Audits

To continue to meet the requirements of The Act, our board and administrative will provide annual programmatic audits of the instructional, organizational and financial practices of the education corporation.

Instructional Audit
The instructional program will be audited by the Chief Academic Officer. The education corporation may hire an outside consultant to provide the board of trustees and senior leadership team with an independent external review. The requirements of the instructional audit will be as follows:

- Interviews with senior education corporation leadership team, trustees, teachers, and all stakeholder groups.
- Document review of policy, programs and structures.
- Observations of instruction using a rubric aligned to existing education corporation practice.
- Solicit real-time instructional feedback from the school's instructional team to provide evidence of the quality and school-wide consistency.
- Focus group interviews with students.
- Evaluation of culture of academic leadership, instructional decision-making, organizational support for teachers, opportunities to collaborate, and teacher culture.
- Oral debrief of instructional program to building principal, Chief Academic Officer, and other key team members and trustees.
- Executive Summary and Statement of Findings from 2-5 pages identifying key findings, evidence and recommendations for high-leverage actions to meet or exceed our school-wide performance standards.

The school will conduct the annual instructional audit each spring at a date to be determined. The timing of the audit will be informed by student performance data and the needs of staff. The

education corporation will conduct audits of each school and, provide resources for an organizational and financial evaluation of the overall means by which the education corporation supports each school.

Results of the program audit and the final report will be disseminated to the board of trustees. Trustees will be provided with an opportunity to comment and provide feedback on the audit prior to completion. Upon completion, the findings of the annual program audit will be disseminated to the school community by the Chief Academic Officer. Senior administrators will convene a meeting with building principals and teacher leaders to evaluate the findings and recommendations; and to initiate the process of identifying and implementing viable options.

The final report will be due thirty (30) days following the completion of the visit. The board of trustees will review the findings within 30 days of submission. The Chief Academic Officer will also lead staff through the process of discussing audit evidence with data collected throughout the year on student performance. A school leadership team will also review the final report and disseminate all considerations to revisit and revise practice based on actionable items within the report. The school leadership team will also develop an action plan for implementing those revisions.

In the event an outside consultant is not hired to fully execute the program audit, the education corporation may retain support to build capacity for internally staffed programmatic audits. The structure of an internal programmatic review is still to be determined. Minimally, the review would include evidence from the following sources:

- Student performance data on internal and NYS assessments
- Ongoing feedback between administrators and staff
- Administrator and faculty feedback on professional development and working climate
- Stakeholder surveys of parents and students.
- Progress monitoring reports from staff.

Resources

The information gathering and data analysis is completed throughout the year by teachers, instructional coaches, principals and our Chief Academic Officer. Our leadership teams and staff review quantitative and qualitative information, and subject findings to a process of confirmation and progress monitoring. Our Accountability Progress Plan Report provides our authorizer with the results of that process – an Action Plan derived from the shared input of diverse stakeholders. Our governance and fiscal oversight is supported by the work of the executive director and director of operations. Trustees review monthly data dashboards of the operational and fiscal condition of the school. Committees set priorities annually and track performance at regular intervals.

The education corporation does not have current plans to hire outside consultants to perform instructional audits.

Response 2

(d) Draft Accountability Plan

The Academy Charter School – Wyandanch

Accountability Plan

for the Accountability Period 2022-23 to 2026-27

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: All students at the school will become proficient in reading and writing of the English language.

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 proficiency on the New York State English language arts exam for grades 3-8.

- Each year, the school's aggregate Performance Level Index (PLI)[1] on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's ESSA 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 proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.

[1] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

GOAL II: MATHEMATICS

Goal: All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

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 proficiency on the New York State mathematics exam for grades 3-8.

- Each year, the school's aggregate Performance Level Index (PLI)[2] on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's ESSA 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 proficiency 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 an Effect Size of 0.3 or above (performing higher than expected

[2] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

Elementary/Middle School

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

GOAL III: SCIENCE

Goal: All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

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 proficiency 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 proficiency 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

Request is not applicable.

GOAL V: ESSA

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

The Academy Charter School
2021 -2022 Calendar

TOTAL DAYS STUDENTS ARE IN ATTENDANCE = 181

SEPTEMBER 18SD						
S	M	T	W	T	F	S
			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 19SD						
S	M	T	W	T	F	S
					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 18SD						
S	M	T	W	T	F	S
	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 16SD						
S	M	T	W	T	F	S
			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 19SD						
S	M	T	W	T	F	S
						1
2	3	3	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 15SD						
S	M	T	W	T	F	S
		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 23SD						
S	M	T	W	T	F	S
		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 15SD						
S	M	T	W	T	F	S
					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 20SD						
S	M	T	W	T	F	S
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 18SD						
S	M	T	W	T	F	S
			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		

	School Closed
	First & Last Day of School
	2pm Dismissal
	Parent & Teacher Conferences / Curriculum Nights
	NYS Testing Dates
Inclement Weather Make-Up Days	
May 30 - Snow Make Up Day (Otherwise School Closed)	

	Created 2/21/2020
1-Sep	First Day of School
6-Sep	Labor Day - School Closed
6-8 Sep	Rosh Hashanah - School Closed
9-Sep	Curriculum Night
16-Sep	Yom Kippur - School Closed
11-Oct	Columbus Day - School Closed
2-Nov	Election Day - School Closed
11-Nov	Veteran's Day - School Closed
	2 P.M Dismissal/ PD
18-Nov	Parent Teacher Conferences
25 - 26 Nov	Thanksgiving Recess
23 Dec - 3 Jan	Holiday Recess
17-Jan	MLK Day - School Closed
10-Feb	Parent Teacher Conferences
21 - 25 Feb	Winter Break
7-Apr	Parent Teacher Conferences
15 - 22 April	Springs Break - School Closed
13 April - 13 May	NYSESLAT
27 - 30 May	Memorial Day - School Closed
24-Jun	Last Day of School

SAMPLE CLASSROOM SCHEDULES

Grade K	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	Music	ELA	ELA	Lib	ELA
10:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:30	PE	Fund	STEM	Fund	STEM
12:15	Fund	Sci Lab	Lib	Art	Art
1:00	ELA	Math	Fund	ELA	Fund
1:45	Math	Math	Math	Math	Math
2:30	Math	Music	Math	Math	Math
3:15	Sci	SS	Sci	SS	Sci
4:00					

SAMPLE SPECIALS SCHEDULE

MUSIC	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30					
9:15	304		301	302	303
10:00	K-1		401	402	403
10:45	101	102	103	104	Lunch Duty
11:30	Lunch Duty	Lunch Duty	K-3	K-4	Lunch Duty
12:15	102	Lunch Duty	Lunch Duty	K-3	K-2
1:00					
1:45	302	303	304		301
2:30	K-4	K-1	K-2		
3:15	204	103	201	202	203
4:00					

Grade K	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:30	Art	PE	Music	STEM	Fund
12:15	Sci Lab	Art	PE	Music	Lib
1:00	Fund	Fund	Fund	Fund	Math
1:45	Math	Math	Math	Math	Math
2:30	Math	Math	Math	Math	Lib
3:15	Sci	SS	Sci	SS	Sci
4:00					

STEM	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	202	203	204		201
9:15					
10:00	K-2	401	402	403	
10:45	102	103	104		101
11:30	Lunch Duty		K-1	K-3	K-1
12:15	Lunch Duty	Lunch Duty			K-4
1:00			401	402	403
1:45	301	302	303	304	
2:30	103	104		101	102
3:15	201	202	203	204	K-2
4:00					

Grade 1	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Music	Art	PE	Sci Lab	STEM
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Fund	Fund	Fund	Fund	Fund
1:00	Math	Math	Math	Math	Math
1:45	Math	Math	Math	Math	Math
2:30	Lib	PE	Art	STEM	Sci Lab
3:15	SS	Sci	SS	Sci	SS
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

ART	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	203	204		201	202
9:15				301	302
10:00				401	
10:45	403	101	102	103	402
11:30	K-3	304	Lunch Duty		Lunch Duty
12:15	K-2	K-3	K-4	K-1	K-1
1:00	303				K-4
1:45					
2:30	104		101	102	103
3:15	202	203	204	K-2	201
4:00					

Grade 2	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Sci Lab	STEM	Music	Art	PE
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Fund	Fund	Fund	Fund	Fund
1:00	Math	Math	Math	Math	Math
1:45	Math	Math	Math	Math	Math
2:30	STEM	Sci	Lib	PE	Art
3:15	SS	Music	SS	Sci	SS
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

STEM	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	204		201	202	203
9:15	302	303	304		
10:00	402	403			301
10:45	103	104		101	102
11:30					
12:15	K-3	K-1	K-2	K-4	204
1:00		402	403		401
1:45	303	304	202	301	302
2:30	401	201	104	203	101
3:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Request 7

7(a) School Calendar

The Academy Charter School Wyandanch will provide instruction for 181 days beginning on Wednesday, September 1, 2022 and ending on June 24, 2023. A calendar listing instructional days per month, professional development days (highlighted in red and denoting 2:00 p.m. dismissals for students), parent/teacher conferences (4, highlighted in green), and New York State Assessment dates is attached as Response R-07-ac -1- School Calendar (MS Excel format).

7(b) Sample Student Schedule

Sample student schedules, provided below, outline typical weekly schedules for students in grades K-6 as organized within Lower Elementary (K-2), Upper Elementary (3-5) and Middle School (6). (Note: The Academy serves middle school grades 6 through 8 at Hempstead and Uniondale in New York.) The Academy Charter School Wyandanch, in keeping with other Education Corporation campuses, will operate on a longer instructional schedule than traditional public schools. The schedule includes an 8-hour instructional day from 8:00 a.m. to 4:00 p.m. This has made it possible to offer longer periods of instruction in literacy and mathematics. The daily literacy block in grades K-8 includes 135 – 180 minutes, of reading, writing and foundational skills. In mathematics, instruction is scheduled in double blocks of 90 minutes daily. Struggling students receive support during the school day via response to intervention programs. Students are encouraged to attend the scheduled after school program four to five days per week (1-2 hours daily), from October to May. Students receive support in reading, math and regent's preparation. Moreover, students are also provided the opportunity to participate in the performing arts and sports

Table 7ac-1: TACS Wyandanch Lower Elementary School Schedule

Lower Elementary School (K-2)					
	Mon	Tue	Wed	Thu	Fri
MM	Morning Meeting				
1	ELA	ELA	ELA	ELA	ELA
2	ELA	ELA	ELA	ELA	ELA
3	Math	Math	Math	Math	Math
4	Math	Math	Math	Math	Math
5	Fundations	GR	Fundations	GR	Fundations
6	Lunch	Lunch	Lunch	Lunch	Lunch
7	Music	PE	Art	PE	Music
8	SS	SS	CORE	CORE	CORE
9	SL	Sci	Sci	Sci	SS
10	Tech	SW	Tech	Art	SW

Response 7ac – Calendars and Schedules
The Academy Charter School Wyandanch

Table 7ac-2: TACS Wyandanch Upper Elementary School Schedule

Upper Elementary School (3-5)					
	Mon	Tue	Wed	Thu	Fri
MM	Morning Meeting				
1	ELA	ELA	ELA	ELA	ELA
2	ELA	ELA	ELA	ELA	ELA
3	Math	Math	Math	Math	Math
4	Math	Math	Math	Math	Math
5	GR	GR	GR	GR	GR
6	Lunch	Lunch	Lunch	Lunch	Lunch
7	Music	PE	Art	PE	Music
8	SS	SS	CORE	CORE	CORE
9	SL	Sci	Sci	Sci	SS
10	Tech	SW	Tech	Art	SW

Table 7ac-3: TACS Wyandanch Middle School Schedule

Middle School					
	Mon	Tue	Wed	Thu	Fri
HR	Home Room				
1	ELA	ELA	ELA	ELA	ELA
2	ELA	ELA	ELA	ELA	ELA
3	Math	Write	Music	Span	Math
4	SS	Sci	SS	Music	Write
5	Sci	Sci	Sci	SS	SS
6	Math	Math	Math	Math	Math
7	Math	Math	Math	Math	Math
8	Lunch	Lunch	Lunch	Lunch	Lunch
9	PE	Art	PE	Art	Span
10	Tech	GR	Tech	GR	CORE

Also, please see Attachment R-07ac -3- Bell Schedule (MS Excel format).

NOTE: During the 2020-2021 school year, The Academy Charter School overhauled daily student and teacher schedules to meet the demands of the COVID-19 pandemic. Pursuant to directives from the Centers for Disease Control, the Office of the Governor, and recommendations from a consultant who advised on best practices nationally and internationally, several changes were made.

The changes included, but were not limited to:

- Establishing remote learning schedules
- Dividing students in A/B groups who alternated receiving In-School and Remote instruction for two days each week
- Creating a schoolwide cleaning routine each Wednesday, in addition to daily cleanings
- Establishing and maintaining 100% In-School instruction for grade K students
- Creating an on-site mixed grade learning environment for families unable to offer remote instruction due to work or other circumstances

Sample schedules for the proposed charter school are presented below:

TACS Wyandanch – Modified Schedule – Grade K

Kindergarten	In-School				
	Mon	Tues	Weds	Thurs	Fri
SEL	SEL	SEL	SEL	SEL	SEL
1	ELA	ELA	ELA	ELA	ELA
2	ELA	ELA	ELA	ELA	ELA
3	Math	Math	Math	Math	Math
4	Math	Math	Math	Math	Math
5	L	U	N	C	H
6	Writing	Writing	Writing	Writing	Writing
7	FUND	FUND	FUND	FUND	FUND
8	Music	Music	RT	RT	RT
9	PE	PE	Art	Art	Art
10	GR	GR	GR	GR	GR

TACS Wyandanch – Modified Schedule – Grades 1-6 (Pod A)

Grades 1-6	In-School		Remote		
	Mon	Tues	Weds	Thurs	Fri
SEL	SEL	SEL	SEL	SEL	SEL
1	Music	Music	Music/RT	RT	RT
2	ELA	ELA	ELA	ELA	ELA
3	PE	PE	PE/Art	Art	Art
4	Math	Math	Math	Math	Math
5	Math	Math	Math	Math	Math
6	L	U	N	C	H
7	ELA	ELA	ELA	ELA	ELA
8	ELA	ELA	FUND	FUND	FUND
9	SS/SCI	SS/SCI	SS/SCI	SS/SCI	SS/SCI
10	GR	GR	GR	GR	GR

TACS Wyandanch – Modified Schedule – Grades 1-6 (Pod B)

Grades 1-6	Remote			In-School	
	Mon	Tues	Weds	Thurs	Fri
SEL	SEL	SEL	SEL	SEL	SEL
1	Music	Music	Music/RT	RT	RT
2	ELA	ELA	ELA	ELA	ELA
3	PE	PE	PE/Art	Art	Art
4	Math	Math	Math	Math	Math
5	Math	Math	Math	Math	Math
6	L	U	N	C	H
7	ELA	ELA	ELA	ELA	ELA
8	FUND	FUND	FUND	FUND	FUND
9	SS/SCI	SS/SCI	SS/SCI	SS/SCI	SS/SCI
10	GR	GR	GR	GR	GR

Sample teacher schedules for modified instruction are presented below:

TACS Wyandanch – Modified Teacher Schedule – Grade K

Kindergarten	Mon	Tues	Weds	Thurs	Fri
SEL	SEL	SEL	SEL	SEL	SEL
1	ELA	ELA	ELA	ELA	ELA
2	ELA	ELA	ELA	ELA	ELA
3	Math	Math	Math	Math	Math
4	Math	Math	Math	Math	Math
5	L	U	N	C	H
6	Writing	Writing	Writing	Writing	Writing
7	FUND	FUND	FUND	FUND	FUND
8	PREP	PREP	PREP	PREP	PREP
9	PREP	PREP	PREP	PREP	PREP
10	GR	GR	GR	GR	GR

TACS Wyandanch – Modified Schedule – Grades 1-6 and Specials

Grades 1-6	Mon	Tues	Weds	Thurs	Fri
SEL	SEL	SEL	SEL	SEL	SEL
1	PREP	PREP	PREP	PREP	PREP
2	ELA	ELA	ELA	ELA	ELA
3	PREP	PREP	PREP	PREP	PREP
4	Math	Math	Math	Math	Math
5	Math	Math	Math	Math	Math
6	L	U	N	C	H
7	ELA	ELA	ELA	ELA	ELA
8	ELA	ELA	FUND	FUND	FUND
9	SS/SCI	SS/SCI	SS/SCI	SS/SCI	SS/SCI
10	GR	GR	GR	GR	GR

Special					
	Mon	Tues	Weds	Thurs	Fri
SEL					
1	102	102	102/101	101	101
2	201	201	201/202	202	202
3	105	105	105/207	207	207
4	204	204	204/203	203	203
5	L	U	N	C	H
6	205	205	205/206	206	206
7	PREP	PREP	PREP	PREP	PREP
8	K02	K02	K01	K01	K01
9	K04	K04	K05	K05	K05
10	PREP	PREP	PREP	PREP	PREP

7(c) Sample Teacher Schedule

Please see Response R-07ac -2- Teacher Schedules (MS Excel Format) for sample teacher schedules.

TACS Wyandanch
Wyandanch, NY 11798
TELE: (516) 408-2200 • FAX: (516) 292-2329

Daily Schedule

Period 0: 8:00 – 8:30
Period 1: 8:30 – 9:15
Period 2: 9:15 – 10:00
Period 3: 10:00 – 10:45
Period 4: 10:45 – 11:30
Period 5: 11:30 – 12:15
Period 6: 12:15 – 1:00
Period 7: 1:00 – 1:45
Period 8: 1:45- 2:30
Period 9: 2:30-3:15
Period 10: 3:15-4:00

Dismissal 4:00

Learn. Lead. Serve.

The Academy Charter School
School Year 2022-2023
Master Schedule - Grades K-3
Last Updated 8.13.20

K-1

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	GR	GR	GR	GR	GR
9:10	2	WRITING	WRITING	WRITING	WRITING	WRITING
9:55	3	STEM	LAB	STEM	ART	GYM
10:40	4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:25	5	MATH	MATH	MATH	MATH	MATH
12:10	6	MATH	MATH	MATH	MATH	MATH
12:55	7 (CP)	LAB	ART	MUSIC	LAB	MUSIC
1:40	8	FUND	FUND	FUND	FUND	FUND
2:25	9	READING	READING	READING	READING	READING
3:10	10	S.S.	GYM	TECH	TECH	S.S.

1-1

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	GR	GR	GR	GR	GR
9:10	2	TECH	STEM	TECH	GYM	LAB
9:55	3	FUND	FUND	FUND	FUND	FUND
10:40	4	READING	READING	READING	READING	READING
11:25	5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:10	6	MATH	MATH	MATH	MATH	MATH
12:55	7	MATH	MATH	MATH	MATH	MATH
1:40	8 (CP)	GYM	LAB	LAB	MUSIC	ART
2:25	9	WRITING	WRITING	WRITING	WRITING	WRITING
3:10	10	STEM	ART	MUSIC	S.S.	S.S.

2-1

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	GR	GR	GR	GR	GR
9:10	2	WRITING	WRITING	WRITING	WRITING	WRITING
9:55	3	MUSIC	TECH	MATH	LAB	STEM
10:40	4	MATH	MATH	MATH	MATH	MATH
11:25	5	MATH	MATH	S.S.	MATH	MATH
12:10	6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:55	7	FUND	FUND	FUND	FUND	FUND
1:40	8	READING	READING	READING	READING	READING
2:25	9 (CP)	ART	GYM	LAB	STEM	GYM
3:10	10	TECH	MUSIC	ART	S.S.	LAB

3-1

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	ART	GR	STEM	GR	GR
9:10	2	GR	WRITING	GR	LAB	MUSIC
9:55	3	READING	READING	READING	WRITING	READING
10:40	4	FUND	FUND	FUND	READING	RALLY
11:25	5	LAB	LAB	TECH	RALLY	TECH
12:10	6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:55	7	MATH	MATH	MATH	MATH	MATH
1:40	8	MATH	MATH	MATH	MATH	MATH
2:25	9 (CP)	GYM	STEM	GYM	MUSIC	ART
3:10	10	WRITING	S.S.	WRITING	S.S.	WRITING

BELL SCHEDULE

8:00	MM
8:25	1
9:10	2
9:55	3
10:40	4
11:25	5
12:10	6
12:55	7
1:40	8
2:25	9
3:10	10

BELL SCHEDULE (Early Dismissal)

8:00	MM
8:10	1
8:45	2
9:20	3
9:55	4
10:30	5
11:05	6
11:40	7
12:15	8
12:50	9
1:25	10

College Names

K-1	Long Island University
K-2	TBD
K-3	Penn State University
1-1	Hofstra University
1-2	TBD
1-3	Hunter College
2-1	TBD
2-2	TBD
2-3	TBD
3-1	Harvard University
3-2	Molloy College

K-2

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	GR	GR	GR	GR	GR
9:10	2	WRITING	WRITING	WRITING	WRITING	WRITING
9:55	3	LAB	S.S.	GYM	STEM	TECH
10:40	4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:25	5	MATH	MATH	MATH	MATH	MATH
12:10	6	MATH	MATH	MATH	MATH	MATH
12:55	7 (CP)	ART	LAB	ART	MUSIC	LAB
1:40	8	FUND	FUND	FUND	FUND	FUND
2:25	9	READING	READING	READING	READING	READING
3:10	10	MUSIC	TECH	STEM	GYM	S.S.

1-2

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	GR	GR	GR	GR	GR
9:10	2	ART	LAB	MUSIC	TECH	GYM
9:55	3	FUND	FUND	FUND	FUND	FUND
10:40	4	READING	READING	READING	READING	READING
11:25	5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:10	6	MATH	MATH	MATH	MATH	MATH
12:55	7	MATH	MATH	MATH	MATH	MATH
1:40	8 (CP)	LAB	MUSIC	GYM	LAB	STEM
2:25	9	WRITING	WRITING	WRITING	WRITING	WRITING
3:10	10	S.S.	STEM	S.S.	ART	TECH

2-2

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	GR	GR	GR	GR	GR
9:10	2	MATH	MATH	MATH	MATH	MATH
9:55	3	MATH	MATH	MATH	MATH	MATH
10:40	4	WRITING	STEM	TECH	TECH	LAB
11:25	5	S.S.	WRITING	WRITING	WRITING	WRITING
12:10	6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:55	7	FUND	FUND	FUND	FUND	FUND
1:40	8	READING	READING	READING	READING	READING
2:25	9 (CP)	STEM	ART	MUSIC	GYM	GYM
3:10	10	ART	S.S.	LAB	LAB	MUSIC

3-2

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	GR	GR	GR	GYM	TECH
9:10	2	GYM	MUSIC	ART	GR	GR
9:55	3	READING	WRITING	READING	READING	WRITING
10:40	4	FUND	READING	FUND	RALLY	READING
11:25	5	TECH	FUND	LAB	LAB	RALLY
12:10	6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:55	7	MATH	MATH	MATH	MATH	MATH
1:40	8	MATH	MATH	MATH	MATH	MATH
2:25	9 (CP)	MUSIC	LAB	STEM	ART	STEM
3:10	10	WRITING	S.S.	WRITING	WRITING	S.S.

KEY

GR = Guided Reading	
FUND = Fundations	
LAB = Science Lab	
TECH = Technology	
S.S. = Social Studies	
CP = Common Planning	
LTM = Leadership Team Meeting	
LD = Lunch Duty	

LTM - Thursday's at 3:10PM
Special's CP - Tue & Fri only

K-3

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	GR	GR	GR	GR	GR
9:10	2	WRITING	WRITING	WRITING	WRITING	WRITING
9:55	3	GYM	STEM	TECH	TECH	LAB
10:40	4	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:25	5	MATH	MATH	MATH	MATH	MATH
12:10	6	MATH	MATH	MATH	MATH	MATH
12:55	7 (CP)	MUSIC	MUSIC	LAB	ART	ART
1:40	8	FUND	FUND	FUND	FUND	FUND
2:25	9	READING	READING	READING	READING	READING
3:10	10	LAB	S.S.	GYM	S.S.	STEM

1-3

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	GR	GR	GR	GR	GR
9:10	2	LAB	TECH	GYM	FUND	TECH
9:55	3	FUND	FUND	FUND	READING	FUND
10:40	4	READING	READING	READING	WRITING	READING
11:25	5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:10	6	MATH	MATH	MATH	MATH	MATH
12:55	7	MATH	MATH	MATH	MATH	MATH
1:40	8 (CP)	ART	STEM	MUSIC	STEM	LAB
2:25	9	WRITING	WRITING	WRITING	S.S.	WRITING
3:10	10	GYM	LAB	S.S.	MUSIC	ART

2-3

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1	GR	GR	GR	GR	GR
9:10	2	STEM	ART	LAB	MUSIC	STEM
9:55	3	MATH	MATH	MATH	MATH	MATH
10:40	4	MATH	MATH	MATH	MATH	MATH
11:25	5	S.S.	TECH	WRITING	TECH	LAB
12:10	6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:55	7	FUND	FUND	FUND	FUND	FUND
1:40	8	READING	READING	READING	READING	READING
2:25	9 (CP)	LAB	GYM	ART	GYM	MUSIC
3:10	10	WRITING	WRITING	S.S.	WRITING	WRITING

TECHNOLOGY

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1					3-2
9:10	2	1-1	1-3	1-1	1-2	1-3
9:55	3		2-1	K-3	K-3	K-2
10:40	4			2-2	2-2	
11:25	5	3-2	2-3	3-1	2-3	3-1
12:10	6					
12:55	7					
1:40	8					
2:25	9					
3:10	10	2-1	K-2	K-1	K-1	1-2

S.T.E.M

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1 (CP)			3-1		
9:10	2	2-3	1-1			2-3
9:55	3	K-1	K-3	K-1	K-2	2-1
10:40	4		2-2			
11:25	5	LD	LD	LD	LD	LD
12:10	6	LD	LD	LD	LD	LD
12:55	7	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:40	8		1-3		1-3	1-2
2:25	9	2-2	3-1	3-2	2-1	3-2
3:10	10	1-1	1-2	K-2	LTM	K-3

ART

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1 (CP)	3-1				
9:10	2	1-2	2-3	3-2		
9:55	3				K-1	
10:40	4	LD	LD	LD	LD	LD
11:25	5	LD	LD	LD	LD	LD
12:10	6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:55	7	K-2	K-1	K-2	K-3	K-3
1:40	8	1-3				1-1
2:25	9	2-1	2-2	2-3	3-2	3-1
3:10	10	2-2	1-1	2-1	1-2	1-3

GYM

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1 (CP)				3-2	
9:10	2	3-2		1-3	1-1	1-2
9:55	3	K-3		K-2		K-1
10:40	4	LD	LD	LD	LD	LD
11:25	5	LD	LD	LD	LD	LD
12:10	6	LD	LD	LD	LD	LD
12:55	7	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:40	8	1-1		1-2		
2:25	9	3-1	2-1	3-1	2-2	2-1
3:10	10	1-3	K-1	K-3	K-2	

MUSIC

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1 (CP)					
9:10	2		3-2	1-2	2-3	3-1
9:55	3	2-1				
10:40	4	LD	LD	LD	LD	LD
11:25	5	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:10	6	LD	LD	LD	LD	LD
12:55	7	K-3	K-3	K-1	K-2	K-1
1:40	8		1-2	1-3	1-1	
2:25	9	3-2		2-2	3-1	2-3
3:10	10	K-2	2-1	1-1	1-3	2-2

SCIENCE LAB

		MON	TUE	WED	THU	FRI
8:00	MM					
8:25	1 (CP)					
9:10	2	1-3	1-2	2-3	3-1	1-1
9:55	3	K-2	K-1		2-1	K-3
10:40	4					2-2
11:25	5	3-1	3-1	3-2	3-2	2-3
12:10	6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:55	7	K-1	K-2	K-3	K-1	K-2
1:40	8	1-2	1-1	1-1	1-2	1-3
2:25	9	2-3	3-2	2-1		
3:10	10	K-3	1-3	2-2	2-2	2-1

Request 8

8(a) Struggling Students

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Response R-07ad – Specific Populations, pg. 1.

Please also see Response R-07-ad -1 – Special Populations (RTI Manual).pdf

8(b) Students with Disabilities

The materials are incorporated by reference, with the addition of new language presented below.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Response R-07ad – Specific Populations, pgs. 1 – 8.

The education corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school:

- The Education Corporation will adhere to all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.

- The Education Corporation will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:
    - Have available to them a free, appropriate, public education ("FAPE");
    - Are appropriately evaluated;
    - Are provided with an Individualized Education Program ("IEP");
    - Receive an appropriate education in the least restrictive environment ("LRE");

- Are involved in the development of and decisions regarding the IEP, along with their parents; and,
- Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.

• The Education Corporation will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The education corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504, and Title II of the ADA.

• The Education Corporation will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE, and provide such teachers and personnel with copies of the student's IEP.

• The Education Corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.

• The Education Corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act (FERPA) as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

• The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.

• The Education Corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111, and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.

- The Education Corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. The Education Corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.

- Appropriate education corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.

8(c) English Language Learners

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Response R-07ad – Specific Populations, pgs. 8 – 10.

8(d) Gifted and Advanced Students

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Response R-07ad – Specific Populations, pg. 11.

Request 9

9(a) Instructional Leadership

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Response R-08ad – Instructional Leadership, pg. 1 – 2.

9(b) Teacher Support and Supervision

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Response R-08ad – On-going Teacher Leadership and Support, pgs. 2 – 6.

9(c) Professional Development

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Response R-08ad – Professional Development, pgs. 7 – 8.

Please also see: Response R-08ad – 1 – Professional Development Overview and Schedule and
Response R-08ad – 2 – Pre-Service Schedule

Pre-Service at the proposed charter school will begin on August 23, 2022.

9(d) Teacher Evaluation and Accountability

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Response R-08ad – Teacher Evaluation and Accountability, pgs. 8. – 11.

Request 10

10(a) Culture and Discipline

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Response R-09a – Culture and Discipline, pg. 1.

Please also see Response R-09a -1 – Culture and Discipline System.pdf

Request 10

10(b) Discipline Policy

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School – Uniondale 2017 Replication Application.

File Reference: Response R-09b – Discipline Policy.

Request 10

10(c) Special Education Policy

Our Policy Vision

The Academy Charter School Wyandanch ("TACS Wyandanch") is committed to implementing a research-based, legal, and culturally-responsive discipline policy for special needs students. Our board of trustees, shared services team, instructional leadership, teachers and school-based support teams continue to implement and support a policy developed in 2017 for TACS Uniondale. We recognize that the Wyandanch community serves high numbers of students with disabilities, and the funding model for the proposed school has been modified to meet the needs of these prospective students and their families (See R-21b, Financial Planning).

The Policy Setting Context and Research Base

Our initial policy was written to align with our values and educational philosophy. Fundamental to our mission is the fact that children are intelligent and have the capacity to demonstrate learning in a variety of ways. Therefore, our conscious efforts to craft discipline policy are, at root, efforts to preserve and enhance a learning environment. At TACS Wyandanch, we recognize teachers can face challenges with the balancing act of preserving and enhancing. Still, we maintain adult behaviors and our built environment can contribute to behavioral challenges for some students. In "A New Model of School Discipline: Engaging Students and Preventing Behavior Problems," David Dupper cites research on the early and stable formation of teacher opinions on student character.[1] Additional complicating factors can occur when "teachers unknowingly dominate classroom communication, rely on repetitive seat work, or lack insight into how their personal beliefs and behaviors toward students may inhibit students' academic performance or aggravate students' behavior (citing Erchul & Martens, 1997)." Research from a variety of sources cited by Dupper also establish that "higher levels of school attachment, school commitment, and belief in schools rules were found to be associated with lower levels of misbehavior in school." TACS Wyandanch incorporates **character education** as a Key Design Element with an eye to the entire school community. Our core values call for adults to model and affirm practices rather than merely enforce rules. We view this practice as a microcosm of the principle embedded in the Act, which calls for charter schools to support districts in moving from rules-based accountability to performance-based systems.

Duppers' consolidated list of factors contributing to a positive school climate[2] includes:

- An attractive and inviting physical landscape

[1] Dupper, David. 2010. "A New Model of School Discipline: Engaging Students and Preventing Behavior Problems." Oxford: Oxford University Press.

[2] Ibid, pg. 28.

- Intentional efforts to build and maintain caring, respectful, supportive, and collaborative relationships among school staff members, students, and families
- Student perception of rules as being clear, fair, and not overly harsh
- Available service learning opportunities
- High academic and behavioral expectations and necessary supports to achieve these expectations

Each of these research-based practices is a strength within existing Academy Charter Schools, and will be replicated by our new school founding team and school community. We recognize the urgency of implementing sound systems and avoiding overly harsh practices as research indicates students tend to cluster in three groups: "(a) about 75%-85% are typically developing students who show no signs of significant behavioral or emotional problems, (b) about 10%-15% are students at risk for developing behavioral and emotional problems, and (c) 3%-5% of students who show signs of severe mental health problems, delinquent activities, violence, and/or vandalism."[3] We anticipate both general and special education students at TACS Wyandanch will have academic and behavioral outcomes consistent with their peers in nearby Hempstead and Uniondale. While the communities are not identical, students will share a common structure and degree of policy implementation, while Wyandanch students will benefit from lessons learned at existing schools.

TACS Wyandanch proposes to serve grades K through 5 during our initial term, however, there is a strong and empirically demonstrable need for additional educational options for middle school students within the community. Our research-based policy framework, then, is tailored to meet the needs of an elementary school community, while also recognizing the need for customization and revision as students mature and matriculate through school. The behavioral culture of the TACS Wyandanch places priority on student agency and capacity building. In our model, students are encouraged to be leaders and seek their own solutions to complex problems, including those of an interpersonal nature. Our culture affirms the importance of students taking responsibility for their actions and for committing to restorative justice. Indeed, our operational practice is to use means other than suspension or expulsion to address concerns of student behavior and schoolwide safety.

TACS Wyandanch Special Education Discipline Policy – Our Regulatory Context

In addition to the aforementioned design protections established for students with disabilities and their families, charter schools are bound by federal laws and regulations pertaining to the discipline of students with disabilities. Governing legislation includes the Individuals with Disabilities Education Act (IDEA) and implementation regulations referenced below.

[3] Ibid, pg. 39.

TACS Wyandanch Special Education Discipline Policy

We operate within the legal frameworks and regulations established under 34 CFR 300.530 and 300.536, as well as federal regulations in the Individuals with Disabilities Education Act (IDEA). To protect the dignity and rights of students with disabilities, we have developed the following policy, based on the existing laws and models established by existing charter school networks.[4]

The Special Education Policy of the proposed charter school shall be as follows:

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA), 20 USC 1400-1482, is subject to the same grounds and procedures for suspension and expulsion which apply to students without disabilities, except as otherwise specified in this administrative regulation.

Suspension

The Chief Academic Officer (CAO) or Principal may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; 34 CFR 300.530)

The CAO, principal, or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year. The CAO, principal, or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

    1) The series of removals total more than 10 school days in a school year.
    2) The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
    3) Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

[4] The policy is based on language developed by the Bronx Charter School for Excellence, as well as the NYS regulatory code.

If a student's removal is determined to be a change of placement as specified in items #1-2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530) If the IEP of a student with a disability requires the district to provide the student with transportation, the district shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5) (cf. 3541.2 - Transportation for Students with Disabilities)

Interim Alternative Educational Placement Due to Dangerous Behavior

The district may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531) On the date the decision to take disciplinary action is made, the student's parents/guardians shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530) A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination Review

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a change of placement of a student is contemplated due to a violation of the district's code of conduct:

1. On the date the decision to take disciplinary action is made, the student's parents/guardians shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date the decision to take disciplinary action is made, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530) At the manifestation determination review, the district, the student's parent/guardian, and relevant members of the IEP team (as determined by the district and parent/guardian) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

    1) Caused by or had a direct and substantial relationship to the student's disability
    2) A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies. If the manifestation review team determines that either of the above a conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)
    3) Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan (BIP) for the student. Classroom teachers will receive copies of the BIP for all students, and will receive support from IEP team members. If a behavior intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Principal or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530).
    4) Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the

goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530) As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

If the parent/guardian disagrees with any school decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing. The school may request a hearing if the school believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b). (20 USC 1415(k)(3); 34 CFR 300.532) Whenever a hearing is requested as specified above, the parent/guardian or the school shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the school has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted used for all students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review and, as necessary, modify the student's IEP. Classroom teachers will be notified by school administrators prior to readmission. School administrators will confirm receipt of notification.

Decision Not to Enforce Expulsion Order

The board of trustees criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process. When giving any required notification concerning a student with disabilities to any law enforcement official, The CAO, principal or designee shall require the law enforcement official to certify in

writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076) (cf. 5131.7 - Weapons and Dangerous Instruments)

Gun-Free Schools Act ("the Act")

Pursuant to provisions of the Gun Free Schools Act legislation (Title IV, Part A, Subpart 3, Section 4141), TACS Wyandanch will interpret and construe the Act in a manner consistent with the Individuals with Disabilities Education Act.

Report to District Superintendent of Schools

The CAO, principal or designee shall report to the District Superintendent when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, last known address, and the reason for the action. (Education Code 48203)

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services and who has violated the district's code of student conduct may nevertheless assert any of the protections under IDEA, if the school and school district had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534) Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to district supervisory or school personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
4. The teacher of the student or other school personnel has expressed specific concerns directly to the district's director of special education or other supervisory school personnel about a pattern of behavior demonstrated by the student. However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534) If a request is made for an

evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20USC 1415(k)(5); 34 CFR 300.534)

Request 10

10(d) Dress Code Policy

The Academy Charter School Wyandanch dress code will align with the existing dress codes for TACS Hempstead and TACS Uniondale.

Dress Code Rationale

In asking the question, "Do Widely Used School Security Measures 'Work'?" Dupper writes, "Despite supportive testimonials and anecdotal reports, there are no reported studies that demonstrate that school uniforms have any effect on reducing student behavior problems (Peterson, 2008)."[1] In the absence of such empirical support, the education corporation and our founding team found other reasons to establish and maintain a uniform policy as the cornerstone of our dress code. As an organization, we were less concerned about behavior problems at the outset and held that adults would set the tone within and around the building. We were concerned, however, with matters of equity, integrity, responsibility, mutual regard and a tangible sense of belonging. Our CEO, CAO and dozens of organizational members have had life-long experience in uniformed services ranging from team sports to the military to commercial and industrial careers. The uniform has served as a tool to mute class distinctions between students, and is a cost-saver to families. Parents need not spend precious time and resources shopping for a variety of clothes that serve no fruitful purpose. Academy students also demonstrate pride at a very early age in the idea of looking sharp, and emulating the models set by our instructional and operations teams every day. Children learn that the effort required to look prepared to work is but a part of the effort required to do work, and to do work in excellence. Uniforms serve as a pathway to building a coherent and mutually-committed community of learners. After 12 years, we continue to affirm our uniform policy and our overall dress code as an introductory step to becoming and remaining a valued member of the community.

Cultural Diversity and Dress Code Requirements

A majority of all students enrolled at Academy Charter Schools and at TACS Wyandanch will share "Old World" (and "New") ancestry and a dynamic range of cultures, philosophies and world views handed down with care and dedication by their families. We respect the traditions and heritage of all families enrolling at TACS Wyandanch, and do not bar students from wearing clothing or dressing in a manner that may be determined to be mutually agreeable to the family and to the school. No disciplinary action of any kind will be taken against students on the basis of dress code variations based on the exercise of religious, spiritual, or cultural practice.

Financial Support

TACS Wyandanch provides financial support for uniform purchases by families in need.

[1] Dupper, David. 2010. A New Model of School Discipline: Engaging Students and Preventing Behavior Patterns. Oxford: Oxford University Press.

SCHOOL UNIFORMS

UNIFORM DRESS CODE

Student Dress Code

The Academy Charter School (**TACS**) has a strict uniform dress code for its students. Each student must wear the school uniform throughout the entire school day unless otherwise instructed by an administrator. **Parents/guardians** have the primary responsibility for ensuring that students are dressed in the school uniform every day. **Parents/guardians** are expected to give proper attention to personal and uniform cleanliness. When children grow out of uniforms, the uniforms should be updated to fit the child's appropriate size and original color. Teachers and all other TACS personnel will exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in a school setting.

School Uniform Violation Policy

Students are expected to attend school in full uniform as indicated in the uniform policy in the following section. Failure to comply with the school's uniform policy will result in the following:

The first time a student is out of full uniform, they will be sent to the Dean's office. The parent/guardian will be contacted by phone to inform them of the school's policy.

The second time a student is out of full uniform, the parent/guardian will be asked to meet with the principal to resolve the matter.

** During times of inclement weather boots may be worn to school and children can change into their appropriate footwear before the start of the school day.*

The uniform must be worn every day, regardless of weather, unless parents and students have been advised otherwise in writing. The Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code during registration and at the beginning of the school year and any revisions to the dress code made during the school year. Continuous failure to wear the uniform will be considered a violation of our school's discipline policy. The student will be entitled to a due process hearing as outlined in the school's Discipline Policy and Complaint Policy.

ACADEMY UNIFORMS

The uniform must be worn every day, regardless of weather, unless parents and students have been advised otherwise in writing. Failure to wear the uniform will be considered a violation of our school's discipline policy.

The following are not in accordance with the school uniform policy and are subject to the violation policy above:

- Jewelry in any form (does not include medical alert jewelry)
- Any accessories or accentuated items that could be viewed as a safety hazard and are not in line with the uniform policy below (ex: long or acrylic nails, open toed shoes, sharp items)

If you have any questions about what is permissible, please contact the school.

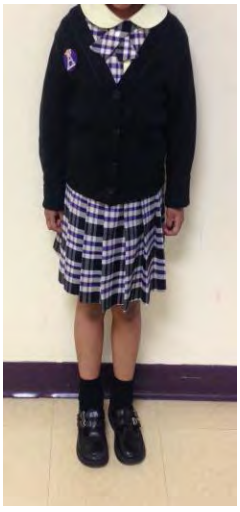
Girls K – 5th Grade:

Girls must be neatly styled

- Academy yellow blouse with round collar; Long or short sleeves. NO polo shirts acceptable.
- Academy purple plaid jumper; Jumpers should not be shorter than the top of the kneecap.
- Academy purple plaid headbands may be worn.
- Academy black long sleeves sweater with logo.
- **All girls must wear black socks or tights**.
- **Completely ALL black shoes.**



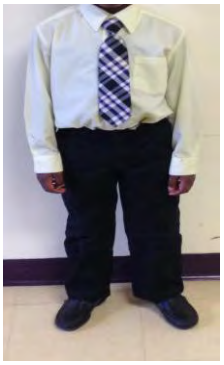




Boys K – 5th Grade:
Boys must be neatly styled

- Academy yellow shirt; long or short sleeve; tucked in at all times; (**Polo shirts are not acceptable**.)
- Academy black pants.
- Academy plaid tie.
- Academy black long sleeves sweater with logo.
- Academy black vest with logo.
- Black belt.
- Black socks.
- **ALL black shoes ONLY. No athletic socks below ankle shall be worn.**





The Academy gym day uniform is:
Boys and Girls K – 5th Grade

- Academy purple logo sweatshirt.
- Grey sweatpants with Academy logo.
- Grey shorts with Academy logo.
- All black socks; Athletic socks above the ankle ONLY.
- **ALL black sneakers ONLY (Including laces); No logos or different color soles.**





Request 11

11(a) Organizational Chart

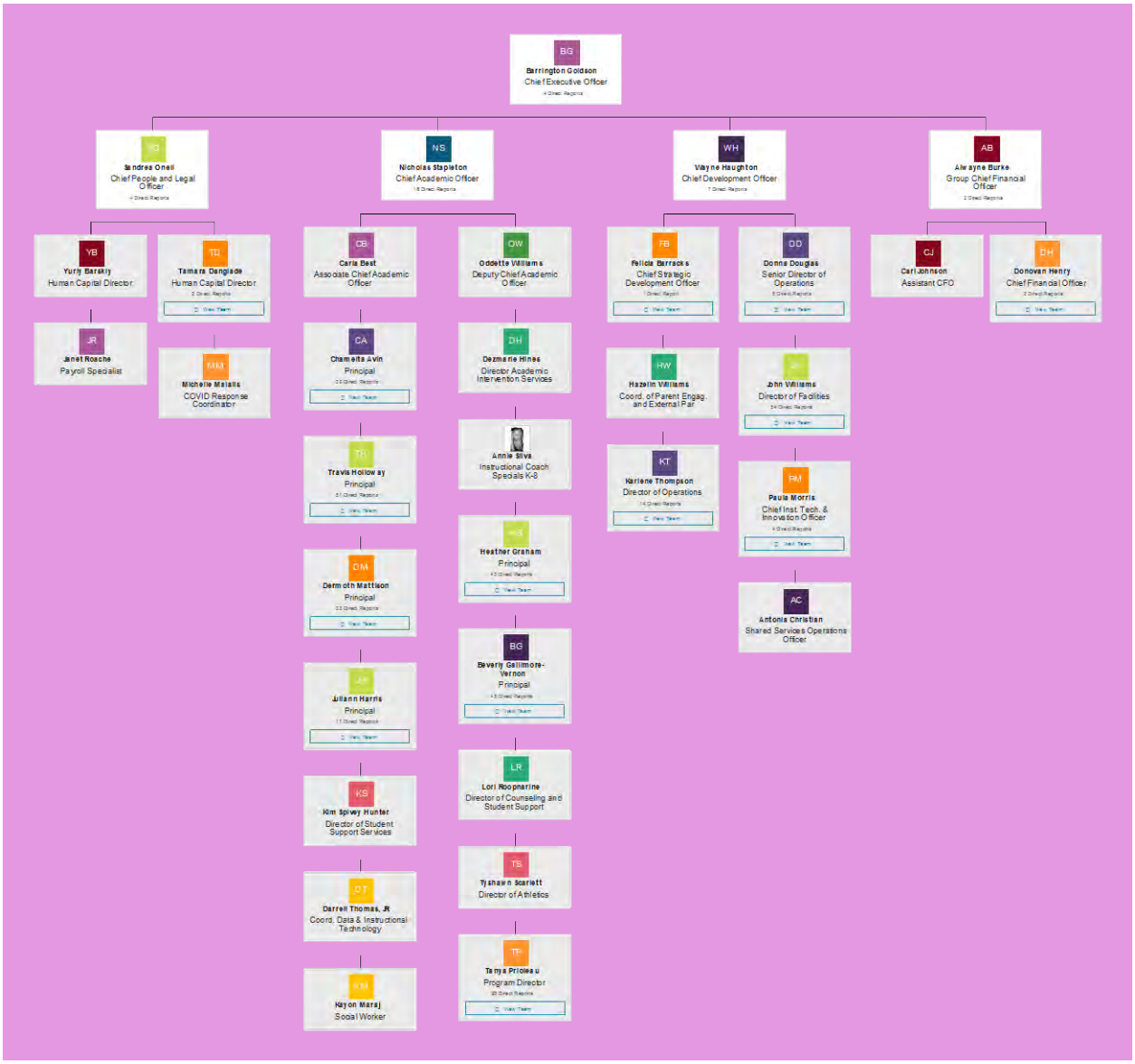
The Academy Charter School Wyandanch, a replication charter school, will employ structures and systems for organization and operation developed at TACS Hempstead and TACS Uniondale. The structure to govern and lead the school developed as part of the natural evolution and maturation of The Academy Charter School (TACS) in Hempstead and, our subsequent renewal of TACS Uniondale. In our early years, we split responsibility for academics and operations/finance between "houses" at TACS Hempstead. As enrollment increased naturally based on strong community demand, and our commitment to retain and graduate students with a real chance to enroll in college, we embraced a new organizational model. The Shared Services Team model emerged from our addition of high school grades in Hempstead and the opening of a new school in nearby Uniondale, New York.

The Shared Services Team model (below) is structured to meet the comprehensive needs of each school. The design, development and roll out of those systems and practices will be supported by our Shared Services Team presently based in Long Island. Team member responsibilities will encompass most areas of school operation.

Our Chief Academic Officer will provide oversight and leadership of school building principals, and assume responsibility for a high-fidelity replication on the academic side. All Academy Charter Schools principals report to the Chief Academic Officer, and relay written and/or oral reports to the board of trustees. Building principals may provide monthly reports on student achievement and regular reports on formative and summative assessments. Academic building-level personnel report directly to the principal. Our Chief Development Officer, Chief Financial Officer and Chief People & Legal Officer will lead the operations-side teams in building out the school. These team leaders will report directly to the board of trustees of the school.

The board of trustees will comprise 10 members with experience in all aspects of charter school governance, including instructional oversight, fiscal oversight, facility development, organizational development, and community relations. The board oversees the operations, policy compliance and strategic planning priorities of the school through regular monthly meetings, committee meetings, and ongoing communication with school leadership.

The Academy Charter School Shared Services Team
Organization Chart



The education corporation will not utilize a management corporation or operate as a CMO. Rather, the managerial support approach will be to deploy a blended or shared services team to support both schools with fidelity. As TACS has grown to serve students in elementary, middle and high school grades, the education corporation has developed a critical mass of internal leaders and champions who embody the mission and culture. Since the founding of the school, trustees and the administrators have prioritized the cultivation of internal leadership. Teachers

and young administrators are developed through diverse leadership opportunities that call for peer leadership, mentorship, initiative and demonstration of a commitment to personal growth. Presently, the education corporation has enough staffing and leadership to ensure a stable cultural transition for new hires in Wyandanch. With the time to prepare for opening in August 2018, we anticipate broad organizational readiness to meet the challenge.

School personnel in Wyandanch will receive support from the CAO as well as the grade span Deputy CAO, four academic directors (Academic Intervention Services, Counseling and Student Support, Assessment, and Student Support Services). Additional academic support will be provided by Instructional coaches at TACS, who will be deployed as needed. On the operations and finance side, the EC will provide oversight and support through the Director of Operations, who supervises the school-based operations teams. The staffing model in Wyandanch replicates the model used in Hempstead and leverages the skills of newly established leadership positions at the director-level.

Teaching and learning in the classroom will be driven by two teachers per class and one grade-level teaching assistant in Year 1. A second grade-level teaching assistant will be added in Year 3. The school will be staffed with two Title I teachers, a resource room teacher, Academic Intervention Services (AIS) teachers for English Language Arts and Math, and an English as a New Language (ENL) teacher. A second ENL will be added in Year 2, based on student enrollment and need.

An organizational priority is ensuring that teachers have access to several experienced professionals schoolwide who can provide insight, tools and techniques to continually improve the craft. To reinforce the instructional and oversight culture at the proposed school, we will seek to place existing TACS staff at the Wyandanch site. We anticipate there will be interest among staff at different levels based on the opportunity to take on a new role, proximity to home and other factors. Where needed, we will offer incentives (non-financial or financial) in to reinforce school culture across sites.

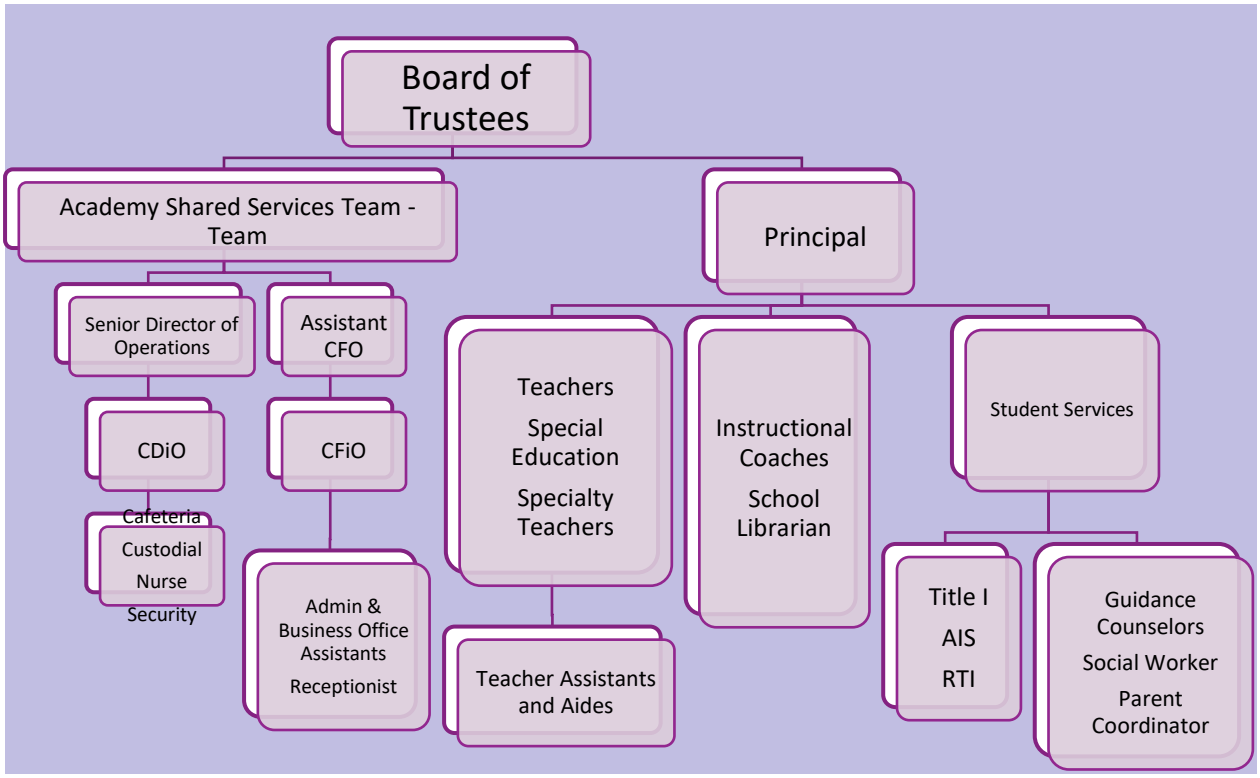


Figure 1: Organizational Chart - The Academy Charter School Wyandanch (School Management & Leadership). External Reporting by CDiO and CDiF to SST Members (Senior Director of Operations and Assistant CFO).

In Year 5, the organizational structure will remain largely the same. The number of employees within the organization will increase, however, we conceptualized organizational capacity building in methodically growing The Academy Charter School in Hempstead from a K-5 organization to a three-site entity serving grades K to 11. As TACS grew, key staff members were added to support instruction and operations at the elementary, middle and high school levels. In addition, a basic tenet of our model is that leadership capacity evolves from organic opportunities to grow. Expansion created opportunities for our staff members to take on new roles, to train successors, and to reinforce our institutional culture at multiple facilities. We take great pride in the cultural continuity which is evident to new staff, parents and families, community stakeholders and external visitors. There is a distinctive feel to our buildings, and our culture has a feel that is embodied throughout and expressed by students, staff and institutional stakeholders.

As part of proposal development process, we solicited feedback from parents regarding the staffing plan. Parents strongly recommended that the new school offer a rich parental and

community engagement program. To achieve that aim, we will hire dedicated personnel to direct those initiatives.
The Director of Student Services will engage in goal-setting activities for the position and solicit additional feedback from parents between now and the school's opening.

(a) – School Leadership and Management Structure

The building leader for the Academy Charter School Wyandanch will be the principal. The education corporation does not operate with a charter management organization (CMO). The education corporation will utilize a shared services team (SST) structure to provide support directly to schools. The responsibility for student performance, teaching and learning, and the overall culture of TACS Wyandanch is that of the principal. The culture of the Academy is collaborative by intent and by design. The first expectation embedded in the job description of our principals is that they each "collaborate with a team of centralized staff in support of teaching and learning." The second expectation is that the principal will be an effective agent of change who will "develop and implement follow up action plans based on feedback." Academy principals are active instructional leaders who are charged with being present, engaged, and visible during school hours. Academy principal's responsibility to teachers is to provide schoolwide and classroom level support for effective classroom management; and to leverage support and accountability when classroom learning environments do not meet expectations. The principal supports teachers through modeling lessons; observing practice; providing timely, accurate, and actionable feedback; and promoting teacher reflection. In addition to setting a physical and cultural tone, Academy principals lead empirically using data to improve student performance. Principals model data analysis with administrators and teachers to frame critical conversations, ensure student needs are met, and to course correct the teaching and learning environment. Academy principals build customized professional development plans that borrow from the legacy programs completed by other Academy schools, and from peer principals in Hempstead and Wyandanch. Academy principals are expected to support and lead parental engagement activities. When the founding team for TACS Wyandanch met with community representatives, residents stressed the importance of close relationships between the principal and the school. In particular, residents suggested a formal ongoing breakfast between the principal and parents to share school and community updates, priorities, and calendars. The principal's instructional team generally comprises members from the SST of the education corporation identified to lend experienced leadership support to principals. The SSTs Deputy Chief Academic Officer (DCAO) with oversight responsibility for elementary schools will receive direct reports from elementary

school principals in Hempstead, Uniondale, and Wyandanch. In addition, on occasion school principals will deliver direct reports to the board of trustees.

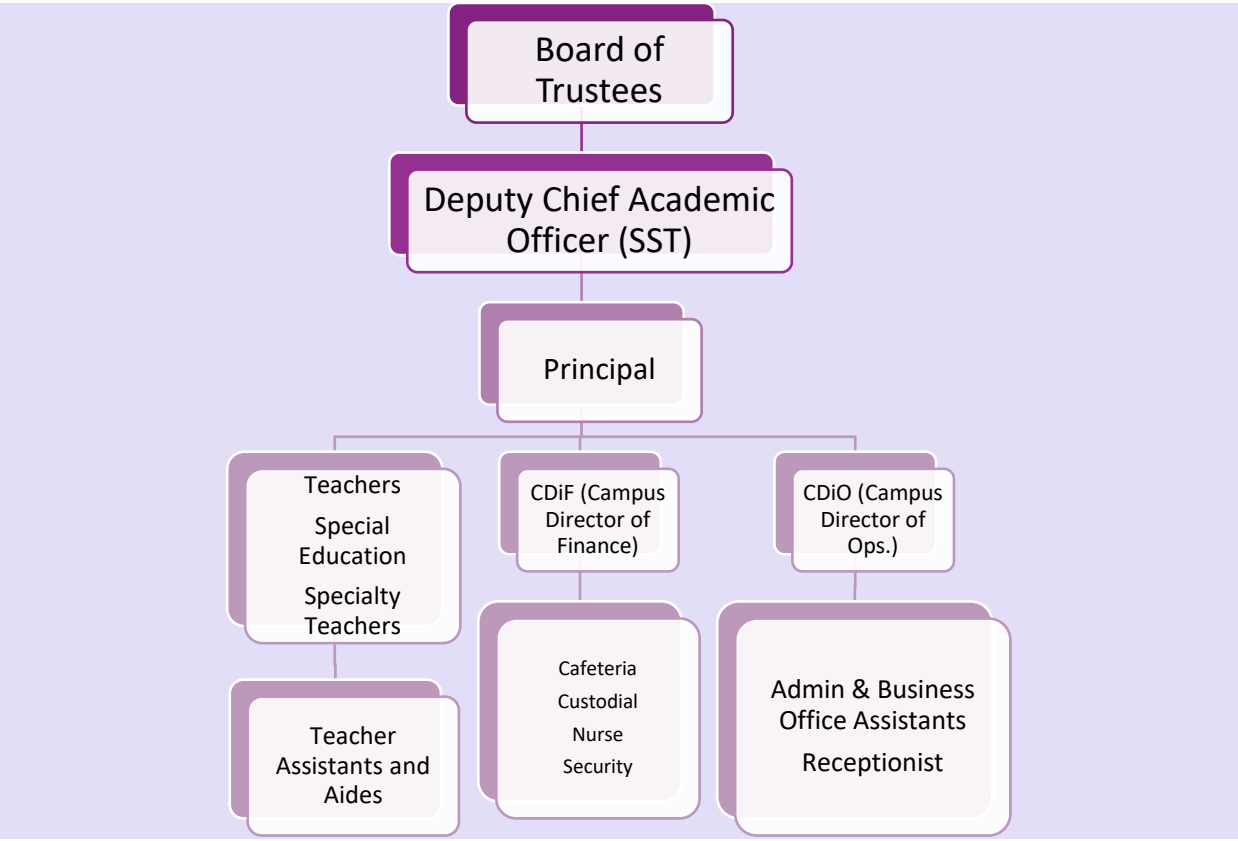


Figure 2: School-Level Leadership Structure (Internal Reporting Structure CDiF and CDiO reporting to Principal.)

Within this framework, the principal supervises the instructional team, while also meeting on a regular basis with and receiving reports from the Campus Directors of Operation and Finance. The principal is not, however, directly responsible for oversight of these fiscal and operations side managers. These directors will have a dual-reporting role and direct accountability to the director of operations for the education corporation. The principal will meet with the building leadership team regularly to communicate about school-specific and education corporation news and areas focus.

The principal will directly supervise the instructional staff presented above and will collaborate with four directors (counseling and student support, academic intervention services, special education services, and assessment). The directors (as SST designees) and principal will work as a single instructional decision-making team with the support of the Chief Academic Officer, the

Deputy Chief Academic Officer. Teaching and learning will be evaluated by this leadership team. This structure replicates the existing structure at The Academy Charter School.

The education corporation has not yet identified the school leader. Consistent with the long-standing organizational practice of The Academy Charter School, our senior administrators will consider internal candidates for this role. Key considerations will include mission alignment, evidence of capacity to lead teams and collectives, track record of data-driven decision-making and producing academic gains, supervisory acumen and overall communication. A cornerstone of our efforts is the desire to ensure a strong culture across facilities and grade configurations.
Recruitment and Selection Plan – Should we require a larger search, our Chief Academic Officer and HR team will provide institutional leadership.

Potential Recruitment Sources – The most significant and reliable recruitment pool will be from the internally developed candidates currently employed across the education corporation. Additional recruitment sources will include talent pools of excellent teachers and school leaders from charter schools in New York State and across the nation. Our structure is designed to maximize opportunities for principals to focus exclusively on instructional leadership, professional development, coaching and mentoring, and cultivating great instructional practices in all classrooms across the organization. We offer a unique model wherein administrative and operational matters are owned and addressed by a team of specialists. We also the opportunity to lead in a small organization that has been thoughtful and deliberate about the pace and scope of our growth.

Additional Selection Criteria – In addition to the cultural alignment that we seek in all candidates, particularly leaders, we will apply additional selection criteria to the successful candidate. Our first evaluative area is instructional leadership. The component parts are: capacity to coach and model excellent teaching; strong knowledge of curriculum and lesson planning; consistent and relevant use of data to inform structures, systems and practices; diligent progress monitoring and fidelity to providing feedback to teachers.

A second area of focus within the arena of culture is the professional learning attitudes and behaviors across the organization. Our trustees and administration team have prioritized culture consistently since the inception of the school. The successful candidate will be able to articulate and demonstrate patterns of success and tools to cultivate and sustain culture. We seek clarity from the candidate on how they communicate mission-aligned practice across the organization.

Third, our trustees and community value diversity and cultural competence. Wyandanch and many of the surrounding communities are changing dramatically. We recognize the increased challenge of seeking out Black and Latino candidates to provide leadership in the classroom and on the administrative team. Nonetheless, this commitment is woven into the fabric of our community. We seek candidates with the skill set and demonstrated capacity to listen authentically and act courageously. We hold our students to the expectation they will evolve through stages from learning to leadership to service. Our educator standards are even more exacting.

Anticipated Timeline – The selection process for a new internal candidate will proceed on an expedited basis aligned to the approval of a new charter. The chief academic officer is developing a leadership development program for the accelerated cultivation of principal candidates. The education corporation anticipates the selection of a school leader by October 2021. An approval notification in by Spring 2021 allows sufficient time for strong candidates to work as a principal-in-residence and assume modified instructional duties. The traineeship would run through the year and expose the candidate to the unique leadership requirements of the position. Beginning in spring 2022 through summer 2022, the new school leader would transition to setting routines and practices for opening by August 2022. We have utilized this approach with success in growing our middle and high school programs. Key lessons learned from this hiring processes are that culture matters a great deal, and it matters even more. It is important that school leaders be great teachers with a passion for imparting knowledge to individuals and across institutions. Throughout the winter and spring 2021, we will establish routines wherein the new school leader candidate(s) can demonstrate these high leverage skills in an environment where teachers have experience, ownership, and success of very strong results.

Our school-based leadership structure simply establishes that the principal will have the freedom and support to focus on leading a team of great professionals in improving teaching and learning. The Academy's academic success has been tremendous, but we still have room to improve our scores, and the life chances for great outcomes by our students. The structure aligns the instructional side of the house under a single empowered leader and divides operational and financial responsibilities to dedicated personnel. Our approach systematizes reporting across all three lines, but retains distinct supervisory lines and alleviates the management challenge inherent in a single leader model. Our shared services model means that the chief academic officer and four additional director-level staff members directly support the work of the principal.

Principals will have a natural peer group in the program grade principals of the education corporation. Most importantly, candidates will have a structural incentive toward success.

Our operations and finance structures call for dual reporting, and permit a shared services team director of operations to exercise supervisory authority in the right places: at the school level business and general offices. The business and office managers will steer school-based operations, fiscal and compliance items such as reception, admissions, attendance, annual report data collection, and audit prep. We anticipate hiring for one of these positions in Spring 2018 to ensure a smooth, on-time launch.

Request 12

12(a) Staffing Chart and Rationale

Replicating Success

The following chart represents our proposed model for staffing The Academy Charter School Wyandanch. The model is a replication of The Academy Charter School Uniondale. We begin in Year 1 with a planned enrollment of 172 students in grades K-2. We also begin with the recognition that Wyandanch is a unique community where students performance will improve with a customized staffing plan. As noted in Response 4, our meetings with community leaders, discussions with parents, and extensive document review of district and state analyses suggest a need to emphasize support services to ELL, SWD, and ED populations; robust and creative parental engagement; and hiring aimed at the selection of personnel with an intimate knowledge of this community.

		Year 1	Year 2	Year 3	Year 4	Year 5
TACS WYANDANCH STAFFING PLAN FTE	**Acad. Years**	2022-23	2023-24	2024-25	2025-26	2026-27
	Grades	K-2	K-3	K-4	K-5	K-6
	Enrollment	172	245	319	392	466

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	**FTE**				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	1.0	1.0	1.0	1.0	2.2
Deans, Directors & Coordinators	1.0	1.0	1.0	2.3	3.3
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	0.0	1.0	1.0	1.0	2.0
Administrative Staff	1.0	1.0	2.0	2.0	3.0

TOTAL ADMINISTRATIVE STAFF	3.0	4.0	5.0	6.3	10.5

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	9.0	12.0	15.0	19.0	22.0
Teachers - SPED	3.0	3.0	4.0	4.0	5.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	3.0	6.0	9.0	12.0	15.0
Specialty Teachers	4.0	5.0	6.0	7.0	8.0
Aides	1.0	1.0	1.0	1.0	1.0
Therapists & Counselors	1.0	1.0	2.0	2.0	3.0
Other	1.0	1.8	2.6	3.4	4.2
TOTAL INSTRUCTIONAL	22.0	29.8	39.6	48.4	58.2

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	1.0	1.0	1.0	1.0	1.0
Custodian	1.0	1.0	1.5	2.0	3.0
Security	1.0	1.0	1.5	2.0	3.0
Other	2.0	2.0	3.0	3.0	4.0
TOTAL NON-INSTRUCTIONAL	5.0	5.0	7.0	8.0	11.0

TOTAL PERSONNEL SERVICE FTE	30.0	38.8	51.6	62.7	79.7

A Shared Support Rationale for Instructional and Operations Success

The staffing model for the proposed charter school replicates the principles and core constructs of previous staffing models at TACS Uniondale (See 2017 Replication Application) and TACS Hempstead (See 2018 Renewal Application). The Academy staffing model was built on the premise that principals should be instructional leaders who could rely on robust support from a former district superintendent in the Chief Academic Officer; while also using instructional coaches to support teachers and teaching assistants. As the Academy has grown, we have installed principals at the elementary, middle, and secondary levels; added support for their development with Deputy Chief Academic Officers supervising instructional quality at each level; and, inserted five directors with supervisory responsibilities for assessment, academic intervention services, counseling and student support, athletics, and student support services.

Each of these positions on the SST is driven by highly qualified incumbents who support TACS Hempstead and Uniondale; and will also support TACS Wyandanch.

On the operations and financial side, TACS Wyandanch will be supported by our Senior Director of Operations (SDO), based in Uniondale. Our SDO has been with the organization since its inception and will provide leadership for new Wyandanch team members. Her work will be supported by the rest of the team under of Chief Development Officer comprising our Chief Instructional Technology and Innovation Officer, Shared Services Operations Officer, Director of Facilities, Coordinator of Parent Engagement, Assistant CFO (supporting Uniondale and Wyandanch), COVID Response Coordinator, Human Capital Director (supporting Uniondale and Wyandanch), and our Payroll Specialist.

Administrative Personnel – TACS Wyandanch will be led by the principal. As instructional leader, the principal will assume full responsibility for teaching and learning across the school. The principal will work closely with teachers to support them by modeling instruction and providing exemplars, resources, and correction in accordance with principles and practices of The Academy. The principal will be the face of TACS Wyandanch and be responsible for setting a welcoming and inviting school culture and climate for learning. The principal will report to the Deputy Chief Academic Officer for Academy elementary schools. Principals will be supported in their development by the Chief Academic Officer through ongoing supervision and training, as well as by the Deputy Chief. The instructional leadership work of the principal will be supported as the school grows by one Instructional Coach in Years 1 through 3. To support the principal in building a strong school culture with a focus on academic achievement, TACS Wyandanch will hire a Dean of School Culture in Year 4 as the elementary school will reach maximum enrollment (392 students in grades K-5). In Year 5, with the launch of grade 6, the school will hire a second principal and Dean of Culture with primary responsibility for partnering to shape the middle into a rigorous complement to both the elementary and high school experience within the Academy.

In Year 2, the school will hire a Campus Director of Operations (CiDO). The CiDO will work closely with the principal, operations staff, and school administrative staff. The CiDO position will have dual reporting duties to the principal and to the SST Director of Operations. The campus director will participate in regular SST meetings as part of ongoing planning, operations management, and school oversight. The CiDO will participate in regular Chief Development Officer suite meetings with other campus directors. In Year 5, the middle launch and increase to 466 students will create sufficient revenue and organizational diversification to justify the hire of a second CiDO. The CiDO, working in partnership with the principal and dean will take on a lead role in conveying to the operations team the value of their work in shaping school culture. The school will hire one administrative assistant in Year 1, a second in Year 3, and a third in Year 5. The first two administrative assistants will support the principal and staff with all clerical and organizational

functions, including reception and secretarial function. In Year 5, the third administrative assistant will support the emerging middle school.

Instructional Personnel – The TACS Wyandanch model deploys a lead teacher and teaching assistant into early grade classrooms. Our educational philosophy encourages students being allotted time and resources to build mastery. The school will keep student to teacher ratios low with the hire of 7 general education classroom teachers and 3 teaching assistants for grade K in Year 1. Wyandanch reports high concentrations of students with disabilities (18 percent) and students learning English as a new language (30 percent). TACS Wyandanch will hire two Title I teachers, three special education teachers (with additional hires in Year 3 and Year 5 to coincide with increases in enrollment and the middle school launch). The school will hire four specialty teachers beginning with music and physical education in Year 1. The Academy Charter School board of trustees take tremendous pride in the music education program (particularly the newly designed music auditorium in Hempstead) and the sports program, which provides standards-based instruction to early elementary students. The physical education teacher will also be supported by the Director of Athletics and the instructional team. Instruction in these areas reinforces our commitment to schoolwide fitness, routine exercise and creative expression.

TACS Wyandanch will hire two ESL teachers in Year 1, and one additional annually through Year 4. Additionally, the school student support services team will include a social worker, and guidance counselor (with a second hire in Year 5). The school will hire various personnel for afterschool and summer school initiatives (including a summer onboarding program beginning in August 2022) intended to help students build habits of achievement. The Wyandanch student support services team will liaise regularly with teams at TACS Hempstead and Uniondale, and operate under the guidance of the instructional team and our SST specialist directors. Teams will meet regularly (typically once per week formally, and often daily on a less formal basis) and use established and effective protocols to ensure that all students receive mandated and necessary services under all instructional modes: in person, virtual, and remote.

Non-Instructional Personnel – In Year 1, the school will hire five non-instructional personnel: a librarian (*job description pending review*), one custodian (while growing the staff to 3 full-time custodians in Year 5), building security (while growing the team to 3 full-time security guard positions in Year 5, and two food services employee (expanding to 4 in Year 5). Non-instructional staff will report to the CiDO.

Salary and Compensation Considerations – Average projected salaries for TACS Wyandanch align with positions at TACS Hempstead and TACS Uniondale.

Instructional Contingency Planning and Remote Learning – Proposed staffing levels for TACS Wyandanch align exceed initial staffing at TACS Hempstead and TACS Uniondale. Whereas we

believe the need is equally likely to exceed existing schools at launch, we operate at vastly superior capacity to deliver sustainable remote instruction. The addition of a Deputy CAO, an SST group comprising the Director of Academic Intervention Services, the Director of Counseling and Student Support, the Director of Student Support Services, an Instructional Coach and our classroom staffing model, supplemental teacher and counseling hires will position TACS Wyandanch well for delivering on sustained and improved remote instruction. In addition, we anticipate having sufficient space to offer on-site instruction for parents who lack the resources or circumstances to work from home.

12(b) Qualifications and Responsibilities

The qualifications of SST team members and school-based staff are presented below. The ensuing job descriptions include all instructional and administrative positions, as well as several key operations positions. The board of trustees and SST leadership have recently revised the organizational structure of the SST and school-based personnel positions. The Revised Academy Staffing Model outlined throughout this application and the Business Plan are consistent with respect to positions, titles, and reporting.

Chief Executive Officer
Job Description

Title: Chief Executive Officer
Department: Administration
Report to: Board of Trustees

FLSA: Exempt
Work Location: Uniondale, NY
Date: July 1, 2020

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Chief Executive Officer (CEO) works at the direction of the Board of Trustees and oversees the fiscal, educational, and operational areas of the Hempstead and Uniondale locations at The Academy Charter School. The CEO will hold the standard for quality and accountability across all aspects of the organization. They will widely and regularly champion and inspire people with the organization's vision, goals, plans, results, and success stories, and work with the Board and leadership team to develop a strategic vision, create an implementation plan to accomplish it, and adapt to internal and external changes as needed.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Responsible for the daily operation of the school and works collaboratively with the principal and business manager. The Executive Director will also be responsible for the supervision of the principal and the business manager.
- Ensures that the elements contained in the charter application are implemented according to schedule.
- Assists the principal in the supervision of non-instructional staff.
- Collaborates with the principal to provide research based information to the Board of Trustees, which will assist in providing direction for the school including policy development and implementation.

- Works closely with the Board of Trustees in designing, implementing and monitoring a five year strategic plan.
- Provides the Board of Trustees with oral and written reports at scheduled board meetings and when requested.
- Reviews all financial activities and ensures all internal control procedures and policies are monitored and implemented.
- Solicits financial resources including corporate donations and grants from private and governmental agencies. The focus would be on seeking resources for facility acquisition and improvement.
- Liaison between the school and the management company to ensure the delivery of services as per the management agreement.
- Liaison with the various home districts of enrolled students.
- Liaison on all media communications.
- Develops partnerships with various organizations including local universities, community agencies, elected officials and business and civic organizations to secure resources and programs to support students and their families.
- Ensures the school participates in community projects and civic activities.
- Supervises all school based activities and functions related to strengthening the relationship between the school and families. This includes outreach to the PTO and school sponsored activities that engage families and community members.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective

- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- Bachelor's degree or equivalent experience required; Master's degree preferred
- At least 10 years of experience as a senior leader, experience in an educational environment preferred
- Executive presence to inspire confidence and passion both internally and externally combined with the persistence and zeal to lead The Academy Charter School's mission-driven organization toward ambitious goals
- Exceptional verbal and written communication skills with the ability to create and deliver compelling presentations to diverse groups of stakeholders
- Proven ability to lead an organization through a strategic planning and implementation process
- Demonstrated commitment to the potential of urban youth to succeed in rigorous educational settings
- Ability to drive collaborative decision-making processes

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

This job description does not constitute a contract of employment or promise nor does it create an implied duty or contractual obligation. It is simply an overview of the job responsibilities to be performed. All employment at the Academy Charter School is "at will." This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Chief People & Legal Officer
Job Description

Title: Chief People & Legal Officer
Department: Shared Services
Report to: CEO
FLSA: Exempt
Work Location: Hempstead, NY & Uniondale NY
Date: 7/1/2020

Background summary:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The Chief People & Legal Officer is responsible for developing and executing human resource strategy in support of the overall business plan and strategic direction of the organization, specifically in the areas of succession planning, talent management, change management, organizational and performance management, training and development, and compensation. The Chief People & Legal Officer manages and oversees all legal and compliance issues, including employment matters, intellectual property matters and litigation matters.

Essential Duties and Responsibilities:
Chief People Officer

- Establish and implement HR efforts that effectively communicate and support the company's mission and strategic vision.
- Develop HR plans and strategies to support the achievement of the overall business operations objectives.
- Function as a strategic business advisor to the executive/senior management of each business unit or specialty group regarding key organizational and management issues.
- Work with the company's executive management team to establish a sound plan of management succession that corresponds to the strategy and objectives of the company.

- Develop comprehensive strategic recruiting and retention plans to meet the human capital needs of strategic goals.
- Develop and implement comprehensive compensation and benefits plans that are competitive and cost-effective.
- Provide overall leadership and guidance to the HR function by overseeing talent acquisition, career development, succession planning, retention, training, leadership development, compensation and benefits globally.

Chief Legal Officer

- Oversees and manages the provision of all legal services to The Academy to ensure maximum protection of its legal rights and to maintain its operations within the limits prescribed by law.
- Provides strategic guidance, consultation, and support to senior administrators and other members of upper management on a comprehensive range of legal issues involved in carrying out the mission of The Academy.
- Develops and leads the internal audit and corporate compliance programs
- Drafts, reviews, and approves policies and procedures, regulations, bylaws, and other legal documents.
- Reviews contracts, leases, and other legal documents; research legal issues and recommends revisions as necessary.
- Selects and retains outside counsel, as required, to obtain legal opinions or to handle claims and litigation.

Core Competencies:

Building relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective

- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Excellent verbal and written communication skills.
- Excellent interpersonal and conflict resolution skills.
- Excellent organizational skills and attention to detail.
- Strong analytical and problem-solving skills.
- Strong supervisory and leadership skills.
- Thorough knowledge of employment-related laws and regulations.
- Knowledge of and experience with varied human resource information systems.
- Proficient with Microsoft Office Suite or related software.
- Ability to provide competent legal advice and counsel to senior university officials on a wide range of legal and policy issues.
- Knowledge of the range of applicable laws and regulations which impact on all facets of university policy and operations.
- Ability to analyze and interpret issues and to prepare legal opinions.

Qualifications

- Juris Doctorate from an accredited law school.
- A minimum of 10+ years of experience senior leadership experience management level either in the public or not-for-profit sector.
- Strong knowledge of employment law and HR practice.
- Experience managing multiple high-performing individuals or teams.
- Outstanding strategic, analytical and critical thinking skills.
- A track record of leading for equity and social justice.
- Excellent communication, able to influence and facilitate decision-making among multiple, diverse parties.
- Ability to present effectively and persuasively to diverse audiences.
- Demonstrated ability to be proactive and take initiative.
- Ability to learn quickly and to be effective in a fast-paced, complex, entrepreneurial environment.
- Demonstrated results building organizational culture.
- Demonstrated capability in adapting and innovating HR practices and solutions and right sizing them to the needs of the organization.
- Results-driven, agile, change agent with the commitment and confidence to assume a leadership role in an evolving complex environment.
- Unquestionable personal integrity, fairness and credibility necessary to gain the trust and commitment of individuals at all levels of the organization.

- Demonstrated success at cultivating strong relationships with internal and external stakeholders and creating partnerships at all levels within the organization to achieve results.
- Empathetic and engaging individual, who listens well, is responsive, solutions focused and results oriented.

Physical Demands:
While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools, or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.
This job description does not constitute a contract of employment or promise, nor does it create an implied duty or contractual obligation. It is simply an overview of the job responsibilities to be performed. All employment at the Academy Charter School is “at will.” This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Human Capital Director
Job Description

Title: Human Capital Director

FLSA: Exempt

Department: Administration

Work Location: Hempstead, NY

Report to: Chief People & Legal Officer

Revised Date: July 1, 2020

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Human Capital Director will guide and lead Human Resources practices and objectives that provide an employee-oriented, high performance culture. This person will provide leadership, management and direction in overall provisions of Human Capital Strategy and Human Resource services, policies, and programs. They will partner with Leadership to resolve employee relations issues as well as provide guidance and counseling to employees at all levels. This person will maintain knowledge of industry trends and employment legislation, and ensure compliance with federal, state, and local law and regulation. They will also interact with students as a coach and advocate, participating in building a positive educational environment.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Demonstrates knowledge of and supports The Academy Charter School's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior.
- Responsible for operational and strategic functions provided by Human Resources including staffing, workforce planning, talent management, compensation, employee relations, professional development, and organizational change.
- Act as a strategic partner and contribute to the development of and the accomplishment of the organization-wide business plan and objectives.

- Serve employees, teachers and school administrators, by handling day to day questions and helping resolve work related problems.
- Communicates company policies and procedures and promotes understanding within the organization and across the school operations.
- Provides advice and counsel on HR issues, develops policies and procedures, and articulates HR needs and plans to the executive management team.
- Analyzes employee relation issues; investigates employee complaints, follows appropriate procedures and documents employee relations matters and investigations.
- Act as the first point of contact for employees regarding benefits
- Responsible for the effective identification, development, coordination and presentation of training and development programs for the agency.
- Responsible for input and implementation of leadership development, staffing, diversity, and the performance management and review processes.
- Foster effective methods of goal setting and communication in order to maintain the organizational culture and climate.
- Provides guidance and recommendations as it pertains to staffing restructures/ status changes as well as personnel practices, policy and employment law.
- Ensures compliance with state/federal HR related regulations
- Support the training of staff and management on compliance issues (sexual harassment, wage and hour, etc.)
- **Coordinate professional development and training for all special education and ESL staff.**
- **Prepare written and oral reports as requested including monthly Board reports.**
- **Maintain and execute on-boarding and exit processes with members of the Human Capital team to create a values-aligned experience for staff**
- **Execute & improve the performance management process**
- **Drive diversity, equity and inclusion efforts across our hiring and day-to-day practices**
- **Carries out other professionally related activities as required and directed**

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills and Abilitites

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.
- Ability to deal and manage highly sensitive information.

Qualifications:

- Advanced Degree in Human Resources or related field.
- Strong knowledge of employment law and HR practice.
- Minimum of 10+ years of broad HR knowledge and experience.
- Excellent written and oral communication skills.
- Ability to interact successfully with all levels of school personnel, students and parents.

Working Conditions and Physical Requirements:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Athletics Director
Job Description

Title: Athletic Director
FLSA: Exempt
Department: Athletics
Work Location: Hempstead, NY
Report to: Chief Academic Officer
Revised Date: July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioural expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The Athletic Director will provide leadership, collaboration, and coordination in the area of the athletic program at The Academy Charter School. This person will direct athletic activities, supervise the coordination of athletic events and manage athletic department budgets. The Athletic Director will also ensure that the education of the student athletes is in alignment with the mission of The Academy Charter School.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Coordinates the athletic program in collaboration with principals and coaches to ascertain programmatic needs on an annual basis, as well as prior to each season to insure consistency of program.
- Initiates the recruitment and selection of coaches and makes employment recommendations to the building principal.
- Supervises and evaluates all coaches at the high school level.
- Schedules all high school athletic contests, issues contracts for the contest, and maintains the proper and necessary records.

- Ensures officials are scheduled and contracts are issues for all high school contests. Maintains an active file of officials under contract and pays officials following the contact.
- Arranges transportation for all away sporting events.
- Supervises the preparation and verifies all athletic eligibility lists.
- Supervises sporting events and acts as the host to officials and visiting schools.
- Oversees the supervision of employees and volunteers who work the athletic sporting events.
- Arranges for personnel to supervise events as needed.
- Supervises athletic funds, prepares and administers a detailed operating budget for the athletic program and submits it to the building principal. Orders all equipment and maintains a current inventory of all athletic equipment.
- Advises and ensures all coaches conform with Board, OHSAA, league policies and regulations and with state and federal laws. Attends league and district meetings. Ensures all coaches have successfully competed required inservice programs.
- Supervises and is responsible of preparation for home contests.
- Provides leadership for and serves as liaison to high school athletic booster groups and coordinates, with the coaches, the support group for specific athletic programs.
- Other duties as assigned

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Qualifications:

- Masters Degree or higher.
- Minimum of five years of teaching/coaching experience. Administrative experience preferred.
- Valid NYS Certificate as an Administrator
- Ability to develop, organize and implement programs.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Working Conditions

An athletic director works in a school office performing various administrative tasks, as well as away from the office attending fund-raising events and sports practices and games. This position may also require travel to away games.

Job Specifications:

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

COVID Response Coordinator
Job Description

Title: COVID Response Coordinator

FLSA: Exempt

Department: Human Resources

Work Location: Hempstead, NY & Uniondale NY

Report to: Chief People & Legal Officer

Revised Date: July 1, 2020

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The COVID Coordinator will be responsible for overseeing the response to a COVID positive case, including contact tracing and dissemination of notification as specified by NYS Department of Health. They will also assess the need for and contribute towards the design and implementation of COVID-19-related staff and student health protocols and procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Contribute to the development and implementation of a COVID-19 preparedness and response strategy.
- Ensure clear internal coordination within project teams.
- Collaborates with other agencies (e.g. Dept. of Health, community professionals, first responders etc.) for the purpose of communicating and/or receiving information regarding situations that may affect safety within the school environment.

- Collaborate with a variety of internal and external stakeholders for the purpose of conveying and/or receiving information, problem solving, and generating recommendations to improve safety for staff, student, and other stakeholders.
- Participate in the development of intervention and new proposals related to COVID-19
- Supports the operational activities in relation to the purchasing of COVID-19-related supplies, etc. Assists in ensuring that quality items are procured, transported, stored, etc.
- Assists in the planning and implementation of COVID-19 safety procedures including the distribution of pandemic supplies.
- Responds to student, employee, and authorized visitor questions regarding COVID-19 requirements within their designated buildings and work areas.
- Serves as a resource to the Chief Legal & People Officer to address evolving concerns related to COVID-19 and safety precautions.
- Ensure that all personnel know and follow established safe work procedures in accordance with safety protocols.
- Conduct virtual or in-person COVID-19 safety assessments.
- Provide updates on cases for the Academy.
- Support all administrative work related to health and safety issues for the Academy, including accidents, student illness, and immunization, as well as all administrative work specifically related to COVID-19.
- Responds to emergency situations for the purpose of addressing immediate safety concerns and investigates and responds to all safety concerns/issues.
- Provide periodic reports to the Superintendent and the School Board on matters pertaining to COVID-19 incidents.
- Collaborate with a variety of internal and external stakeholders for the purpose of conveying and/or receiving information, problem solving, and generating recommendations to improve safety for staff, student, and other stakeholders.
- Inform personnel regarding a variety of procedures and program requirements and best practices around safety and security.
- Perform other duties as assigned.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

QUALIFICATIONS:

- BA degree required, preferably in public health, business administration, or other related field.
- Spanish bilingual, biliterate, and bicultural preferred.
- Strong communication and interpersonal skills

Working Conditions and Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions. Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are normally performed in a school/classroom environment. Duties may be occasionally performed on field trips away from school. The noise level in the work environment is usually moderate.

Job Specifications:

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Accounts Payable/Payroll Associate
Job Description

Title: Accounts Payable/Payroll Associate
FLSA: Exempt
Department: Human Resources
Work Location: Uniondale, NY
Report to: Chief People & Legal Officer
Date: July 1, 2020

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectation will promote the excellence known so the community's children can achieve.

Position Overview

The Accounts Payable/Payroll Associate is responsible for the entry, analysis, and maintenance of the general ledger with particular focus on accounts payable and the implementation of sound internal and compliance controls. S/he will also pay employees by calculating gross pay and deductions and issuing checks. S/He will work closely with and report directly to the Assistant Chief Financial Officer.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Manages all aspects of accounts payable (A/P) including review of supporting documentation (e.g., vendor invoices, employee expense reports, company credit card statements, wire requests); processing of both payable checks and outgoing wires; recording and accuracy of A/P transactions; managing historic records; and serving as the primary contact for A/P inquiries.

- Input payable items to accounting systems, utilizing all the system's features, to enable push-button production of extremely accurate A/P reports, useful for check run processes, cash flow projections and A/P reporting.
- Enter payroll data efficiently and timely as required to ensure a smooth payroll processing. Assist with the administration of the timekeeping and PTO system, and

update it as required to reflect the frequently changing timekeeping/PTO processes and policies of a rapidly growing organization.
- Constantly review incoming information (new hires, terminations, deduction changes, etc.) for payroll day impact, and ensure that standing data is correct, up-to-date, and accurately reflects the organizational structure.
- Assists in assuring accounting procedures and internal control procedures are followed.
- File payable items on file network, using an indexing system which is organized, and understandable by others for quick and easy future retrieval.
- Contribute to our positive team vibe, effective communication, productivity, and responsiveness to our many partners inside and outside the Organization.
- Performs other duties as requested.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity.
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.
- Ability to deal and manage highly sensitive information.

Qualifications:

- 2-5 years' experience, preferably in a school business office
- Experience processing A/P in a company with at least 80 vendors, three divisions with separate bank accounts.
- Payroll experience in a company with at least 3 divisions.
- Experience with MIP accounting software

Physical Demands:
While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools, or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.
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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

The Chief Academic Officer
Job Description

Title: The Chief Academic Officer
Department: Administration
Report to: Chief Executive Officer
FLSA: Exempt
Work Location: Uniondale, NY
Date: July 1, 2020

BACKGROUND SUMMARY:

The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:

The Chief Academic Officer (CAO) sets the strategic vision and direction for the instructional framework and pedagogical approach of the organization's academic programs. The CAO is the leader, spokesperson, and resident expert on curriculum, instruction, pedagogy, and learning. This role develops the short and long-term instructional vision for organization and works to establish a culture of high expectation and shared responsibility for equitable access to high quality and culturally relevant instruction. The CAO oversees a senior leadership team focused on the support, supervision of principals and the development of school level systems for instruction and student support. The CAO is responsible for the strategic evaluation of the organizations data, culture, and curriculum and strategy for the improvement and implementation of curriculum and ongoing professional development aligned with the organization's target outcomes. The CAO is responsible for ensuring that our campuses operate from a consistent set of design principles focused on scholar development and achievement. The CAO ensures that the organization's professional development is targeted to increase teacher and leader effectiveness, and that our campuses across the organization are on track to achieve

the organization missions to create world class competitive scholars. The CAO works to create a strong partnership with charter authorizers to ensure alignment of state resources with the organization's needs, to implement an instructional plan for the organization that ensures effective teaching in every classroom, and to create conditions that ensure systemic improvement of practice over time in every classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Ensures that the academic program is designed and implemented with excellence across all campuses, such that all campuses meet or exceed academic performance goals and operate from consistent playbooks and design principles.
- Develops and lead professional development work for teachers and instructional leaders at all campuses.
- Builds a unified culture across all campuses reinforcing the organization's mission and vision.
- Partners with the Chief Development Officer and other leaders to support operational and compliance needs for all campuses and to develop organizational initiatives.

Instructional Leadership

- Develops and implements a compelling vision for the organization's instructional and curriculum services and set a compelling vision and goals for the Chief Academic Office to ensure rigorous and standards-aligned instruction and instructional supports in every classroom, for every student.
- Directs academic service areas (i.e., instructional improvement, curriculum and instruction, professional development, exceptional children services, gifted services, English as Second Language, etc.) and student support services.
- Responsible for assisting with long-range strategic planning, developing system-wide budgets, plans, policies, and activities.
- Delivers written and oral presentations on academic accountability to various stakeholders (i.e., Board of Trustees, principals, teachers, parents, and community groups).
- Apply research and best practices to inform theories of pedagogy and ensure consistent delivery of high-quality instruction aligned with key standards (i.e., classroom-to-classroom, grade-by-grade, school-by-school).
- Serves as the key spokesperson to the community regarding all educational issues (i.e., attend regular Board, staff meeting, and other related meetings).

Instructional Management and Coordinated Services

- Collaborates with Deputy and Assistant Chief Academic Officers in all academic areas to evaluate existing curriculum programs based on observation and test results.

- Works collaboratively with school leadership to ensure support of all teachers and the effective delivery of instructional programs and services.
- Supports school leadership to oversee hiring of teachers and instructional staff
- Collaborates with other school systems, community agencies, local universities, and research laboratories to promote shared learning.

Management and Development of Principals and Instructional Leaders:

- Provides frequent, informal feedback to school leaders and conduct a mid-year and annual formal evaluations.
- Recruits for and participate in school leader and instructional interview process.
- Supports, develops, and executes school leader professional development across campuses.
- Builds personal and professional network to cultivate future instructional and leadership talent for the organization.

Continuous Improvement for School Support

- Establishes direction for school improvement efforts by monitoring the progress of school performance, student achievement objectives and academic excellence indicators to align strategies for school improvement.
- Creates the conditions that enable all educators to provide rigorous, authentic, and personalized experiences for all students, particularly historically underserved populations.
- Develops, organizes, and implements models of technical assistance for schools with low student achievement; and continuous improvement for schools with average-to-high student achievement.
- Collaborates with schools to develop instructional programs and to implement reform models designed to improve achievement of all students; develop a two-way feedback loop from school leaders to the Chief Academic Office.
- Creates opportunities for teachers to reflect on their practice while engaging in the systemic improvement of practice over time in every classroom.
- Strategically manages and allocates resources (including money, people, time, etc.) aligned to students' needs.

Equity Leadership and Student Success

- Cultivates a commitment among all school staff to enable all students to achieve high standards.
- Confronts preconceptions and model open dialogue around race, culture, class, and other issues of difference.
- Operates with a lens of cultural proficiency, sensitivity, and equity to ensure students' needs are met.

- Assesses the distribution of academic supports with a clear racial equity lens, ensuring allocations provide the best resources to meet the needs of all Academy students, families, and schools equitably and effectively.

Talent Management and Professional Learning

- Builds and lead a highly effective, innovative academic department that is assessed on the ability to continually improve instructional practices.
- Supports staff to develop, implement, and evaluate project plans and strategy to achieve goals and objectives.
- Builds the capacity of teachers and leaders to implement inclusive practices for students with special needs.
- Ensures that initiatives for school leaders and directors are coordinated and integrate both academic content and instructional strategies.

Key Competencies

Vision and Courage to Ensure All Students Achieve

- Demonstrates belief and holds self and others accountable for reaching high academic achievement of all students.
- Secures buy-in for a clear and compelling vision.
- Comfortable addressing matters of equity, race, and bias in decision-making

Teaching and Learning Knowledge and Expertise

- Demonstrates ability to develop and deliver programming that drives improved academic performance for all students.
- Understands and implement promising, innovative and effective instructional practices, and models.
- Demonstrates knowledge of federal and state regulations and compliance related to students with special needs.
- An expert in the field of teaching and learning, can work independently to lead the academic vision for the organization.
- A proven record of effectively planning, organizing, and using resources and systems to provide high-quality professional learning and leadership development on teaching and learning.

Influence and Leadership

- Demonstrate leadership presence that gains the confidence of others.
- Comfortable pushing a group's thinking and challenging ideas to enable better decisions.
- Skillfully navigate political structures, relationships, and dynamics to improve results for students.

- Actively listen to others, understands nuance, and effectively interprets motivations/perceptions. Able to integrate feedback from others to achieve better results.
- Communicates effectively, tailoring message for the audience, context, and mode of communication.
- Build positive relationships and coalitions. Maintain visibility and work collaboratively with diverse stakeholders at all levels (i.e., staff, students, families, communities, authorizers, etc.)

Strategic Planning and Effective Execution

- Proactively offer innovative solutions to seemingly intractable problems.
- Demonstrate critical thinking skills and the ability to analyze data, identify trends, and diagnose root causes.
- Exhibit a strong focus on goals and results. Sets clear metrics for success.
- Demonstrates excellent project management skills, including close attention to detail, ability to balance the big picture with detailed steps to reach the end goal, and ability to balance multiple projects under tight deadlines.
- Continuously monitors progress and demonstrate persistence to overcome obstacles to achieve goals.

Effective Change Management

- Ability to develop and execute approaches to preparing and supporting individuals, teams and organization in making systemic improvements district wide.
- Ability to use methods that redirect or redefine the use of resources, processes, budget allocation, or other modes of operation that significantly shift/change an organization.
- Create environments that encourages systemic improvement of practice over time.
- Use structured approach to ensure changes are implemented successfully to support sustainable change at scale.

Team Leadership and Management

- Builds and lead effective teams to achieve ambitious goals.
- Assesses team and individuals' skills, identifies development needs, and provides feedback and supports to improve practice, build capacity, and maximize talent.
- Promotes professional learning and utilize effective adult learning techniques.
- Leads team to collaborate with other departments, teams, and stakeholders.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative

Knowledge, Skills, and Abilities

- A clear track record of improving academic outcomes for students and eliminating disparities in achievement, opportunities, and services for students.
- Ten years of supervisory/administrative/management experience in school administration, including knowledge of academic and accountability testing, preferably in an urban school.
- Knowledge of best practices, and current on national trends and research for the instruction of diverse learners.

Qualifications

- Doctoral degree in Education in an area related to academic accountability services preferred.
- Positive, customer service oriented with strong communication, relationship buildingskills, and professional integrity.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.
- Exceptional communication skills with an ability to motivate staff, parents, community leaders, andother school stakeholders.
- Knowledge of local, state, and federal laws applying to public charter schools.
- Utmost personal integrity that balances a strong commitment to transparency

with necessary confidentiality in sensitive matters.
- An unwavering dedication to establishing and maintaining positive, respectful relationships withstudents, staff, parents, and community members.

Physical Demands:
While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterityand coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skillsrequired for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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Deputy Chief Academic Officer
Job Description

Title: Deputy Chief Academic Officer
Department: Administration
Report to: Chief Academuc Officer

FLSA: Exempt
Work Location: Uniondale, NY
Date: July 1, 2020

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Deputy Chief Academic Officer will work closely with The Chief Academic Officer to provide academic vision and leadership to Teachers, Academic Coaches and Principals. They will assist in the oversight of instructional and academic programs for The Academy and are accountable for student success and achievement within The Academy Charter School Network.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Lead special projects to address high priority network needs
- Programming, math remediation & intervention strategy, school scheduling, and student supports.
- Develop trainings for school leaders and teaching staff to ensure the effective implementation of the program model and their professional efficacy.
- Ensure program model is effective at the school level by creating systems to monitor program success, solicit school leader feedback, and project-manage innovation pilots.
- Facilitate school leader professional development, team meetings, and other trainings with network leaders.
- Collaborate with the Chief Academic Officer (CAO) and other academic team members on an ongoing basis to improve Mastery's systems and model.

Curriculum & Instruction

- Demonstrate a relentless drive to improve the minds and lives of students in and out of school.
- Research, design, and/or supplement the academic curriculum for all subjects and grades based on successful models and approaches.
- Align the academic curriculum with state standards and other scientifically based benchmarks.
- Document and communicate scope and sequence for each grade level.
- Monitor grade-level progress against scope and sequence benchmarks.
- Participate in the design and implementation of systems to assess student achievement.
- Generate and manage standardized test and internal assessment schedules, logistics, and reporting.
- Evaluate, approve, and purchase curricular materials such as textbooks.
- Train and orient staff members to the curriculum, standards and benchmarks for performance.
- Ensure access to and participation in high-quality internal and external professional development for staff.
- Help teachers to develop instructional strategies and intervention programs that elevate achievement among struggling students.
- Collaborate with the Chief Academic Officer to maximize the ability of schools to support students' academic and socio-emotional development.
- Collaborate with the Chief Academic Officer to ensure that best practices are shared across the organization.

Professional Development

- Accurately identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable.
- Using data and daily observations, partner with the Chief Academic Officer to constantly evaluate and improve instruction, teacher training, curriculum implementation, assessments, and other aspects of schools' academic programs and culture.
- Design and run high-quality professional development sessions.
- Write thorough, thoughtful, actionable annual growth plans.
- Work with each team member to set clear, measurable, outcome-oriented academic goals for the year and plan professional development opportunities around those academic goals

- Partner with Chief Academic Officer to build a positive culture with staff, students, and families.
- Support the Chief Academic Officer to plan and implement summer and school-year training and professional development for teachers.

Organizational Wide Scheduling and Reporting

- Plan the instructional schedule and curriculum in partnership with the Chief Academic Officer and network support team based on school-specific data and results.
- Analyze school-wide data regularly with the Chief Academic Officer and champion effective instructional data practices and assessments.
- Manage the interim assessment process to ensure that teachers are using data to drive instruction and run high-impact interim assessment data debriefs.
- Ensure assessments, reports, and other data needs are managed and implemented by instructional leaders and school-based operations staff.
- Review homework completion rates by class and by student and intervene as necessary with teachers and parents.
- Ensure that systematic interventions occur whenever students are struggling.
- Monitor quality and effectiveness of interventions to ensure they are rigorous, disciplined, and high impact.
- Ensure assessments, reports, and other data needs are managed and implemented by instructional leaders and school-based operations staff;
- Research and identify best practices from own network and other organizations and help disseminate those practices effectively to others.
- Monitor the quality of college placements and competition rates.
- Performs other related duties as required and assigned.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills and Abilitites

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- Experience as an instructional leader
- A Bachelor's degree is required, and a graduate degree in education, public policy, or related field is strongly preferred.
- Excellent written and oral communication skills.
- Ability to interact successfully with all levels of school personnel, students and parents.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Associate Chief Academic Officer
Job Description

Title: Associate Chief Academic Officer
FLSA: Exempt
Department: Administration
Work Location: Uniondale, NY
Report to: Chief Academic Officer
Date: July 1, 2020

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on

character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The Associate Chief Academic Officer will work closely with The Chief Academic Officer to provide academic vision and leadership to Teachers, Academic Coaches and Principals. They will assist in the oversight of instructional and academic programs for The Academy and are accountable for student success and achievement within The Academy Charter School Network.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Curriculum & Instruction

- Demonstrate a relentless drive to improve the minds and lives of students in and out of school.
- Research, design, and/or supplement the academic curriculum for all subjects and grades based on successful models and approaches.
- Align the academic curriculum with state standards and other scientifically based benchmarks.
- Document and communicate scope and sequence for each grade level.
- Monitor grade-level progress against scope and sequence benchmarks.
- Participate in the design and implementation of systems to assess student achievement.
- Generate and manage standardized test and internal assessment schedules, logistics, and reporting.
- Evaluate, approve, and purchase curricular materials such as textbooks.
- Train and orient staff members to the curriculum, standards and benchmarks for performance.
- Ensure access to and participation in high-quality internal and external professional development for staff.
- Help teachers to develop instructional strategies and intervention programs that elevate achievement among struggling students.
- Collaborate with the Chief Academic Officer to maximize the ability of schools to support students' academic and socio-emotional development.
- Collaborate with the Chief Academic Officer to ensure that best practices are shared across the organization.

Professional Development

- Accurately identify and prioritize professional development needs through careful analysis of student data, teacher growth areas and school goals; maximize the impact of formal PD time and ensure that all sessions are thoroughly and thoughtfully planned, engaging and actionable.
- Using data and daily observations, partner with the Chief Academic Officer to constantly evaluate and improve instruction, teacher training, curriculum implementation, assessments, and other aspects of schools' academic programs and culture.
- Design and run high-quality professional development sessions.
- Write thorough, thoughtful, actionable annual growth plans.
- Work with each team member to set clear, measurable, outcome-oriented academic goals for the year and plan professional development opportunities around those academic goals
- Partner with Chief Academic Officer to build a positive culture with staff, students, and families.
- Support the Chief Academic Officer to plan and implement summer and school-year training and professional development for teachers.

Organizational Wide Scheduling and Reporting

- Plan the instructional schedule and curriculum in partnership with the Chief Academic Officer and network support team based on school-specific data and results.
- Analyze school-wide data regularly with the Chief Academic Officer and champion effective instructional data practices and assessments.
- Manage the interim assessment process to ensure that teachers are using data to drive instruction and run high-impact interim assessment data debriefs.
- Ensure assessments, reports, and other data needs are managed and implemented by instructional leaders and school-based operations staff.
- Review homework completion rates by class and by student and intervene as necessary with teachers and parents.
- Ensure that systematic interventions occur whenever students are struggling.
- Monitor quality and effectiveness of interventions to ensure they are rigorous, disciplined, and high impact.
- Ensure assessments, reports, and other data needs are managed and implemented by instructional leaders and school-based operations staff;
- Research and identify best practices from own network and other organizations and help disseminate those practices effectively to others.
- Monitor the quality of college placements and competition rates.
- Performs other related duties as required and assigned.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- Experience as an instructional leader
- A Bachelor's degree is required, and a graduate degree in education, public policy, or related field is strongly preferred.
- Excellent written and oral communication skills.
- Ability to interact successfully with all levels of school personnel, students and parents.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Elementary Principal
Job Description

Title: Elementary Principal
Department: Administrative
Report to: Chief Academic Officer

FLSA: Exempt
Work Location: Wyandanch, NY
Revised Date: July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The Elementary School Principal will be able to lead and support staff to achieve at the highest level. The Principal will serve as the administrator in charge on a daily basis and work collaboratively with the Deputy Chief Academic Officer and a school-based team of instructional leaders to provide strong instructional leadership and support to teachers and students. The Principal is responsible for providing leadership and administration which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally. The Principal is a cornerstone of the School's which focuses almost exclusively on student achievement and the professional development of the teaching staff.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
The following list of essential duties and responsibilities is intended to illustrate the various types of work that may be performed by the principal. The omission of specific statements does not exclude them from the position if the work is similar, related or a logical assignment to the position.

People Leadership

- Collaborate with a team of centralized staff in support of teaching and learning

- Develop and implement follow up action plans based on feedback.
- Receptive to guidance and support
- Serve as instructional coach to other administrators and teachers

School Culture

- Implementation of the school's mission and philosophy
- Oversee the implementation of a culture of strong student support
- Support teachers in establishing effective classroom management systems and developing students' positive social behaviors through coaching and modeling
- Be highly present and visible during school hours, relentlessly ensuring a positive school environment
- Create and sustain programs to reflect a culture of high expectations for students
- Model, monitor and sustain a culture of strong instructional leadership
- Assist in the development of high-school coursebook, Academy majors, and in overall high-school program design
- Support teachers developing competence in the curricula through modeling, observing, providing feedback, and supporting teacher reflection
- Utilize student and school level data to inform instructional decisions
- Observe teachers regularly and conduct post conference meetings
- Ensure that the core curricula are standards-based and implemented with fidelity

Instructional Coaching

- Coach school leaders and teachers to improve instructional practices and classroom management by executing a strong and ongoing professional development plan

Family Engagement

- Assist in the orientation of new and returning parents/guardians before the start of the school year to emphasize the responsibilities of parents, teachers, and students
- Participate in recruitment, registration, and re-enrollment activities
- Communicate positive successes of children to parents/guardians, and proactively reach out to parents/guardians as concerns, issues, or behaviors arise.
- Address parent/guardian concerns in a professional and timely manner.
- Encourage, support, and maintain parent buy-in for school-wide behavior and character development programs
- Support planning and attend building events (curriculum nights, back to school evenings, developmentally appropriate information evenings, etc.) that support community and parent/guardian connections

- Identify, plan, and implement strategies to address barriers to learning, including attendance concerns, behavior issues and social adjustment

Management and Operations

- Plan, design, and conduct follow-through strategies to implement the school attendance program
- Manage the student master scheduling process
- Coordinate all school attendance procedures and systems which assist students' daily attendance in order to improve their academic achievement
- Manage behavior referrals in and support teacher deployment of the system for accurate record keeping
- Assist in coordination of extended student support services, including tutoring
- Develop and coordinate collaborative partnerships with outside organizations that support student needs
- Attend and participate in staff and other school activities and meetings
- Supervise daily breakfast, lunch, arrival, and dismissal to ensure a positive and orderly school culture at these times
- Participate in instructional, student support and operational planning meetings with assigned centralized staff
- Fully participate in opportunities for professional growth including but not limited to: weekly professional development meetings, monthly planning days, pre-service professional development week, and professional development initiatives

CORE COMPETENCIES:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- Engage students in problem solving, critical thinking and skill building activities
- Facilitate learning and promote self- directed learning for all students

CREATING AND MAINTAINING AN EFFECTIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

- Establish a climate a climate that promotes fairness and respect
- Establish and maintain standards for student behavior; planning and implementing classroom routines
- Use time effectively

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrate strong knowledge of guidance support and practices
- Well defined and organized system and protocols for supporting students

- Use materials, resources and technology to make subject matter accessible and build on student learning

BUILDING RELATIONSHIPS

- Excellent communication skills.
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

QUALIFICATIONS:

Educational Background and Work Experience

- Minimum of 3-5 years leadership level- experience required
- Charter school experience is a plus
- Experience in the effective delivery of professional development required
- New York State leadership certification is required
- Master's degree from an accredited institution preferred

Skills and Characteristics

- Experience using data and data systems to make instructional decisions and ability to coach others in the use of data to ensure instructional delivery meets the needs of all learners
- Extraordinary interpersonal skills and desire to work as a team player with teachers and staff
- Ability to plan strategically and maintain a focus on results
- Ability to partner and create relationships with parents and community members

- Understanding of the need for and willingness to do "whatever it takes" to support student achievement in traditionally underserved communities
- Meticulous organizational ability in order to set priorities, organize workload, handle multiple responsibilities and meet deadlines

Physical Demands:
While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Director of Academic and Intervention Services
Job Description

Title: Director of Academic and Intervention Services
FLSA: Exempt
Department: Instructional
Work Location: Hempstead, NY
Report to: Chief Academic Officer
Revised Date: July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The Director of Academic and Intervention Services will strategize, analyze, and work alongside the curriculum team and schools team to implement and guide new strategies and interventions to improve scholar performance. They will ensure scholars don't fall through the cracks; ensure scholar supports are in place and are being monitored; track scholar success based on intervention programs; and create and monitor high-leverage interventions to support at-risk scholars.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Design and develop programs to address learning loss for our students from K-12 and drive student achievement by supporting schools to actualize the vision and program(s) for learning loss
- Use data—both quantitative and qualitative—to drive development of individuals executing the designed program
- Develop and promote strategies for engaging in practices that affirm inspiring possibilities for diverse students, with an emphasis on racially, culturally, and linguistically diverse students
- Maintain high expectations as well as a high level of support to meet those expectations

- Drive leader development through data reviews, check-ins, and visits that focus on development via instructional walkthroughs, co-observations, and coaching
- Foster and facilitate positive relationships with key stakeholders to advance efforts that support achievement of all students
- Strategically communicate to influence critical collaborators to achieve established goals and coach others to proactively and effectively communicate

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Qualifications:

- **A Master's degree in Education Leadership or Masters Degree in Education from an accredited university.**
- **New York State Certification**
- **A minimum of 10 years of experience in public education, part of which must have been teaching/and or supervising**
- Knowledge of standards-based instruction and pedagogy.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- Maintain integrity of confidential information relating to students and staff.
- The ability to work collaboratively with school level leadership and staff.

- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Physical Demands:
While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Director of Counseling and Student Support Services

Title: Director of Counseling and Student Support Services **FLSA:** Exempt
Department: Instructional **Work Location:** Hempstead, NY
Report to: Chief Academic Officer **Revised Date:** July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioural expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The Academy Charter Director of Counseling and Student Support Services Counselor will provide a comprehensive college counselling program for students in grades nine through twelve and specifically provide services to meet the needs of assigned students. The college counselor will consult with students, staff, parents, colleges/universities and community-based organizations in providing high quality services to students. The college counselor will uphold the school's mission of providing world class competitive education to all students. The director is an advocate for students and shall demonstrate a commitment to continuous improvement and high student achievement for all. The Director shall facilitate a diversity of programming and student services and support collaborative decision-making and school-based planning.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Arranges college visits and trips to local college fairs
- Generates a school-wide college preparation and awareness plan
- Builds and maintains relationships with college admissions professionals
- Coordinates college event planning and implementation
- Guides scholars and their parents/families through the college admissions and application process (including financial aid application process)
- Invites college admissions professionals/officers to come to the school and meet with students and families

- Meets individually with scholars and parents to explore and identify appropriate college options
- Shares financial aid and scholarship information on a timely basis with scholars and families
- Collaborates with school counselors regarding scholar academic progress and interests
- Monitors individual scholar progress through the college application process
- Ensures that school credentials (i.e., transcripts and recommendation letters) get sent to colleges as necessary
- Prepares and sends mailings and packages as necessary
- Maintains a strong working knowledge of colleges and universities, which includes making regular visits to colleges and staying current on changes in higher education
- Coaches students on appropriate interviewing techniques, self-assessment tools, and application essay writing techniques
- Assists with other related duties as assigned by the High School Principal
- **Prepares written and oral reports as requested including monthly Board reports.**
- **Performs any other tasks as assigned.**

Student Support:

- K-12 College Focus – Process begin in K and articulated in various grades – ensure guidance staff create academic plan and support services for struggling students. This includes daily academic counseling, review of academic records and parental outreach.
- Coordinates the College Placement process for all graduating seniors.
- Supervision of Guidance Staff – Guidance counselors and Social Worker(s) – approval of schedule, assign tasks.
- Responsible for coordinating of professional development for all guidance staff include BOCES workshops and PD Wednesdays.
- Students Attendance – ensure that guidance staff is reaching out to families to avoid potential chronic absenteeism.
- Provides mandated counseling for students with IEPs, and non-mandated counseling as referred by school personnel. This include support for students centered around the Corwin *Resiliency* curriculum.
- Provides written reports for monthly Board of Trustees meeting.
- Collaborates with the ESL, Special Education and Academic intervention team to ensure the delivery of services - mandated and non-mandated for special populations.

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude

- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Qualifications:

- **A Master's degree in Education Leadership or Masters Degree in Special Education from an accredited university.**
- **A minimum of 10 years of experience in public education, part of which must have been teaching/and or supervising in the field of Special Education.** Extensive knowledge of federal and state special education laws, legal standards and regulations.
- Knowledge of standards-based instruction and predagogy.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- Maintain integrity of confidential information relating to students and staff.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Physical Demands:
The physical requirements indicated below are examples of the physical aspects that a person holding this position must perform in carrying out essential job functions. Reasonable accommodation may be made to enable a person with a disability to perform the essential job duties.

- Sufficient vision to read printed material, see distant objects with clarity, and identify and distinguish objects.
- Sufficient hearing to hear conversations in person and on the telephone, and hear sounds clearly up to 20 feet.

- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone, and in addressing groups.
- Ability to exert up to 25 pounds of force to lift, carry, push, pull, or otherwise move objects.
- This type of work requires occasional or frequent standing, walking, sitting, bending, and reaching for extended periods of time.
- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects, operate mechanical equipment, and move about the work area.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

This job description does not constitute a contract of employment or promise nor does it create an implied duty or contractual obligation. It is simply an overview of the job responsibilities to be performed. All employment at the Academy Charter School is "at will." This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Director of Student Support Services

Title: Director of Student Support Services
Department: Instructional
Report to: Chief Academic Officer
FLSA: Exempt
Work Location: Hempstead, NY
Revised Date: July 1, 2020

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Director of Student Services (6–12) provides leadership to coordinate and supervise the effective delivery of special education, ESL, and academic intervention to students. The director is an advocate for students and shall demonstrate a commitment to continuous improvement and high student achievement for all. The Director shall facilitate a diversity of programming and student services and support collaborative decision-making and school-based planning.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Act as a the school liaison (6-12) with the various school districts **regarding issues of concern related to Special Education and Student Services.**
- **Coordinate the referral and evaluation process for Students with Disabilities.**
- **Coordinate the placement of English Language Learners including the home language survey.**
- **Monitor student progress using data including NYSITELL, NYSELAT and Las Links.**
- **Oversee the special education and ESL services in grades 6-12.**
- **Oversee the academic intervention services provided to students in grades 6-12 and recommends appropriate interventions for students in need of support services. Serve on the RTI committee for Tier II and Tier III interventions.**

- **Ensure compliance with of state and federal regulations related to special education policies and procedures.**
- **Supervise in conjunction with building principals, the following staff: special education teachers and ESL teachers, and academic intervention teachers.**
- **Serve as the McKinney Vento coordinator.**
- **Respond to parental concerns and work closely with staff in ensuring issues are resolved in a timely manner.**
- **Participate in the recruitment, screening, assignment, evaluation, and training of special education, and ESL teachers.**
- **Coordinate professional development and training for all special education and ESL staff.**
- **Prepare written and oral reports as requested including monthly Board reports.**
- **Perform any other tasks as assigned.**

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Qualifications:

- **A Master's degree in Education Leadership or Masters Degree in Special Education from an accredited university.**
- **New York State Certification in Special Education.**

- **A minimum of 10 years of experience in public education, part of which must have been teaching/and or supervising in the field of Special Education.** Extensive knowledge of federal and state special education laws, legal standards and regulations.
- Knowledge of standards-based instruction and pedagogy.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- Maintain integrity of confidential information relating to students and staff.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Physical Demands:
The physical requirements indicated below are examples of the physical aspects that a person holding this position must perform in carrying out essential job functions. Reasonable accommodation may be made to enable a person with a disability to perform the essential job duties.

- Sufficient vision to read printed material, see distant objects with clarity, and identify and distinguish objects.
- Sufficient hearing to hear conversations in person and on the telephone, and hear sounds clearly up to 20 feet.
- Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation and on the telephone, and in addressing groups.
- Ability to exert up to 25 pounds of force to lift, carry, push, pull, or otherwise move objects.
- This type of work requires occasional or frequent standing, walking, sitting, bending, and reaching for extended periods of time.
- Sufficient manual dexterity and/or mobility to grasp and/or manipulate objects, operate mechanical equipment, and move about the work area.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

This job description does not constitute a contract of employment or promise nor does it create an implied duty or contractual obligation. It is simply an overview of the job responsibilities to be performed. All employment at the Academy Charter School is “at will.” This means that

either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Director of Special Education Support Services

Position Overview:

The Director of Student Services (K–12) provides leadership to coordinate and supervise the effective delivery of special education services to students in Academy Charter School and Academy Charter School Uniondale.

The director is an advocate for students and shall demonstrate a commitment to continuous improvement and high student achievement for all. The Director shall facilitate a diversity of programming and student services and support collaborative decision-making and school-based planning.

Essential Responsibilities:

- Act as a the school liaison (K-12) with the various school districts regarding issues of concern related to Special Education and Student Services.
- Coordinate the referral and evaluation process for Students with Disabilities.
- Monitor student progress using data the STAR, and New York State assessments.
- Oversee the special education services in grades K-12 including the supervision of external service providers.
- Oversee the academic intervention services provided to students in grades K-12 and recommends appropriate interventions for students in need of support services with the RTI Plan. Serve on the RTI committee for Tier II and Tier III interventions.
- Ensure compliance of state and federal regulations related to special education policies and procedures.
- In conjunction with building principals in supervising the special education teachers.
- Serve as the McKinney Vento coordinator.
- Respond to parental concerns and work closely with staff in ensuring issues are resolved in a timely manner.
- Participate in the recruitment, screening, assignment, evaluation, and training of special education teachers.
- Coordinate professional development and training for all special education staff.

- Prepare written and oral reports as requested including monthly Board reports.
- Perform any other tasks as assigned.
- Serve as Section 504 coordinator

Qualifications:

- **A Masters' degree in Education Leadership or Masters' degree in Special Education from an accredited university.**
- **New York State Certification in Special Education.**
- **A minimum of 10 years of experience in public education, part of which must have been teaching/and or supervising in the field of Special Education.** Extensive knowledge of federal and state special education laws, legal standards, and regulations.
- Knowledge of standards-based instruction and pedagogy.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- Maintain integrity of confidential information relating to students and staff.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Reports to: Chief Academic Officer

Director of Assessment

Position Overview:

The Director of Assessment (K–12) provides leadership to coordinate and supervise the effective delivery of assessment services to schools in the Academy Charter School network. Under the supervision of the Chief Education Officer, the Director of Assessment is responsible for the alignment, implementation, and analysis of the network's assessment program and oversight of student records. Responsibilities include using the network's student data systems to measure student performance over time, providing the leadership and faculty of each school withdata analysis and interpretation. The Director works collaboratively with all stakeholders and communicates effectively with stakeholders regarding successful use of data.

Essential Responsibilities:

- Oversees the New York State Assessment program in the network.
  - Provides assessment services to the schools and school staff.
  - Oversees the network's internal assessment program which include interim and periodic assessment throughout the school year.
  - Provides senior network instructional leaders and school leaders with the necessary reports to informcurriculum and instructional decision making.
  - Conducts data presentation and workshop for school leaders and teachers. This includes data from the STAR assessment and the various New Yok State Assessments
  - Stays current with state and national trends and issues in student achievement and assessmentas it relates to all student demographic groups.
  - Conducts research on instructional and student data management systems.
  - Serves as the network's point of contact for the various testing vendors and the BOCES.
- **Assist the Chief Academic Officer in preparing written and oral reports as requested including monthly Board reports**

Qualifications:

- **A Master's degree in Education Leadership or Masters Mathematics from an accredited university.**

- **New York State Certification.**
- Knowledge of standards-based instruction and pedagogy.
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- Maintain integrity of confidential information relating to students and staff.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Reports to: Chief Academic Officer

The Chief Development Officer
Job Description

Title: The Chief Development Officer
Department: Administration
Report to: Chief Executive Officer
FLSA: Exempt
Work Location: Uniondale, NY
Date: July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:
The Chief Development Officer is a proven leader with a commitment to the school's mission, vision and objectives. The Chief Development Officer is responsible for the strategic direction and development of the organization. The individual focuses on cultivating revenue streams and managing all philanthropic, growth and expansion, ensuring stability over long-term change and development. The Chief Development Officer is a motivating leader, and strong relationship builder within the organization and community. The Chief Development Officer oversees the construction and development of all facilities across the organization.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Facilities Management

- Oversee construction projects, defining scope of work, preparing material and cost estimates, preparing bids, and managing bid process, executing contracts, ensuring code compliance, monitoring jobs, performing final inspections, and closing out financial detail of the project.
- Lead community outreach process for key stakeholders including buy-in, drafting and

collection of letters of support.
- Executes projects in a timely manner and within budget.
- Ensures that construction projects are safe, clean, and orderly with minimal disruption to the students and staff.
- Prepares long and short-range plans for facilities and sites.
- Develop and implements safety policies for the use of school property.

Development Work

- Ensures the financial health and longevity of organization by cultivating relationships with foundations, corporations, and individuals who provide financial support to the organization.
- Ensures that the school meets its short and long-term fundraising goals.
- Creates community awareness of organizational goals and objectives.
- Develops a strategy and process including forms, reporting requirements, and follow-up procedures in conjunction with the Chief Strategic Development Officer and Group CFO for submitting applications.
- Oversees charitable grants from the funds established by donors in coordination with the Group CFO.
- Evaluates grant application process and make appropriate changes when necessary.
- Work in coordination with CEO, Chief Academic Officer and Board of Trustees to establish and communicate grant strategies and priorities.
- Evaluates grant program and makes appropriate changes as needed.

Community Outreach and Partnerships

- Acts as a spokesperson for the organization to the external community.
- Assumes a leadership role in the community by explaining the mission of the organization and presenting the organization's vision.
- Attends community events to enhance the organizations outreach.
- Maintains awareness of community needs and interests as it relates to the organization's goals.
- Initiates and cooperates in local community initiatives.
- Actively seeks opportunities to speak on behalf of the organization before the community and local groups.
- Actively seeks to increase the assets and strengthen the impact of the organization in meeting charitable needs.
- Develop a plan for the stewardship and sustainability of all grants and donations to the organization.

Public Relations

- Arranges for media coverage of important actions and events affecting the organization.
- Creates organization's publicity and promotional material.
- Meets with members of the community, businesses, and professional leaders to convey the organization's mission.
- Cultivates and maintains a good working relationship with local radio, TV, and print media personnel.
- Be the Public Face of the organization.
- Implements quality, timely, and effective communications from the organization's leadership team to key partners, the community at large, and other critical stakeholders.

Authorizer Relationship

- Maintains a strong relationship with the school's authorizer.
- Provides information to Authorizer as requested and/or required
- Other responsibilities that may be assigned by the Board or by one or more of the committees.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship buildingskills, and professional integrity.
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- Master's degree or other advanced professional degree strongly preferred.
- At least 10 years of professional experience, preferably within the education sector.
- Organizational leadership experience with a proven record of success in leading cross-functionalteams to achieve ambitions results.
- Strong strategic thinking and planning skills, with an ability to manage multiple concurrent projectsand priorities effectively.
- Exceptional communication skills with an ability to motivate staff, parents, community leaders, andother school stakeholders.
- Experience forming, cultivating, and expanding partnerships with key constituents in the publicand private sectors, such as foundations, individuals, and government agencies.
- Strong financial acumen including a background in budgeting, audit processes, investmentoversight, and financial reporting.
- A proven track record of fundraising from charitable foundations, businesses, individuals, andpublic sector institutions.
- Knowledge of local, state, and federal laws applying to public charter schools.
- Utmost personal integrity that balances a strong commitment to transparency with necessaryconfidentiality in sensitive matters.
- An unwavering dedication to establishing and maintaining positive, respectful relationships withstudents, staff, parents, and community members.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterityand coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skillsrequired for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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Chief Strategic Development Officer

Job Description

Title: Chief Strategic Development Officer
Department: Operations
Report to: Chief Development Officer

FLSA: Exempt
Work Location: Uniondale, NY
Date: July 1, 2020

BACKGROUND SUMMARY:

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Academy Charter Schools Chief Strategic Development Officer understands and promotes the school's mission, vision and objectives. The Chief Strategic Development Officer leads the development of network wide systems, policies and procedures and ensures the effective implementation and continuity. The individual serves as the lead on projects related to renewals, application and initial schoolstart-ups. The Chief Strategic Development Officer shapes, manages and drives the implementation of a successful fundraising strategy to support organizational and project development needs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Operational Redesign

- Identify areas of systematic deficiencies within the network and develop, coordinate and collaborate in the implementation of systems, policies and procedures to address the deficiencies.
- Identify potential areas of compliance vulnerability and risk; develop/implement any correctiveaction plans for resolution of any problematic issues; provide general guidance

on how to avoidand/or deal with similar situations in the future.

Strategic Growth

- Manage the process of charter renewals and the establishment of new charter schools asdetermined by the Board of Trustees.
- Serve as the liaison between consultants and the school-based team for charter renewals,applications and school start-ups.

Development Strategy

- Develop a balanced funding mix of donor sources and solicitation programs tailored to the needs of the individual schools and the network at large, that will enable it to attract, retain and motivatedonors.
- Cultivate ongoing relationships with existing and new major donors.
- Develop and execute annual fund growth strategy, including appeal development, to build thedonor base.
- Oversee all grant seeking initiatives from public and private sources, including proposaldevelopment and reporting.
- Identify, build, and execute a highly effective system to process gifts, track donations, reportfundraising progress to the board and leadership team, and communicate with donors.
- Coordinate with government agencies, educational institutions, funding partners and other organizations that can provide enhancement, development, and/or enrichment opportunities forthe network and its branding.
- Facilitate the Board of Trustees strategic involvement in fundraising efforts that best leveragestheir time.
- Coordinate fundraising special events.
- Direct employee fundraising drives.
- Manage staff within the Development Department.

Content Strategy

- Create and implement a comprehensive communication plan for ensuring consistent messagingwith key constituent groups including donors, parents and families, Board of Trustees, community organizations and volunteers.
- Plan, execute, publish, and distribute the networks Annual Report to all major stakeholders.
- Develop and execute marketing materials for the individual schools and network suitable forexternal use.

- Manage The Academy's Network website content and social media presence.
- Build relationships with relevant media outlets and journalists in order to increase the number ofpositive stories and earned media mentions for The Academy.
- Manage external contracting relationships (e.g. graphic design, website development) to propelgoals and mission.
- Collect, monitor and analyze social and website metrics, and make improvements accordingly.

Strategic Partnerships

- Work in collaboration with the Community Coordinator to develop and maintain effective andappropriate engagement with diverse stakeholders including, local leadership, community members and other private and public partners.
- Introduce new procedures and programs that contribute to the development of staff morale.

Board of Trustees

- Provide, maintain and request pertinent information, reporting and communication to and with theBoard of Trustees.
- Manage team responsible for preparation for board meetings, board communication and off-siteboard events.

Other

- Provide supervision and ensure the effective operation of the Office Services team across schools.

CORE COMPETENCIES:

<u>Building Relationships</u>

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

<u>Productivity</u>

- Demonstrate a strong work ethic
- Use your time wisely

- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Excellent verbal and written communication skills.
- Excellent interpersonal and conflict resolution skills.
- Excellent organizational skills and attention to detail.
- Strong analytical and problem-solving skills.
- Strong supervisory and leadership skills.
- Thorough knowledge of employment-related laws and regulations.
- Knowledge of and experience with varied human resource information systems.
- Proficient with Microsoft Office Suite or related software.
- Ability to provide competent legal advice and counsel to senior university officials on a wide range of legal and policy issues.
- Knowledge of the range of applicable laws and regulations which impact on all facets of university policy and operations.
- Ability to analyze and interpret issues and to prepare legal opinions.

Qualifications

- Master's degree in Business Administration or similar field
- 7+ years in a business or executive management role
- Proven experience organizing and directing multiple teams and departments
- Excellent communicator in written and verbal form
- Extremely versatile, dedicated to efficient productivity
- Experience planning and leading strategic initiatives
- Excellent people skills.
- Proficient computer skills.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools, or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual

dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.
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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Chief Instructional Technology and Innovation Officer
Job Description

Title: Chief Instr. Technology & Innovation Officer **FLSA:** Exempt
Department: Shared Services **Work Location:** Hempstead, NY & Uniondale NY
Report to: CDO **Date:** 7/1/2021

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The Chief Instructional Technology and Innovation Officer (CITIO) will oversee the organization's technology, technological resources and innovation. The CITIO will establish the organization's technology vision, strategies, and plans for growth. The CITIO will utilize contemporary knowledge of information technology to vision and lead the organization's comprehensive commitment to support and promote the school-wide strategic use of technology that advances the academic mission and provides administrative support of the schools. This requires a high level of familiarity with the various constituents and a commitment to meeting the information and communications needs that exist for all Faculty, Staff, and Students. The ideal candidate should possess contemporary knowledge of emerging technology trends and capacities with the mindset of a "digital innovator" with a willingness to experiment—in particular, in understanding where technology is moving, what we might consider doing differently, and where we can enhance or transform the teacher-learner experience and that of our administrators in doing their work.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The CITIO is responsible for envisioning future technology needs and for recommending technology resource strategies, priorities, and projects that will best achieve the organization's strategic objectives. The CITIO will lead and manage the Information Technology Services department which includes administrative computing, Help Desk (including user support services), telecommunications (VOIP), networking services, Classroom Instructional Technology, Academic Technology Consulting, Information Security, Infrastructure Services, printing center operation, Library Information Systems, and general IT Operations. The CITIO will provide organization's leadership team with a strategic direction for technological initiatives and innovations. The primary duties and responsibilities include:

- Setting organization's technical vision and leading its technological development
- Maintaining and enhancing the reliability, functionality, and responsiveness of our current hardware system
- Build a strong customer service orientation help desk which is focused on providing reliable and responsive services to faculty, staff, and students in forwarding the teaching, administration, and management goals of TACS.
- Developing strategic plans and setting timelines for evaluation, development, and deployment of all technical, web, and mobile services
- Identifying opportunities for web and mobile services
- Collaborating with district leadership team, school administration, development, human resources, finance, marketing, legal services, and operations as an advisor on technological needs and to develop, communicate and implement technology policies.
- Partnering with key individuals and in the development of digital literacy for our faculty, staff and students.
- Ensuring technology standards and best practices are met
- Monitoring web analytics and making recommendations that align with organizational goals
- Supervising quality assurance processes, integration, and system tests
- Establishing software development process and set objectives for the process
- Mentoring team members
- Identifying organization's web user needs
- Monitoring performance profiling tools and procedures
- Maintaining network security with IT team.
- Enhancing the security of data across all TACS campuses.
- Reviewing timeframes and budgets
- Advise and purchase desktop units for faculty, staff, and lab use.
- Ensure classroom technology is in good working order and as robust as reasonable with the budget.
- Support institutional efforts to use technology to improve and streamline business processes.
- Provide opportunities for training on hardware, desktop software, etc. for users

- Developing and implementing disaster and emergency recovery plans
- Supervising workflow of IT department
- Defining organization standards for systems, equipment, and software
- Sharing technological visions, opportunities, and risks company-wide
- Studying current and new industry trends, technologies, and software development
- Studying information processing systems to evaluate the effectiveness and make recommendations for improvement
- Representing the TACS at conferences and networking events
- Ensuring the company's technological processes and service comply with all requirements, laws, and regulations

Other responsibilities:

- Build effective relationships with all campus constituencies to understand the academic and administrative IT needs of the entire community.
- Collaborate with Board committees to develop, document, and communicate all pertinent ITS-related policies and procedures.
- Ensure that internal controls and relevant security measures are developed, implemented, and followed.
- Legal requirements include, but are not limited to, all current accounting regulations, FERPA, HIPPA, PCI compliance, Education Act, and maintenance of data integrity.
- Ensure IT policies minimizes risk to the institution by engaging comprehensive information security policies.
- Ensure IT policies are appropriate, current, communicated, and followed
- Ensure that technological support levels to the campus community are maintained at the highest appropriate level. Provide technical support when necessary.
- Ensure that major IT projects are planned through an inclusive and transparent IT governance process.
- Supervise all ITS projects so that they are thoroughly developed and tested and ensure end-user considerations are central.
- Oversee creation of implementation plans for migrations and installations with follow-through to completion.
- Manage all ITS vendor relationships, especially those where maintenance contracts and/or leases are involved.
- Provide support and consistency for faculty and staff by purchasing all technology equipment through ITS.
- Become aware of options available in the market for purchasing that enable good stewardship of limited resources.
- Be aware of and use as appropriate any buying consortiums available.

- Create a working environment that fosters a team spirit and unity of purpose to maintain a professional team that is supportive of one another and of TACS's community.
- Continually improve IT operations by systematically measuring performance towards accomplishment of institutional and divisional goals.
- Provide mentoring and professional development for the IT team, ensuring appropriate staffing and resources for recruiting, developing, and retaining excellent staff members in a productive, team-oriented environment.
- Meet as appropriate to communicate updates on current ITS projects, budget, service outages, updates, etc. all the organizations stakeholders.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Excellent verbal and written communication skills.
- Excellent interpersonal and conflict resolution skills.
- Excellent organizational skills and attention to detail.
- Strong analytical and problem-solving skills.
- Strong supervisory and leadership skills.

- Thorough knowledge of employment-related laws and regulations.
- Knowledge of and experience with varied human resource information systems.
- Proficient with Microsoft Office Suite or related software.
- Ability to provide competent legal advice and counsel to senior university officials on a wide range of legal and policy issues.
- Knowledge of the range of applicable laws and regulations which impact on all facets of university policy and operations.
- Ability to analyze and interpret issues and to prepare legal opinions.

Qualifications

- Masters' degree in education, information technology or computer science (with an advanced degree (PhD or EDD).
- Minimum of four years of classroom teaching experience within K-12.
- Minimum of five years of management experience in comparably sized.
- Demonstrated instructional technology integration in classroom setting.
- Possess a minimum five years, management experience with at least three years in a comparably sized organization.
- Highly diverse technology skill/working knowledge of hardware, software, networking, telecommunications, project management, and database operations.
- The individual should understand the values of Charter-run institution, a working knowledge of the strategic issues facing K-12 education, and a broad perspective of leading IT practices in higher education.
- Ability to multi-task especially within the constraints of the above responsibilities.
- Highly self-directed, well organized, detail-oriented, and comfortable working with minimal supervision.
- Trustworthy with knowledge of confidential organization's information.
- Consistently present a positive attitude and contribute to a harmonious team environment.
- able to travel for vendor, consortium, and training purposes as required.

Experience

- Establishing and nurturing relationships and effective collaborations with faculty, students and staff to implement strategies and design services and operate jointly led projects.
- Proven achievement in establishing and maintaining collaborative relationships including effective interpersonal, presentation, and communication skills with executive leadership emphasizing the communication of complex technical and policy information to a broad range of constituents.

- Anticipating leading-edge trends in technology and positioning the Organization to take appropriate risk, use technologies in new ways, and effectively make technology adoption decisions.
- Supporting the integration and adoption of technology to create distinct educational experiences and excellence in teaching, learning, and scholarship.
- Developing an IT plan that balances the need to maintain a strong foundation of IT infrastructure, services, and solutions while pursuing innovation.
- Leading development and implementation of cloud strategies.
- Effectively managing large capital and operating budgets.
- Identifying and managing technology-related risks including those related to information security, privacy, and disaster recovery.
- Navigating challenging labor markets to attract and retain a diverse high performing team of IT professionals.
- Developing future IT leaders and facilitating the professional development of the IT workforce.
- Proven team building success with an ability to develop, mentor, motivate and lead employees in a collaborative environment that fosters teamwork and excitement toward implementing new technologies.
- Experience in planning technology development and innovation over multi-year planning timelines with the keen ability to negotiate and manage vendor and consultant relationships and engagements.
- Experience in using technology to support learning, teaching, and research in Education

Physical Demands:
While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Senior Director of Operations
Job Description

Title: Senior Director of Operations
FLSA: Exempt
Department: Operations
Work Location:
Uniondale/Hempstead, NY
Report to: Chief Development Officer
Date: July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:
The Senior Director of Operations provides leadership in managing the operations of the school. The Senior Director of Operations is responsible for tasks related to facilities management, procurement, service contracts, student enrollment, student data and reporting. The Senior Director of Operations assists the school leader with all projects and activities that create a successful school environment. The Senior Director of Operations will manage the operations staff and report directly to the Chief Development Officer.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

General

- Ensure our Director of Facilities and DOO lead highly effective school operations systems, including but not limited to daily school systems, facilities, financial management, food & transportation, student & staff culture, enrollment management, etc.
- Design performance metrics to evaluate school operations and design strategic plans for

accountability and improvement.
- Create, implement, and monitor organizational-wide operations strategic initiatives.
- Build and leverage relationships with internal and external parties, including shared services and school leaders, to increase operational effectiveness.

School Administration

- Ensure that the school is adhering to all local compliance and reporting requirements, as per calendars and guidelines.
- Be highly present and visible during school hours, relentlessly ensuring the school has an exceptional school culture.
- Participate actively when needed in faculty meetings, administrative team meetings and other meetings.
- Participate in the logistical planning and execution of the annual two/three-week summer staff orientation and training.
- Ensure that the procurement of all materials, supplies and services necessary for efficient operation of the school are contracted in accordance with federal, state and department of education regulations.

Management and Leadership

- Actively serve on the school's leadership team.
- Adhere to the policies, standards, and school-wide responsibilities described in the "School Faculty and Staff Handbook."
- Directly supervise the school-based Operations support staff (Operations Associate, Office Coordinator, Custodial staff, etc.)
- Ensure an orderly, responsive, friendly, and open school.

Project Management

- Develop the strategy and implementation plan for school-wide projects.
- Each year, provide leadership in preparing the campus for start-up/new school year by creating project plans, divisions of labor and organizing staff around ordering furniture, equipment, and classroom supplies as well as ensuring that school services (i.e., student food services, student transportation services) are lined up and ready for action.
- Work with the school Leadership Team to ensure that all government and authorizer grant proposals and reports are completed on time.

Student Data and Reporting

- Oversee daily data entry and follow up for student discipline system.

- Monitor and coordinate school data reporting requirements.
- Provide evaluation and analytic support to school based instructional leadership.

Student Enrollment

- Organize the application process, including recruitment, lottery, and registration schedule.
- Organize and supervise preparations for open houses, lottery, and student registration.
- Assist in design and placement of ads to recruit students.
- Oversee school's admissions from its waitlist and proper documentation in the Student Applicant Database, decline offers, etc.

Student Services

- Coordinate student health services; monitor student health and safety for any unusual or disconcerting trends; coordinate with site nursing staff to ensure that students receive appropriate care
- Manage school-wide daily systems (managing student attendance, tracking the student discipline system, etc.)

Facilities Management

- Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts for trash removal, recycling, and security, and cleaning
- Manage school maintenance and supply systems
- Maintain school staff attendance

General Responsibilities

- Participate in Parent Teacher Conferences, Board Meetings, Academic Committee Meetings
- Perform other related duties as required and assigned

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other

- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship buildingskills, and professional integrity.
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- At least 8+ years of operations management experience in a fast-paced, entrepreneurial environment.
- Minimum 5+ years' work experience in data management or similar environment.
- Significant experience and a track record of success in non-profit operations management with school-based operations management preferred.
- Bachelor's degree required, graduate degree in business or operations highly preferred.
- Experience with project-management and developing a long-term strategic plan.
- Ability to create and manage multi-year strategic plans to scale operations functions.
- Demonstrated experience with effectively managing team members to concrete outcomes
- Demonstrated success developing a strong school culture.
- Excellent organizational, planning and implementation skills.
- Excellent communication skills, both verbal and written, and strong interpersonal skills with students, parents, colleagues, and community members.
- Excellent communication, relationship-building, and customer service skills and ability to work towards a common vision with various partners (e.g., school leaders, operations leaders, shared services teams.)

- Ability to demonstrate an appropriate sense of urgency.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterityand coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skillsrequired for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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Shared Services Operations Officer
Job Description

Title: Shared Services Operations Officer
FLSA: Exempt
Department: Administration
Work Location: Uniondale, NY
Report to: Chief Development Officer
Date: July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:

The Shared Services Operations Officer pursues organizational alignment with values, mission, and vision through relationship building, staff development, role modeling, and the implementation of organizational policies and procedures. They are responsible for the design, implementation, and communication of company-wide benefits programs. They are responsible for establishing a strategy that ensures all Benefits programs are competitive, sustainable, scale-able and have a positive impact on the long and short-term performance of the organization. They play a crucial role on the Senior Management Team to ensure that resources are aligned to support the overall strategic direction of the organization and to strengthen the functioning of the organization, thereby enabling excellent programming and growth.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Organization Operations

- As a member of the Senior Management Team, upholds, promotes, and encourages desiredorganizational culture and core values.
- Work autonomously while ensuring CDO expectations are readily met and exceeded.
- Fosters a success-oriented, accountable environment within the company.
- Serve as a thought partner and advisor to the executive team on operational expansion,change management, diversity, inclusion, and other strategic issues.
- Ensures timely and accurate reporting according to The Academy's needs and expectationsand keeps the Executive Team informed
- Demonstrates commitment to open communication to fully participate in organizationalproblem-solving, decision making and strategic planning.
- Collaborating with various department directors to execute campus-wide events, such as Commencement and Orientation.
- Collaborates with key internal stakeholders to ensure high quality, operational efficient andeffective services are provided to our schools.
- Guide identification and implementation of various technology platforms and determinesappropriate and cost-effective technology solutions that are strategically aligned to supportoverall goals and objectives (i.e. HRIS and Payroll Systems).
- Developing both internal and external processes to support service operations goals.
- Provides Relief for Operations Directors in case of vacation, illness or other absence.
- Assists with COVID-19 testing efforts providing oversight and response to issues as theyarise.
- Develops and participates in fundraising ventures; Participate in identifying and cultivatingcorporate, individual and organization sponsors.
- Participate in expansion activities (investments, acquisitions etc.)
- Collaborates with the leadership team to develop and implement plans for the operationalinfrastructure of systems, policies, processes, and staff.

- Investigates new benefits programs, improves existing programs, and supervises andmonitors benefits administration.
- Efficiently executes special projects.

Health and Welfare Benefits

- Responsible for organization-wide employee Benefits strategies consistent with the school's focus on employee wellbeing, quality care and affordability.
- Oversee all aspects of our benefits and well-being programs comprised of medical, dental, vision, life, workers compensation, disability, voluntary, and retirement benefits.
- Complete data reconciliations to monitor benefit records, ensuring the integrity of data between systems and benefits carriers.
- Partner with employees and vendors to research and resolve eligibility concerns
- Manage the annual renewal and open enrollment process, timelines, communications, promoting awareness, and ensuring the accurate enrollment of all employees.
- Provides strategic and operational leadership in the design, development, implementation, administration, and communication of Benefit programs including health, welfare, and employee wellness.
- Continuously monitors benefit trends, national benchmarking data, and marketplace innovations to inform and drive development of internal programs.
- Analyzes current Benefit programs and the market competitiveness and cost-effectiveness of these plans to ensure they align with our business strategy and optimize our ability to attract and retain top talent.
- Uses benefit pan data to develop insights and recommend changes to existing programs.
- Responsible for evaluating, benchmarking, and implementing consistent, compliant, lawful HR policies across the organization.
- Maintains current knowledge of employment and benefit related rules and regulations, workers compensation; fulfills compliance and reporting requirements.
- Oversee the management of our benefits vendor relationships (including benefits broker, medical plan service providers, etc.), benefits contracts, and bid negotiation.
- Provides strategic leadership of benefits processes including but not limited to writing communications and enrollment materials, preparing for and conducting benefits training, revising benefits program materials, ensuring distribution of government required plan documents and notifications.
- Work closely with Chief People and Legal Officer to develop employment policies, procedures, and practices in accordance with local, state and federal laws.

- Oversee leave management ensuring compliance with federal, state and local laws (FMLA, ERISA, HIPAA, etc.) to create and maintain internal and external facing HR benefits and leave policies, processes, and materials
- Acts as trustee and administrator of organization's retirement program.
- Other duties as assigned.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship buildingskills, and professional integrity.
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- Required: Bachelor's degree in a related field, e.g., economics, accounting, finance,business administration, information systems, public

administration/management.
- Preferred: Master's degree in a related field
- 15+ years of human resources, benefits, and school operations experience.
- Exceptional analytical and critical thinking skills that lead to systems thinking and problem-solving.
- Strong focus on employee experience and an ability to work and communicate effectively and compassionately to a wide range of constituents.
- Ability to project manage and strong organization and follow-up skills.
- Strong people leadership skills with evidence of hiring, engaging, and developing a team proven that has effective over time.
- Deep commitment to self-reflection and continued growth.
- Outstanding judgment, sensitivity and high discretion.
- Excellent written and oral communication skills.
- Ability to interact successfully with all levels of school personnel, internal and externalstakeholders.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterityand coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

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performed. All employment at the Academy Charter School is “at will.” This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice. All job requirements are subject to possible modificationto reasonably accommodate individuals with disabilities.

Director of Operations
Job Description

Title: Director of Operations	**FLSA:** Exempt
Department: Operations	**Work Location:** Uniondale/Hempstead, NY
Report to: Chief Development Officer	**Date:** July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:
The Director of Operations provides leadership in managing the operations of the school. The Director of Operations is responsible for tasks related to facilities management, procurement, service contracts, student enrollment, student data and reporting. The Director of Operations assists the school leader with all projects and activities that create a successful school environment. The Director of Operations will manage the operations staff and report directly to the Chief Development Officer.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

School Administration

- Ensure that the school is adhering to all local compliance and reporting requirements, as per calendars and guidelines.
- Be highly present and visible during school hours, relentlessly ensuring the school has an exceptional school culture.
- Participate actively when needed in faculty meetings, administrative team meetings and other meetings.

- Participate in the logistical planning and execution of the annual two/three-week summer staff orientation and training.
- Ensure that the procurement of all materials, supplies and services necessary for efficient operation of the school are contracted in accordance with federal, state and department of education regulations.

Management and Leadership

- Actively serve on the school's leadership team.
- Adhere to the policies, standards, and school-wide responsibilities described in the "School Faculty and Staff Handbook."
- Directly supervise the school-based Operations support staff (Operations Associate, Office Coordinator, Custodial staff, etc.)
- Ensure an orderly, responsive, friendly, and open school.

Project Management

- Develop the strategy and implementation plan for school-wide projects.
- Each year, provide leadership in preparing the campus for start-up/new school year by creating project plans, divisions of labor and organizing staff around ordering furniture, equipment, and classroom supplies as well as ensuring that school services (i.e., student food services, student transportation services) are lined up and ready for action.
- Work with the school Leadership Team to ensure that all government and authorizer grant proposals and reports are completed on time.

Student Data and Reporting

- Oversee daily data entry and follow up for student discipline system.
- Monitor and coordinate school data reporting requirements.
- Provide evaluation and analytic support to school based instructional leadership.

Student Enrollment

- Organize the application process, including recruitment, lottery, and registration schedule.
- Organize and supervise preparations for open houses, lottery, and student registration.
- Assist in design and placement of ads to recruit students.
- Oversee school's admissions from its waitlist and proper documentation in the Student Applicant Database, decline offers, etc.

Student Services

- Coordinate student health services; monitor student health and safety for any unusual or disconcerting trends; coordinate with site nursing staff to ensure that students receive appropriate care
- Manage school-wide daily systems (managing student attendance, tracking the student discipline system, etc.)

Facilities Management

- Ensure the maintenance of campus facilities by managing custodial personnel and third-party contracts for trash removal, recycling, and security, and cleaning
- Manage school maintenance and supply systems
- Maintain school staff attendance

General Responsibilities

- Participate in Parent Teacher Conferences, Board Meetings, Academic Committee Meetings
- Perform other related duties as required and assigned

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship buildingskills, and professional integrity.
- High attention to detail, organization, and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- At least 3 years of operations management experience in a fast-paced, entrepreneurial environment
- Minimum 2 years' work experience in data management or similar environment
- Prior experience working in schools and/or urban communities
- Bachelor's degree required.
- Experience with project-management and developing a long-term strategic plan
- Demonstrated success developing a strong school culture
- Excellent organizational, planning and implementation skills
- Excellent communication skills, both verbal and written, and strong interpersonal skills with students, parents, colleagues, and community members

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterityand coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

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Director of Facilities
Job Description

Title: Director of Facilities
Department: Operations
Report to: Chief Development Officer
FLSA: Exempt
Work Location: Uniondale/Hempstead, NY
Date: July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:

The Facilities Manager is responsible for maintaining all Academy owned and leased school buildings and grounds. The Facilities Manager performs and supervises tasks related to HVAC, electrical, plumbing, security, environmental, safety, custodial and event coordination. The Facilities Manager has a clear understanding of acceptable business practices and vendor relationships. The Facilities Manager is responsible for developing, planning and implementing maintenance program within budgetary limitations, administering maintenance service policies. The Facilities Manager is responsible for maintaining a safe and secure environment for students, employees, and visitors by helping to develop, establish and enforce safety and security policies, access control procedures, accident prevention efforts, support risk management efforts, fire safety, emergency management, and asset protection. This position requires a team player attitude, excellent interpersonal and communication skills, attention to details and project coordination.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

FACILITIES/GROUNDS OPERATIONS & MAINTENANCE

- Performing weekly, monthly and quarterly inspections of systems, grounds and building; including but not limited to: lighting, paint, graffiti, plumbing fixtures, sewage drains, windows, landscaping, roofing and equipment, pest populations and entry points, security camera system, fire life safety system, emergency lighting, smoke detectors, fire extinguishers, storm drains,
- kitchen equipment, kitchen grease trap, electrical systems, HVAC equipment, filters & control systems, doors and locking system, elevators.
- Serves as primary contact for facility related emergencies, which may require evening and weekend work.
- Assumes responsibility for administering, supervising, and coordinating facility services.
- Provides weekly facilities reports to the Executive Director regarding facilities issues and status of pending projects.
- Works in collaboration with the Event Coordinator to ensure proper scheduling of set up and take down for meetings, events, games, and other school activities as directed.
- Works in collaboration with relevant team member(s) for the planning, coordination, and monitoring of construction and renovation.
- Plans, schedules repair/maintenance bids for facility.
- Presents repair/maintenance bids/contracts to the Executive Director for approval.
- Purchases and inventory supplies as needed for building operations from suppliers, vendors and contractors;

- Works in collaboration with the Business Manger to maintain the asset control/management and disposal system regarding furniture etc. including tagging and logging assets.
- Conducts routine inspection of appliances and equipment and maintains maintenance log.
- Maintains health and safety regulation of facilities in compliance with Federal, State, and local codes.
- Schedules annual insurance inspection of facilities.
- Schedules annual pest control inspections.
- Schedules annual extinguisher, fire, and health inspection of facilities.
- Develops and implements pre and post inclement weather grounds plan including inspection of property along with the Academic Leader to ensure safe return of students and staff.
- Assumes responsibility for administering, supervising, and coordinating facility services.

SUPERVISION

- Prepares and manage all custodial and security staff's schedules to ensure adequate coverage.
- Plans and schedules all work activity, projects, and tasks for all custodial staff.
- Sets overall strategic direction of the custodial and security department and develops/implements long range goals and objectives.
- Develops adequate and relevant in-service training programs for security and custodial personnel, which supports policy enforcement, fire safety, accident prevention in the school environment and support other relevant in-services and training programs.
- Collaborate with direct reports to identify professional goals and create and execute development plans, that align with the organization's objectives.

SECURITY & SAFETY MANAGEMENT

- Provides weekly security reports to the Executive Director regarding security related issues.
- Supervises building key control distribution, logs and procedures.
- Ensures adequate coverage for the opening, operation and closing of the schools.
- Ensures compliance with state and federal safety regulations and NYSED requirements.
- Works under the supervision of the Academic Leader and in collaboration with the Director of Operations to implement scheduled random fire drills and safety drills throughout the school year.
- Implements rules, regulations, and policies relating to staff and visitor parking.
- Recommends changes in policies, regulations and procedures as related to building and grounds security; recommends security modifications.

- Coordinate school safety compliance with federal, state and local regulations by studying existing and new requirements and overseeing and enforcing school-wide adherence to requirements.
- Coordinate safety planning and practice to support academic processes of each school by creatively implementing best practices in safety, security and emergency preparedness with proper adaptation to the environment, creativity and innovation so the process of education can be enhanced rather than impeded by safety efforts.
- Develops and continuously improve policies and protocols to support emergency response and a safe school climate.

FISCAL MANAGEMENT

- Collaborates with the Directors of Operation for preparation and monitoring of the annual maintenance budget.

OTHER

- Attends professional development training relevant to the performance of a school facility manager.
- Additional tasks as assigned by the Executive Director

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Excellent verbal and written communication skills.
- Excellent interpersonal and conflict resolution skills.
- Excellent organizational skills and attention to detail.
- Strong analytical and problem-solving skills.
- Strong supervisory and leadership skills.
- Thorough knowledge of employment-related laws and regulations.
- Knowledge of and experience with varied human resource information systems.
- Proficient with Microsoft Office Suite or related software.
- Ability to provide competent legal advice and counsel to senior university officials on a wide range of legal and policy issues.
- Knowledge of the range of applicable laws and regulations which impact on all facets of university policy and operations.
- Ability to analyze and interpret issues and to prepare legal opinions.

Qualifications

- Bachelor's degree or equivalent
- Broad knowledge of building systems (mechanical, electrical, plumbing, etc.) required.
- Familiarity with key building systems (HVAC, electrical, mechanical, plumbing)
- Familiarity with OSHA and other Life Safety codes, etc.
- Minimum 10+ years of experience in facility management including facility maintenance and repair.
- Ability to handle multiple projects simultaneously.
- Prior supervisory experience of facility personnel required.
- Ability and willingness to directly manage a team (four to six people).
- Ability to communicate effectively with facilities staff, school staff, and vendors both verbal and electronic.
- Excellent communicator in written and verbal form.
- Exceptional ability to lead a team and to collaborate effectively with school leaders.
- Extremely versatile, dedicated to efficient productivity.
- Experience planning and leading strategic initiatives.
- Excellent people skills.
- Proficient computer skills.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools, or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual

dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.
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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Coordinator of Parent Engagement and External Partnerships
Job Description

Title: Coordinator of Parent Engagement and External Partnership **FLSA:** Exempt
Department: Administration **Work Location:** Uniondale, NY
Report to: The Chief Development Officer **Date:** July 1, 2020

BACKGROUND SUMMARY:

The Academy Charter School offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose high performance and behavioral expectation promotes excellency to enable our community's children to achieve.

JOB SUMMARY:

The Coordinator of Parent Engagement and External Partnerships is passionate about changing the lives of young people, improving the academic climate and becoming a positive role model for students while fostering relationships with their respective families. This position will involve the building of proactive relationships with students, teachers, administrative staff, stakeholders and other community organizations. This position will play a critical role in communicating and supporting the organizations commitment to engaging families with courtesy, dignity, respect and cultural understanding. The Coordinator of Parent Engagement and External Partnerships will build strategic, long-term partnerships with organizations and schools throughout community and across the state to build and maintain a unified and diverse student body and to engage famalies. They will collaborate closely with several departments within the organization and with various external stakeholders.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Develops and maintain strong partnerships with families, schools, community organizations, and community leaders to ensure consistent and full enrollment with a well-maintained waiting list and strong family engagement.
- Works in concert with school leaders to develop, execute, and revise strategic enrollment plans and programs as well as goals for successful community and family relations.
- Supports organizational-wide attendance protocols and procedures.
- Works collaboratively with all stakeholders to improve parent engagement.
- Represents the organization at various events in Long Island and throughout the state.
- Engages community partners to work collaboratively with The Academy Charter School.
- Supports organizational-wide implementation of mentoring and tutoring programs.
- Works collaboratively with administrators and school staff to improve school climate and culture.
- Works with the communications team to support the creation of promotional materials such as flyers, brochures, mailings, posters, and banners.
- Assists with the orientation of new students and families through school-wide events, including our summer bridge program, annual home visits, and family and student orientation.
- Be available via phone and/or email throughout the evening and weekend to communicate with families, teammates, and school leaders.
- Works under the supervision of the Chief Development Officer.
- Any other duties as directed.

CORE COMPETENCIES:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized

- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills and Abilities

- Excellent verbal and written communication skills.
- Excellent interpersonal and conflict resolution skills.
- Excellent organizational skills and attention to detail.
- Strong analytical and problem-solving skills.
- Strong supervisory and leadership skills.
- Thorough knowledge of employment-related laws and regulations.
- Knowledge of and experience with varied human resource information systems.
- Proficient with Microsoft Office Suite or related software.
- Ability to provide competent legal advice and counsel to senior university officials on a wide range of legal and policy issues.
- Knowledge of the range of applicable laws and regulations which impact on all facets of university policy and operations.
- Ability to analyze and interpret issues and to prepare legal opinions.

Qualifications

- Bachelor's degree required.
- Grassroots or community-based organizing experience preferred
- High-level organization skills and experience at self-assigning work
- Urban school-based work experience preferred
- Openness to feedback and willingness to take personal responsibility
- Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.
- The ability to work collaboratively with school level leadership and staff.
- Demonstrate a history of strong leadership and communication skills.
- Exemplary oral and written skills.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular

basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterityand coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

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Group Chief Financial Officer
Job Description

Title: Group Chief Financial Officer
FLSA: Exempt
Department: Shared Services
Work Location: Uniondale/Hempstead, NY
Report to: Board of Trustees
Revised Date: July 31, 2020

Background **summary:**

The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

Job Summary:

The Group Chief Financial Officer (GCFO) is responsible for overseeing and enhancing the financial activities of organization. This includes resource allocations, financial strategy, capital plans, debt management, cash flow optimization, and financial information systems. The GCFO's business responsibilities encompass treasury, investment, budgets, accounting systems, the audit, and accounting oversight. These activities require that the CFO have a central role with senior administrators in allocating resources annually and strategically. The GCFO is also a key advisor to the CEO on financial and non-financial strategic issues. The GCFO will be on the front lines every day, addressing regulatory, financial reporting and transactional accounting matters. The GFCO is also responsible for supervising the Chief Financial Officer and the Assistant CFO of the organization.

Essential Responsibilities:

- Serve as a senior leader setting and executing the vision and mission of the organization.
- Work with the Board of Trustees, CEO, CFO, finance, and audit committees to develop and implement a long-term financial strategy to protect all assets of the organization. Review the monthly financial results with the CEO.

- Lead organization's capital market activities including meeting bond disclosure and other investor related filings.
- Overseeing the preparation of an internal budget using budget models to project future revenue and following established policies for expenditures.
- Management of cash and liquidity to ensure sufficient cash on hand to meet obligations.
- Review and analyze monthly income statement, balance sheet, cash flow projection and variance reports.
- Manage and execute year-end audits and work with external auditor to ensure clean financial audits.
- Identify and implement financial systems to enable organization to provide accurate financial information for each charter.
- Develop and oversee the implementation of organization's financial policies, procedures, and systems to ensure compliance with all local, state, and federal regulations.
- Weekly strategy meetings with other senior leadership.
- Conduct accounts receivable meeting with the CFO and billing team.
- Maintain accurate and timely financial information, in compliance with Generally Accepted Accounting Principles (GAAP).
- Deliver timely reports to CEO, Finance Committee and Board of Directors and other agencies.
- Coordinate with underwriters and lenders on behalf of the school.
- Develop an investment manual and work with the finance committee to identify investment strategies for organization.
- Provide risk management analyses to ensure organization proactively reviews, anticipates and addresses potential risks of all kinds affecting the organization and oversee the maintenance of appropriate insurance policies.

People Management

- *Report directly to the CEO and oversee a finance team.*
- Attract, manage, and develop all accounting and finance staff as well as provide cross-departmental collaboration to ensure that financial systems and solutions support organization's evolving strategy.
- *Foster positive, rewarding relationships with school and community leaders to maximize the benefits of available resources.*
- *Support team members and leaders on other teams relating to budget, finance, and grant reporting.*
- Conduct weekly strategy meeting with the CFO and Associate CFO.

Communications

- Lead all board and subcommittee meetings related to the organization's finances.
- Present the monthly financial results to the board of trustees.

Core Competencies:

Building Relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills, and Abilities

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem-solving skills; good judgment and resourceful.

Qualifications:

- At least 10 years of experience as a senior leader, experience in an educational environment preferred

- Executive presence to inspire confidence and passion both internally and externally combined with the persistence and zeal to lead The Academy Charter School's mission-driven organization toward ambitious goals
- Exceptional verbal and written communication skills with the ability to create and deliver compelling presentations to diverse groups of stakeholders
- Proven ability to lead an organization through a strategic planning and implementation process
- Demonstrated commitment to the potential of urban youth to succeed in rigorous educational settings
- Ability to drive collaborative decision-making processes
- Bachelor's degree or equivalent experience required; Master's degree preferred

Physical Demands:
While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach, and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.
This job description does not constitute a contract of employment or promise, nor does it create an implied duty or contractual obligation. It is simply an overview of the job responsibilities to be performed. All employment at the Academy Charter School is "at will." This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Chief Financial Officer
Job Description

Title: Chief Financial Officer
Department: Administration
Report to: Group Chief Financial Officer
FLSA: Exempt
Work Location: Uniondale, NY
Revised Date: July 1, 2020

Background Summary:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioral expectations will promote the excellence known so the community's children can achieve.

Job Summary:

As a key member of the Executive Team, the CFO will report directly to the CEO and will play a critical role in the overall strategic management of the organization. The CFO will set the financial strategy for The Academy Charter School's operating budget while also designing and delivering effective financial systems across the organization. The CFO will serve as a strategic partner to organizational leaders, providing strong and accurate financial direction to guide decisions regarding long-term financial forecasting and budgeting. This is an ideal opportunity for a proven financial leader who would like to apply his/her expertise towards The Academy Charter Schools mission to create world class competitive scholars who will LEARN today, LEAD tomorrow and SERVE in the future.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Oversee day to day operations of the financial areas including supervision of accounting functions, financial reporting, regulatory reporting, purchasing, accounts receivable/payable, payroll, patient financial services, and revenue cycle and cash receivables.
- Implements systems to identify needs and potential problems. Create plans and recommendations for solutions to problem areas.
- Prepare annual, capital and program budgets, cash flow, and working capital projections.
- Develop and maintain financial analysis tools and a management information system to project, shape and monitor the financial health of the Organization.
- Prepare and maintain an Accounting/Finance Manual of all relevant financial policies and procedures.
- Maintain and update fiscal calendar for all reporting deadlines including, but not limited to, audit schedule, tax reporting, initiation of annual budget process and monthly close dates.
- Ensure financial records and procedures comply with all regulatory authorities.
- Update and maintain the accounting policy and procedures manual.
- Work with auditors to ensure financial and budgetary accountability and responsibility.
- Establish internal control systems to prevent inaccuracies in financial statements.
- Work closely with organization's development team to support grant applications, philanthropy-based program expenses and reporting.
- Support to remain compliant with authorizer, state and federal requirements.

Core Competencies:

Building Relationships

- Communicate effectively
- Challenge each other intellectually

- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Knowledge, Skills and Abilitites

- Positive, customer service oriented with strong communication, relationship building skills, and professional integrity
- High attention to detail, organization and follow-up with a demonstrated ability to successfully handle multiple projects concurrently.
- Excellent critical thinking and problem solving skills; good judgment and resourceful.

Qualifications:

- A minimum of five (5) years' experience in financial management.
- Experience in managing the finances of a complex, or multi-site corporation.
- Excellent computer skills and knowledge of spreadsheet programs and accounting software.
- Excellent interpersonal and client relationship-building skills.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Associate Chief Financial Officer
Job Description

Title: Associate Chief Financial Officer
FLSA: Exempt
Department: Finance
Work Location: Uniondale, NY
Report to: Group Chief Financial Officer
Date: July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioural expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The Associate Chief Financial Officer is responsible for all the financial activities of the Academy Charter School including but not limited to financial reports, budget, contract invoicing, and audits. They also serve as a member of the Academy's senior management team and serves as a strategic partner in planning and implementing the future vision for The Academy.

- Preparing and/or reviewing financial reports, including income statements, balance sheets, reports to funding entities, tax returns, and reports for government regulatory agencies, foundations and other public and private funders.
- Reviewing cash flow, including scheduling and preparing timely contract invoices and billings, and managing accounts receivable and payables
- Analyzing actual and projected revenues and expenditures, including comparisons of such figures against budgeted amounts, and suggesting methods of improving cash flow and net income.
- Coordinating outside auditors on all agency audits, including preparation of worksheets, analyses, and audit statements.
- Undertaking financial planning and analysis of agency programs, including relating to the sustainability of current programs and the evaluation of potential new programs.
- Analyzing the agency's operations to determine opportunities for cost savings and operational efficiencies.
- Ensuring updates and adherence to all agency fiscal policies and procedures.
- Supporting payroll and benefits work as needed.
- Managing the agency's banking relationships.
- Ensuring all insurance policies are appropriate and up-to-date;
- Additional duties as assigned

Core Competencies

Building relationships

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

Productivity

- Demonstrate a strong work ethic

- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Qualifications:

- Bachelors' degree Required; Masters' degree in Business Administration, Accounting, or Finance preferred; CPA designation beneficial but not required.
- Significant experience in financial statement analysis and forecasting.
- Knowledge of financial database and accounting software systems
- Ability to undertake and complete multiple tasks at the same time.
- Excellent verbal and written communication skills.
- Excellent analytical and organizational skills.
- Unquestioned personal and professional integrity.
- Innovative and analytic problem-solving abilities.
- A dedicated work ethic.
- A strong desire to help improve the lives of the Philadelphia's students.

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:

Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:

The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are

required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Elementary Assistant Principal
Job Description

Title: Assistant Principal, Elementary School	**FLSA:** Exempt
Department: Administrative	**Work Location:** Wyandanch, NY
Report to: Principal, and Deputy-CAO	**Revised Date:** July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivates a student body poised to be active, engaged, and responsible members of the community.

JOB SUMMARY:
The Academy Charter Elementary School Assistant Principal provides administrative and instructional support to the Principal to ensure that the Academy provides a safe, productive learning environment of the highest quality and is aligned with NYS Common Core Learning Standards and Individual Educational Program mandates. The Assistant Principal participates in implementing policies, programs, and curriculum activities in a manner that promotes the educational development of all students. The Assistant Principal also engages actively in guiding the professional development of teaching staff and facilitates effective partnership and communication with families, the Instructional Leadership Team, staff, scholars, and outside instructional consultants. The Assistant Principal will take on the operations of the school in the Principal's absence when necessary.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
The following list of essential duties and responsibilities is intended to illustrate the various types of work that may be performed by the Assistant Principal. The omission of specific statements does not exclude them from the position if the work is similar, related, or a logical assignment to the position.

- **Planning and Implementing School Curriculum & Student Achievement**: work with the Principal to ensure implementation of NYS Common Core curriculum across assigned content areas; aid teachers in implementing effective instructional practices; work with the Principal and instructional coaches in documenting, communicating, and implementing scope and sequence for each content area; review syllabi, lesson plans, in-class/school-wide assessments during the summer and school year to ensure rigor, appropriateness, and alignment with the NYS Common Core State Standards; monitor student achievement using benchmark and interim assessments on an on-going basis; use student achievement data and student work to drive daily and long-term instructional decisions; work with School Counselor and Dean of School Culture to implement a vibrant Social-Emotional Curriculum.
- **Supervision, Evaluation, and Professional Development**: supervise assigned personnel (K-5 Classroom Teachers, K-5 Intervention Staff and K-5 Specialist–Music, Spanish, Science, Stem, Physical Education); conduct teacher evaluations utilizing the Charlotte Danielson framework according to the Academy's evaluation protocols, and make recommendations for appropriate employment actions; supervise extra-curricular activities; actively participate in the creation and implementation of an individual and School-wide Professional Development Plan that inspires personal growth and informs teaching practices; demonstrate knowledge of teaching standards to promote use of data-informed practices by all staff; plan and conduct teacher training programs relating to classroom procedures, instructional materials/equipment, and teaching aids; attend teacher meetings, support teachers, and facilitate positive staff culture; provide feedback and coaching to teachers on implementation of instruction to improve academic outcomes.
- **Family and School Community Engagement:** use effective strategies to communicate with a variety of audiences; make presentations to staff, students, and families as requested by the Principal; develop strong relationships with families, students, and staff members and conduct or provide opportunities for parent education programs; assist families with school-related problems; collaborate closely with parents and work closely with students who have behavior challenges
- **School-wide Testing:** oversee the administration of all testing programs (benchmark, interim, and NYS Regents assessments)
- **Student orientation**: Work with the administrative team by planning and conducting annual school orientation sessions including, but not limited to registration and open house.
- **Student Attendance**: Work closely with the guidance counselor in monitoring student attendance
- **Perform other duties assigned by the School Principal**

CORE COMPETENCIES:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

- Engage students in problem-solving, critical thinking, and skill-building activities
- Facilitate learning and promote self-directed learning for all students
- Monitors Teaching and Learning: Develops and implements systems to monitor the consistency and effectiveness of planning and teaching within the school.
- Foster a Growth-Mind Set that encourages perseverance and the ethos that ability and competence grow with effort

CREATING AND MAINTAINING AN EFFECTIVE LEARNING ENVIRONMENT FOR ALL STUDENTS

- Establish a climate that promotes fairness and respect
- Establish and maintain standards for student behavior; planning and implementing classroom routines
- Use time effectively
- Make the classroom environment safe and accessible for all students
- Engage cooperatively and effectively with others to reach common goals; fosters a team environment.

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

- Demonstrate a strong understanding of rigorous, effective instruction
- Demonstrate strong knowledge of the curriculum and guidance to support effective practice
- Use data appropriately to make evidence-informed decision to accelerate student achievement
- Use materials, resources, and technology to make the subject matter accessible and build on student learning

QUALIFICATIONS:

- 2-3 years teaching experience
- 2-3 years' experience as an instructional coach, dean in a public school, charter school, or similar background
- Masters' degree from an accredited college or university, preferred
- Valid New York State Professional Teaching certification
- Valid New York State School Building Leadership Certification

Physical Demands:

While performing the duties of this position, the employee is frequently required to sit, stand, communicate, reach and manipulate objects, tools or controls. The position requires mobility. Minimum physical exertion. Duties involve moving materials weighing up to 5 pounds on a regular basis and may infrequently require moving materials weighing up to 25 pounds. Manual

dexterity and coordination are required less than 50% of the work period while operating equipment such as computer keyboard, calculator, and standard office equipment.

Working Conditions:
Usual office working conditions. The noise level in the work area is typical of most office environments.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

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All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

Elementary School Instructional Coach
Job Description

Title: Elementary School Instructional Coach	**FLSA:** Exempt
Department: Instruction	**Work Location:** Wyandanch, NY
Report to: Principal	**Date:** July 1, 2020

Position Overview:
The Instructional Coach will cultivate and lead an academic environment where every child reaches ambitious targets for school-wide levels of mastery. In addition to serving on the instructional leadership team, s/he coaches a portfolio of teachers, takes leadership of a subject/ grade level, effective instruction and facilitates high-impact professional development for staff.

Essential Responsibilities:

- Devise and monitor high-impact support plans for struggling teachers.
- Supporting classroom teachers with classroom management techniques using the techniques identified in to create a positive teaching and learning environment of respect and responsibility, including social skills.
- Support teachers with developing clear and consistent classroom expectations and routines.
- Support teachers in building meaningful relationships with students.

Position Description

- Directly coach a portfolio of teachers to help them master the Academy Essentials of Effective Instruction.

- Observe lessons regularly and deliver targeted feedback to teachers.
- Collaborate with grade/subject teams to plan units, lessons, and assessments
- Model effective instruction for teachers.
- Work with teachers to prepare weekly lesson plans (social studies, science, math Ela)

- Coordinate and manage creative, inspiring professional development sessions in line with school goals and priorities.
- Serve as an active member of the instructional leadership team:
- Develop highly effective instructional curriculum in collaboration with the Director of Curriculum and leadership team.
- Participate in regular leadership team meetings including professional development days.
- Lead staff trainings throughout the school year and on professional development days.
- Conduct daily classroom culture walkthroughs/ observations to help maintain a high bar of excellence.
- Work collaboratively with the cabinet to facilitate monthly workshops for teachers on student-teacher relationships, classroom management, parent partnership and school culture.
- Collaborate with grade team, study monthly CORE subject areas and making instructional adjustment to support student mastery.
- Work collaboratively with grade team to organize and manage data binders and implement their use in lesson design.

Qualifications:

- Masters Degree in Elementary Education or Masters Degree in Curriculum and Instruction from an accredited university.
- New York State K-6 teacher certification.
- A minimum of 5 years of experience in public education, part of which must have been teaching/and or supervising in the field of Elementary Education.
- Extensive knowledge of New York State Next Generation Learing Standards.
- Ability to effectively work and communicatewith school personnel from diverse cultures or backgrounds.
- The ability to work collaboratively with school level leadership and staff.

Reports to: Director of Elementary Instruction, and Principal

Elementary Teacher

Title: Elementary Techer
Department: Instructional
Report to: Principal
FLSA: Exempt
Work Location: Wyandanch, NY
Revised Date: July 1, 2020

BACKGROUND SUMMARY:
The Academy Charter Schools offers an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. The Academy's focus on character development and community service cultivate a student body poised to be active, engaged and responsible members of the community. The Academy employs a committed staff whose teaching and high academic and behavioural expectations will promote the excellence known so the community's children can achieve.

JOB SUMMARY:
The Academy Charter School Elementary Teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Elementary Classroom Teacher is responsible for providing a classroom/instructional program that supports the individual needs of all children in accordance with the school's mission and values established by the school.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Instructional Planning -

- Develop lesson plans and instructional materials that provides classroom, individualized and small group instruction.
- Assist in the Development and Implementation of a coherent, research-based curriculum in consultation with Administration.
- Teach students with Individual Education Plans (IEPs) in an inclusion setting and implement IEPs as necessary.
- Document all syllabi, lesson plans, assignments, rubrics and other instructional materials and methods.
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom.

Instructional Delivery:

- Document all lesson plans, assignments, rubrics and other instructional materials and methods.
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom.
- Use technology tools for instruction, planning, and communication and ensure student engagement.

Student Assessment:

- Measure student achievement and progress towards learning objectives using the school's formative and summative assessment tools.
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of metrics
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Use student data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice
- Develop and use a variety of assessment data to refine curricula and instructional practice
- Ensure that grade teachers submit all test data to the Principal in a timely manner
- Complete all reports in a timely manner

Learning Environment:

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed
- Implement classroom procedures, systems and routines that provide structure for students
- Ensure smooth operation of all classroom instructional functions without exceptions

Student Support & School Culture:

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Oversee and assist with student arrival / dismissal

- Work closely with all members of school community, model citizenship, collaboration and support of one another
- Other tasks as assigned by the Administration

CORE COMPETENCIES:

BUILDING RELATIONSHIPS

- Communicate effectively
- Challenge each other intellectually
- Show gratitude
- Solve conflicts peacefully
- Respect each other's differences
- Be positive and supportive of each other
- Show compassion

PRODUCTIVITY

- Demonstrate a strong work ethic
- Use your time wisely
- Listen actively
- Be punctual and prepared
- Be organized
- Be reflective
- Be reliable
- Take initiative
- Demonstrate perseverance

Academic & Certification Qualifications:

- Bachelors' Degree required; Masters' Degree preferred
- New York Teacher Certification

QUALIFICATIONS:

Education and/or Experience:

- Minimum of two years K – 6 Certified teaching experience preferred
- Able to improve curriculum and instruction through collaboration as part of a grade level team
- Passionately dedicated to school's mission with a steadfast belief that all students will receive a rigorous elementary foundation
- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products

- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child
- Strong written, grammatical, presentation, and verbal communication skills
- Experience working with at-risk student population in some capacity preferred
- Educational experience after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
- Working knowledge and comfort level with instructional technology

Working Conditions and Physical Requirements:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodation may be made to enable individuals with disabilities to perform essential functions. Must have the ability to sit and stand for extended periods of time; exhibit manual dexterity to enter data into a computer; to see and read a computer screen and printed material with or without vision aids; hear and understand speech at normal classroom levels, outdoors and on the telephone; speak in audible tones so that others may understand clearly in normal classrooms, outdoors and on the telephone; physical agility to lift up to 25 pounds to shoulder height and 50 pounds to waist height; and to bend, stoop, sit on the floor, climb stairs, walk and reach overhead.

Work Environment:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Duties are normally performed in a school/classroom environment. Duties may be occasionally performed on field trips away from school. The noise level in the work environment is usually moderate.

Job Specifications:
The general nature and level of work being performed are contained in this job description. This job description should not be construed as an exhaustive list of all responsibilities, duties and skills required for the position. This job description does not state or imply that the duties described herein are the only duties to be performed by the incumbent. Employees are required to follow any other job-related instructions and to perform other job-related duties requested by their supervisor.

This job description does not constitute a contract of employment or promise nor does it create an implied duty or contractual obligation. It is simply an overview of the job responsibilities to

be performed. All employment at the Academy Charter School is "at will." This means that either the employee or the Organization has the right to terminate the employment relationship with or without cause and with or without notice.

All job requirements are subject to possible modification to reasonably accommodate individuals with disabilities.

ACKNOWLEDGEMENT:

My signature below indicates that I have read and understand the above job description and specifications.

_____	_____	_____
Employee's Name (please print)	Employee's Signature	Date
_____	_____	_____
Supervisor's Name (please print)	Supervisor's Signature	Date
_____	_____	_____
HR Representative's Name (please print)	HR Representative's Signature	Date

Teacher Assistant
Job Description

Title: Teacher Assistant	**FLSA:** Exempt
Department: Instruction	**Work Location:** Wyandanch, NY
Report to: Lead Classroom Teacher	**Date:** July 1, 2020

Position Overview

The Academy Charter School Teacher Assistant understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Teacher's Assistant is responsible for supporting the classroom/instructional program that supports the individual needs of all children in accordance with the school's mission and values established by the school.

Responsibilities & Duties

- Assist in instructing and supervising children in classroom activities.
- Continuously monitor children to ensure safety at all times, and report child abuse and neglect when necessary.
- Participate in learning teams within the school community that maximize cohesion, collaboration and alignment with school initiatives
- Help to maintain a clean and organized learning environment
- Maintain a quality room arrangement in compliance with curriculum standards
- Provide opportunities and supervise activities in order for students to demonstrate individually and large groups the skills and talents developed in the instructional program.
- As a parent advocate, along with assistance from the School Counselor resolve issues or concerns that are raised
- Inform parents about daily classroom routine and expectations
- Responsible for the safety and welfare of all students during admission, dismissal, lunch and physical education

- Interact with students, parents and colleagues in a professional, positive and inspiring manner
- Maintain classroom supply lists and inventory
- Other tasks as assigned by Administration

Qualifications & Skills

- Bachelors Degree required.
- New York Teaching Assistant Certification required
- 1-2 years student teaching experience in a urban school setting
- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child

Title I Teacher
Job Description

Title: Title I Teacher	**FLSA:** Exempt
Department: Instruction	**Work Location:** Wyandanch, NY
Report to: Principal/Assistant Principal	**Date:** July 1, 2020

Position Overview

The Academy Charter School Title I Teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community.

Responsibilities & Duties

Instructional Planning -

- Evaluate the progress of all Title I students and design and prepare student progress reports.
- Prescribe the lessons that the students will work on during Title I time.
- Perform all student selection requirements including testing and making the final lists of students selected for Title I participation.
- Communicate regularly with classroom teachers regarding classroom instruction and needs of Title I students and keep written documentation of this communication
- Develop Title I lesson plans

Instructional Delivery

- Hold caseload of all Title I students
- Pull out or assist students in the classroom with supplementary instruction beyond the classroom instruction
- Pre-teach or re-teach vocabulary words or math concepts to be covered
- Document all lesson plans, assignments, rubrics and other instructional materials and methods

- Use consistent school-wide practices and a variety of individualized methods to engage students
- Use technology tools for instruction, planning, and communication and ensure student engagement

Student Assessment

- Measure student achievement and progress towards learning objectives using the school's formative and summative assessment tools
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of metrics
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Use student data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice
- Schedule the parent meetings, write up the parent survey and find parent-training tools.
- Schedule the annual review meeting, coordinates the meeting, and communicates with parents regarding its results
- Completes all reports in a timely manner

Learning Environment

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Implement procedures, systems and routines that provide structure for students
- Ensure smooth operation of all classroom instructional functions without exceptions
- Student and Extracurricular Activities –
- Organize and supervise approved field trips
- Provide opportunities and supervise activities in order for students to demonstrate individually and in ensembles or large groups the skills and talents developed

Student Support & School Culture

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Establish, involve, and assist students in the development, maintenance and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Observe and evaluate the performance of each student and use assessment methods to judge overall progress

Work Experience & Skills

- Minimum of two (2) years of urban teaching experience required with a record of high student achievement
- Experience working with at-risk student population in some capacity preferred
- Educational experience after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
- Working knowledge and comfort level with instructional technology
- Strong written, grammatical, presentation, and verbal communication skills
- Strong analytical and problem-solving skills required to develop rubrics, examine data and metrics that will enhance student knowledge and promote performance of superior work products
- Proven ability to work collaboratively and flexibly with a diverse team of teachers and administrators
- Knowledge of childhood development and demonstrated experience with executing planned lessons to meet the differential needs of each child
- Bachelors' Degree required; Masters' Degree preferred
- New York State Title I Teacher certification

Music Teacher
Job Description

Title: Music Teacher	**FLSA:** Exempt
Department: Instruction	**Work Location:** Wyandanch, NY
Report to: Principal/Assistant Principal	**Date:** July 1, 2020

Position Overview The Academy Charter School Music Teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Music Teacher will demonstrate the qualities expected of all academy teachers in the areas of curriculum, instruction, assessment, classroom management, professional responsibilities, professional relationships, family involvement, and school community.

Responsibilities & Duties
Instructional Planning

- Understand and implement general music theories and practices, including vocal and instrumental music, basic note reading, and basic composition
- Possess ability to play the recorder and piano/keyboard
- Understand processes and history of traditional instruments across a wide range of cultures
- Develop cross-curricular units and intensives with teachers and integrate music into the general curriculum
- Use technology and multimedia tools to enhance and enrich the curriculum
- Communicate knowledge of music history (American, European, and non-Western)

Instructional Delivery

- Emphasize a process-based approach to music instruction
- Use technology tools for instruction, planning, and communication
- Eagerly learn new uses and applications of technology tools
- Establish, nurture and, manage student-directed classrooms in which students are working both independently and in groups, playing instruments, and using dance and movement to supplement and enhance the curriculum
- Develop and use rubrics for instruction as well as assessment

- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom

Student Assessment

- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Completes all reports in a timely manner

Learning Environment

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed
- Ensure smooth operation of all classroom instructional functions without exception

Student and Extracurricular Activities

- Plan and organize school and community music events, such as concerts
- Create a sense of community and belonging for the students in their school
- Establish connections and relationships among their students and the larger community that support the academic and social development of the student and contribute to achievement of overall school goals

Student Support & School Culture

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Establish, involve, and assist students in the development, maintenance, and evaluation of portfolios
- Develop and use rubrics for evaluating student products and performances
- Oversee and assist with student arrival / dismissal
- Work closely with all members of school community modeling citizenship, collaboration and support of one another
- Other tasks as assigned by the Administration

Academic & certification qualifications

- Bachelors Degree required, Masters Degree preferred
- New York State Music Teacher Certification

Work experience & Skills

- Minimum of 2 years of urban teaching experience required

- Experience working with at-risk student population in some capacity preferred
- Educational experience after college (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instructional methodology, curriculum development, special education, technology, etc.) preferred
- Working knowledge and comfort level with instructional technology
- Strong written, grammatical, presentation, and verbal communication skills

Custodian
Job Description

Title: Custodian
Department: Operations
Report to: Director of Operations
FLSA: Non-Exempt
Work Location: Wyandanch, NY
Date: July 1, 2020

Position Overview
The Academy Charter School Custodian will clean and maintain school facility to ensure a safe, secure and comfortable environment conducive to student learning. The custodian will uphold the mission and values established by the school.

Responsibilities & duties (including, but not limited to):

- Clean classrooms, rest rooms, hallways, multipurpose room, offices and all interior rooms during the day
- Floor care including mopping, stripping and waxing
- Daily trash removal and cleaning of all receptacles
- Set up and cleans dining area before, between, and during breakfast and/or lunch periods
- Respond to emergency cleanups during the day, such as clogged drains and spills
- Perform routine maintenance, including painting, replacing lights, drywall (sheet-rock), plastering, and replacement/installation of floor tiles
- Perform routine grounds-keeping duties, including picking up litter, weeding, mowing the lawn, maintenance of sidewalk areas, salting of sidewalk and snow removal during inclement weather
- Sets up and arranges furniture for assemblies, meetings and special events
- Secure, protect and ensure the proper usage and maintenance of all custodial equipment
- Assist with shipping and receiving of packages, parcels and large items
- Light moving and carpentry
- Open and close facilities and provide access to classrooms or offices during the normal school week, after hours, and occasionally weekends as directed

- Perform walk through of the facility during the day in order to ensure the building and the outer perimeters are clean and safe; ensure all bathrooms are properly stocked at all times
- Perform other related duties as required and assigned
- Demonstrate knowledge of, and support of the schools mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior

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Academic qualifications (including, but not limited to):

- High School Diploma required

Work experience & skills:

- 3 years custodial experience required
- Familiarity with the use of maintenance equipment such as including snow blower, sander, power drills, etc.
- Knowledge of safe and efficient use of cleaning materials, chemicals, tools and equipment
- Ability to work independently
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to maintain simple records
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to interact appropriately with children of different ages
- Ability to communicate on a mature level

Food Service Worker
Job Description

Title: Food Service Worker
Department: Operations
Report to: Director of Operations
FLSA: Non-Exempt
Work Location: Wyandanch, NY
Date: July 1, 2020

Position Overview
The Food Service Worker is responsible for preparing and/or building food items while providing customer service and adhering to food safety, food handling, and sanitation procedures. Essential functions and responsibilities of the position may vary by Academy Charter school location based on school requirements and needs.

Responsibilities:

- Prepares and builds food items according to standardized recipes and directions
- Properly stores food by adhering to food safety policies and procedures
- Sets up work stations including prep tables, service counters, hot wells, steam tables, etc
- Breaks down, cleans and sanitizes work stations
- Serves food to students, teachers, admin, etc. while ensuring guest satisfaction and anticipating the customers' needs
- Replenishes food items and ensures items are stocked to appropriate levels

Qualifications:

- Previous food service experience preferred
- Must be able to obtain food safety certification
- Demonstrates excellent customer service skills
- Requires occasional lifting, carrying, pushing, pulling of up to 25 lbs

Security Guard
Job Description

Title: Security Guard
Department: Operations
Report to: Director of Operations
FLSA: Non-Exempt
Work Location: Wyandanch, NY
Date: July 1, 2020

Position Overview
The Academy Charter School Security Guard protects school property and insures safety of pupils and staff by providing adult supervision inside and outside of the school. The security guard will uphold the mission and values established by the school.

Responsibilities & duties (including, but not limited to):

- Patrols hallways, main entrances and recreation areas and occasionally provides supervision as needed
- Provides supervision for bus areas during arrival and dismissal times
- Checks perimeter to ensure no unauthorized access into school is available to outsiders, doors are locked and to become aware of any potentially harmful activity occurring
- Checks the functioning of security system
- Checks restrooms
- Provides direction to visitors at main entrance- checks to see that visitors have signed in at the main office
- Controls building access and responds to alarms
- Alerts administrators of problems arising from congestion or other sources

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Academic qualifications (including, but not limited to):

- High School graduate
- Previous security experience, preferably in school environment

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Work experience & skills:

- Patience and tact

- Ability to establish and maintain effective working relationships with staff, students, and parents
- Excellent communication skills
- Ability to work independently
- Ability to communicate effectively in verbal and written form, with both students and adults
- Ability to maintain simple records
- Ability and willingness to meet the physical requirements necessary to perform the required duties, including ability to lift, carry, push, pull and move heavy objects on a regular basis
- Ability to interact appropriately with children of different ages
- Ability to communicate on a mature level

12(c) Staff Recruitment and Retention

TACS Wyandanch Recruitment Strategy

Wyandanch is becoming an increasingly attractive community in which to live and work. The Academy believes this bodes well for recruitment and retention. The Academy Charter School education corporation will use the appeal of revitalization and every available measure to recruit a talented pool of candidates for TACS Wyandanch. Over the years, a major contributor to our recruiting success and instructional depth has been our commitment to hire emerging talent developed within our organization. Recruiting internationally has also proven to be a great avenue to fill our hard to fill positions in STEM and foreign languages. The program began in the 2017-2018 school year when the TACS Hempstead recruited three (3) teachers. The program continued in the 2018-2019 school year when our leadership team travelled out of the country to conduct in person interviews. The process resulted in the hiring of two (2) teachers in the hard to fill subject areas of Living Environment and Spanish/French. The program was more productive in the 2019-2020 school year when we cemented our relationship with Dr. Joan Spencer-Ernandez, Head of the Joint Board of Teacher Education (JBTE) from the University of the West Indies. This relationship yielded seven (7) teachers in the 2019-2020 school year. The school was on track to hire 6 teachers for the 2020-2021 school year just before the emergence of the SARS-COVID-2 pandemic and subsequent Executive Order placed a moratorium on the issuance of J1 Visas. We have contacted the individuals who were screened and offered a position last school year and they are excited for the opportunity to teach at the Academy for the 2021-2022 school year. We will continue to recruit internationally and plan to expand that recruitment to some Spanish speaking countries as many of our new scholars require dual language education.

Since June 2018 and our adoption of Jazz HR, The Academy Charter School has received over 6000 applications for employment postings, and has conducted nearly 1,500 interviews. As we have done at Hempstead and Uniondale, we will build our staff recruitment model along four frames: advertising, institutional community connections, existing networks, and new networks. These efforts are led by our Chief People and Legal Officer and the supporting team. Our team has run annual staff and teacher recruiting for several years to build out TACS Uniondale and to grow TACS Hempstead from an elementary to a K-12 organization. For advertising, we will continue to post listings in national, local and regional education and charter sector publications, print and on-line. We may make local and satellite radio purchases to boost our appeal to potential candidates. We will reach out to Suffolk schools of education, attend career fairs, provide materials and engage prospective teachers. We will also target alumni associations of these schools across disciplines to solicit interested candidates who may seek a change of career, and can meet eligibility requirements by introducing unique expertise to TACS Wyandanch. Our

existing networks comprise pools of applicants sourced in the United States and internationally. We will continue our work in building bridges to high-quality candidates outside of the U.S.

The Academy has a rich history of recruiting from the many colleges and universities in the surrounding areas. Many of our candidates hail from SUNY Old Westbury, Molloy, Adelphi, Hofstra and the New York Institute of Technology. We have strengthened our relationships with these schools by reestablishing our student teaching and student observation programs. These programs comprise a pipeline to full time employment in our schools and add to the diversity of our environment. The Academy has a robust training program as we welcome recent graduates and believe that we can offer the training necessary to enable them to become master teachers and administrators. We believe one of our strongest points of leverage for teacher recruitment is the hiring of teacher assistants. Historically, we have been able to mine our pool of teacher assistants for quality teachers who benefit tremendously from the availability of lead teacher modeling, subject area coaching, and our culture of tiered pedagogic support.

TACS Wyandanch Retention Strategy

The decades-long effort to improve outcomes for all children and families in Wyandanch has accelerated with a number of industrial, commercial, and residential projects coming together in recent years. Growing communities are attractive to families, teachers, and other young professionals. We know these external factors are insufficient when job satisfaction is low because work lacks sufficient challenge, because morale may decline in the face of harsh circumstances, or as a result of programmatic ineffectiveness. Our human resource team prides itself on an onboarding process prioritizing our mission and values; messaging about opportunities to grow; methods of problem-solving and communicating; and ways to partner with colleagues to make a difference. We measure teacher and staff satisfaction annually, and solicit feedback regularly throughout the year. At the height of the pandemic, teachers reported feeling safe and respected because of choices made by administrators to spend money and dedicate resources to health and safety. At the end of the year, teachers chose to remain at the Academy and most chose to teach in person because of the quality of our safeguards. We believe principled demonstrations of partnership increase retention and stabilize institutions.

Fundamentally, however, we begin our retention work by offering competitive salaries and benefits. We also provide staff and teachers with meaningful opportunities to grow in their craft and assume additional leadership responsibilities within and across the organization. For example, a teaching assistant may work in that position for two to three years, then advance to become a lead teacher. The teacher may rise to become a grade-level leader or shift to a middle school team as the school grows. As that teacher grows, they may opt to become a department chair or instructional coach. Similarly, a teacher may prefer to work in a unique role at another

Academy school. The size and diversity of our model and organization provide teachers with growth opportunities difficult to match in more hierarchical and less nimble structures. Teacher retention is a strength of our model and we assume this will continue at TACS Wyandanch.

Similar opportunities for growth are present on the operations and financial side. TACS Wyandanch will hire an operations director in Year 2 who will receive support from the Shared Services Team. An effective director will have the opportunity to work alongside our C-level officers and to master school-level operations at TACS Wyandanch. Whereas we run some risk in losing high-quality candidates, we believe that our organizational culture and compensation structure encourage retention, continued growth, and accelerated benefits based on staff knowledge and competency.

TACS Contingency Planning for Recruitment

The office of the CPLO recognizes that particular talent pools may not be consistently fruitful. Our talent acquisition plans diversified to match the distributed nature of job searching in an evolving market. We have enjoyed tremendous success in our appeals to Long Island and other downstate colleges of education. Hofstra, Molloy College, SUNY Old Westbury and New York Institute of Technology have all provided multiple teachers to the Academy in recent years. Our efforts to recruit directly from the University of the West Indies has proven to be as beneficial and relatively cost effective. In several years, there have been as many as 7 hires from the Caribbean. This pool of strong candidates continues to provide ideal risk mitigating from the instability and dynamism of the US labor market.

Employee Policy and Procedure Manual

Learn. Lead. Serve.

WELCOME! **8**

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Welcome!

Thank you for joining The Academy Charter School. We hope you agree that you have a great contribution to make to the education of our children by way of our community, and that you will find your employment at the School a rewarding experience. We look forward to the opportunity of working together to create a more successful School. We also want you to feel that your employment will be a mutually beneficial and gratifying one.

You have joined an organization that is establishing an outstanding reputation for quality. Credit for this will go to everyone in the organization. We hope you will find satisfaction and take pride in your work here. As a member of the School's team, you will be expected to contribute your talents and energies to further improve the environment and quality of the School.

We extend to you our personal best wishes for your success and happiness at the School.

Sincerely,

The Academy Charter School

Copyright October 2015 Little Bird, All Rights Reserved

This Employee Manual and policies (the "Handbook" or "Manual") is designed to assist in achieving consistent personnel practices and to best utilize the human and other resources of the School in the achievement of its goals and objectives. This Handbook is a guide, it is not meant to serve as a contract of employment, either express or implied, or for any specific duration.

The Board of Trustees, in partnership with School leadership develops policies of the School. The Principal will be responsible for the implementation of this policy statement and for the development of detailed procedures consistent with its intent and individual objectives. While it is the role of the Board of Trustees to develop and adopt these policies, it is the role of the Principal to interpret and implement them.

Each present and subsequent employee of the School will be provided with a copy of this personnel policy manual and oriented as to its implementation.

Possession of this Handbook does not necessarily make employees eligible for the various benefits described herein. Employees may need to satisfy certain eligibility requirements before obtaining coverage. Employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. In some instances, state or federal laws may impose certain requirements, in addition to those stated as School policy. In any situation where insurance or other benefit plans are concerned, the official plan documents and insurance contracts will always prevail over statements contained in this Handbook.

These personnel policies may be amended by the Board of Trustees at any time, with a copy of any changes provided to all employees within 90 days.

This policy statement will be reviewed at least annually by the Board of Trustees. The Principal may take recommendations to the Board for changes at any time.

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1. AN OVERVIEW OF THE SCHOOL

The goal of the School is to create one of the finest public charter schools in the nation. We hope to serve the children of our community and to create a role model for charter school design that can be replicated everywhere that new educational alternatives are needed.

A broad cross-section of the community has joined together to create this unique School: parents, educators, social service executives, elected officials, community leaders and business people. At the same time, the deep need for better educational alternatives is longstanding and well known.

The School is a public School, educating all eligible children on a completely non-discriminatory and secular basis. The founders and supporters of the School believe that access to a public education of high quality for children is the foremost civil rights issue in America today.

Creating an outstanding public School that meets the needs of all of its children and families is not easy work. Ultimately, however, parents and children have a right to good public School alternatives and a fair chance at life. For this reason, the best-designed charter public Schools will succeed and will raise the quality of traditional non-chartered public Schools along with them. We are glad you have joined us in this most worthy and noble effort.

1.1 WHAT YOU CAN EXPECT FROM THE SCHOOL

The School believes in creating a harmonious working relationship between all employees. In pursuit of this goal, the School is working towards meeting the following employee relations objectives:

1. Provide an exciting, challenging, and rewarding workplace experience.

2. Provide employment opportunities on the basis of skill, training, ability, attitude, character, and business need, without discrimination with regard to race, color, religion, creed, ancestry, sex, sexual orientation, national origin, age, marital status, military status, alienage or citizenship, disability that can be reasonably accommodated without undue hardship, veteran status, genetic predisposition, status as a victim of domestic violence, or any other characteristic or status protected by federal, state, or local law.

3. Compensate all employees according to their effort and contribution to the success of the School.

4. Review wages, employee benefits and working conditions regularly with the objective of being as competitive in these areas as possible, consistent with the various demands on the School's limited resources.

5. Assure employees an opportunity to discuss any issue or problem with the Principal.

6. Take prompt and fair action to investigate and resolve any complaint that may arise in the everyday conduct of the School's business, to the extent that is practicable.

7. Respect individual rights, and treat all employees with courtesy and consideration.

8. Maintain mutual respect in our working relationships.

9. Promote employees on the basis of their ability and merit.

10. Keep all employees informed of the progress of the School, as well as its overall goals and objectives.

11. Promote an atmosphere in keeping with the School's vision, mission, and goals.

12. Maintain an atmosphere that is free from harassment or discrimination on the basis of any protected classification or characteristic.

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1.2 WHAT THE SCHOOL EXPECTS FROM YOU

The School needs your help in making each working day enjoyable and rewarding. Your first responsibility is to know your own duties and how to do them promptly, effectively, efficiently, correctly and pleasantly. Second, you are expected to cooperate with management and your fellow employees and to maintain a good team attitude.

How you interact with fellow employees and those whom the School serves, and how you accept direction can affect the success of our School. In turn, the performance of one faculty member can have an impact upon the entire School. Consequently, whatever your position, you have an important assignment: perform every task to the very best of your ability.

You are encouraged to grasp opportunities for personal development offered to you. This Manual offers insight into how you can perform positively and to the best of your ability to meet and exceed the School's expectations.

We are dedicated to making the School an educational institution where you can approach your supervisor to discuss any problem or question. We expect you to voice your opinions and contribute your suggestions to improve the quality of the School in a professional and respectful manner. We're all human, so please communicate with each other and with management in a professional and constructive manner.

1.3 OPEN COMMUNICATION POLICY

The School encourages you to discuss any issue you may have with a co-worker directly with that person. If a resolution is not reached or if that is not possible, you should arrange a meeting with the Principal or their designee to discuss any concern, problem, or issue that arises during the course of your employment. To the extent practicable, the School will preserve the confidentiality of information discussed in a meeting, consistent with the School's responsibility to investigate any conduct that is potentially unlawful or in violation of this Manual. Retaliation against any employee for appropriate usage of open communication channels is forbidden. Please remember it is counterproductive to a harmonious workplace for employees to create or repeat circulating rumors or office gossip. It is more constructive for an employee to consult his/her supervisor immediately with any questions, and if that is not appropriate, to contact the Little Bird Human Resources.

1.4 MISSION

The Academy Charter School (“The Academy”) will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice.

In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectations will promote the excellence we know our community’s children can achieve. Our students will graduate from The Academy with the content mastery and life skills needed to move into the top five percent of their middle and high school classes.

1.5 VISION

The Principal will ensure that every staff member in the school is committed to The Academy’s mission. He or she will develop the talents of all staff and students. Our staff will be dedicated and passionate professionals who model the intellectual prowess, core virtues and civic mindedness that we expect our students to emulate. As educators, they will be committed to improve their own practice, and will be expected and encouraged to pursue professional development opportunities outside of the pre-service and ongoing professional development we will offer them. Our students will be the gems of the Hempstead community. They will respect themselves and respect others. They will have the knowledge base, value base and peer support to make sound decisions. They will have the skills to create informed opinions and be able to support them.

They will have creativity and resourcefulness to suggest and implement solutions. Civic engagement will be a part of their consciousness from the primary grades. Our facility will be a safe place where teaching and learning will flourish.

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Our classrooms and hallways will be filled with authentic student work. Our classrooms will be interactive and designed to stimulate children's natural curiosity, with teachers facilitating engaging activities that drive success for students at every skill level. Technology and the arts will be tools that are used across the curriculum.

1.6 PHILOSOPHY

The fundamental belief at The Academy Charter School is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can progress and learn. They shall have a real opportunity to learn equally rigorous content. We hold our school accountable to the same standards as those of the highest performing schools in our state.

The Academy Charter School encourages teachers to engage in "Performance-based" instruction, so that our students learn both the basics and the higher-level skills they will need after graduation. Performance-based classes are more difficult to design and teach than the lecture approach, but they help children learn better and become excited about learning. Children learn by doing. Students are required to prove, through their projects and presentations, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science.

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2. EQUAL OPPORTUNITY & ANTI-HARASSMENT

The School is committed to Equal Employment Opportunity (EEO) and to compliance with federal anti-discrimination laws. The School also complies with New York State law, supports the principles of equal opportunity and diversity in employment. The School seeks to ensure that no person encounters discrimination in employment on the basis of race, color, religion, sex, national origin, age, disability, genetic information, ancestry or ethnicity, alienage or citizenship status, or any other federally protected category. In addition, School policy prohibits discrimination against an applicant for employment or internship on the basis of marital status, race, color, religion, partnership status, sexual orientation, gender identification, domestic violence victim status, arrest record, or prior criminal convictions. This commitment applies to all School employment practices including, but not limited to, hiring, termination, retention, promotion, tenure, recruitment, or compensation.

Your school has contracted with Little Bird to support the management of the schools' human resources administrative functions. Little Bird is responsible for assisting the school with strategically integrating effective *HR* processes, programs and practices into the schools daily operations. Little Bird enables schools to manage their human resources administrative functions. Little Bird combines HR expertise with school's passion for the charter school movement in order to positively impact the well-being of school leaders, teachers and students. In some situations, employees may need to contact the Little Bird Human Resources Team. In order to contact Little Bird, please email hrsupport@littlebird.hr.

Little Bird's functions include ensuring the school's compliance with its own policies and the various Federal laws enacted to prohibit discrimination in all aspects of employment. These laws include but are not limited to:

- Title VII of the Civil Rights Act of 1964 (Title VII), as amended
- Age Discrimination In Employment Act of 1967 (ADEA), as amended
- Title IX of 20 U.S.C.A §168
- Title I, Americans With Disabilities Act, as amended
- Equal Pay Act of 1963 (EPA), as amended
- Civil Rights Act of 1991, as amended

Employee awareness of workplace discrimination, harassment and retaliation is essential in helping us achieve our goals. The School provides awareness training using a variety of methods including but not limited to special briefings for all new employees on their first workday, traditional classroom training, staff trainings and the utilization of publications and technology to inform all employees of their legal obligations and protections in the context of daily work situations.

Incidents of discrimination should be reported to:

Chief People and Legal Officer
The Academy Charter School
117 North Franklin Street
Hempstead, New York 11550
(516) 408-2200

Or

Senior Senior Director of Operations
The Academy Charter School
117 North Franklin Street
Hempstead, New York 11550
(516) 408-2200

The School will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodation will be provided to individuals with a known physical or mental limitations, including a temporary disability or one related to pregnancy, childbirth or lactation, of an otherwise qualified individual with a disability who is an employee or applicant for employment if such accommodation would not impose an undue hardship

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on the School and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of his or her job should notify his or her supervisor and request such an accommodation. The School will then identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the School will make the accommodation. The individual is encouraged to fully cooperate with the School in seeking and evaluating alternatives and accommodations. The School may require medical verification of both the disability and the need for accommodation. For further information, please contact your Senior Director of Operations.

The School will make reasonable accommodations, in accordance with applicable law, for staff member's observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue hardship on School operations. If you desire a religious accommodation, you are required to make the request in writing to your supervisor as far in advance as possible.

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2.1 EMPLOYMENT AT WILL

This Manual contains guidelines only and supersedes any prior policies, statements or manuals. This Manual does not create a contract between the School and any employee. Your employment is "at-will." This means that the employment relationship is not guaranteed for any period of time, and that either you or the School may end the employment relationship at any time without notice, cause or liability. This notice applies to all employees regardless of date of hire.

Flexibility in personnel matters is key to the school's ability to respond to the changing needs of our organization, employees, students and communities. We therefore reserve the right to change, delete, suspend or discontinue any part or parts of the policies in this Manual at any time with or without prior notice. Any such action will apply to existing employees as well as those hired after the change is made.

2.2 ANTI-DISCRIMINATION POLICY

It is the policy of School to employ and promote individuals qualified and/or trainable for positions by virtue of job- related standards of education, experience, and ability. Thus, it is the objective of the School that all actions which relate to employment including recruitment, hiring, training, education, promotion, transfer, termination, compensation, benefits, School-sponsored social and recreational activities, and use of School facilities, shall be administered without regard to race, religion, gender, marital status, national origin, age, sexual orientation, disability, actual or perceived age, ancestry, ethnicity, political activities, predisposing genetic characteristics, domestic violence victim status, status as a veteran, or other status protected by law.

The School shall comply with the intent of the Americans with Disabilities Act of 1990, as amended, and shall not knowingly discriminate against individuals with disabilities. The School will make adjustments to reasonably accommodate employees with disabilities to the extent required by law.

Any grievance regarding discrimination shall be handled through the Little Bird Human Resources Department, who will provide information and assistance on filing and pursuing the complaint.

The adult community of the School will model best practices and professional behavior of a diverse team. It is against the School's policy for anyone within the School to intentionally:

- Discriminate against anyone in a legally protected class in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment;
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class;or
- Deny a person any service, other program benefits, or financial aid based on the individual's legally protected classification.

Any employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to the Little Bird Human Resources Department.

2.2.1 Recruitment

The Academy Charter School will exert efforts to attract minority, female and disabled applicants for staff positions and as program participants.

Should a workforce analysis reveal certain job classifications where the representation of women, minorities, or disabled is deficient, The Academy Charter School] shall develop a corrective action plan. This plan will consist of goals, objectives, and a timetable to correct deficiencies and reach a balance within the work force. Employment practices will be revised to ensure that non-discrimination efforts and internal monitoring and reporting system to measure progress are regularly in place.

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2.2.2 Recruitment Sources

Recruitment efforts may include state workforce development offices, community organizations, colleges, and universities in order to meet The Academy Charter School's recruitment of female minority and disabled candidates. Detailed information about the job openings and/or available services will be provided to these sources. When appropriate, recruitment efforts may include participation at job fairs.

2.2.3 Job Advertisements

Employment and /or service advertisements will note that The Academy Charter School is an Equal Opportunity Employer and that it will make reasonable accommodations according to the Americans with Disabilities Act.

2.2.4 Personnel Record Keeping

The Academy Charter School will maintain up to date records reflective of its efforts to maintain policies listed in this statement. These records will include, but are not limited to:

a. Employment applications/resumes of those hired and those not hired for a period of 1-3 years.
b. Employee files containing all forms related to employment with The Academy Charter School.

2.2.5 Discriminatory Practices

Any employee who engages in a discriminatory practice shall be subject to disciplinary action.

2.3 ANTI- HARASSMENT

2.3.1 The Policy

It is the policy of the School to prohibit harassment based on inclusion in a protected class from occurring in the workplace or at any other place where a School-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate the School's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

2.3.2 Defining Harassment

The School intends to provide a work environment that is pleasant, professional and free from intimidation, hostility or other offenses, which might interfere with work performance. Harassment of any sort of verbal, physical or visual on the basis of a protected characteristic will not be tolerated. These characteristics include, but are not necessarily limited to, race, color, creed, religion, gender, sexual orientation, age, national origin, citizenship status, ancestry, veteran status, physical or mental disability, marital status, genetic information or any other protected status defined by law. Such conduct when severe or pervasive may also violate the law. Improper conduct may violate our policy, even if it is not as severe or pervasive as to be illegal.

Harassment that violates this policy may take many different forms including, but not limited to:

- Any conduct that creates a hostile environment or that embarrasses or humiliates another individual;
- Verbal conduct, such as epithets, derogatory comments, slurs or unwelcome comments or jokes;
- Visual conduct, such as derogatory posters, photographs, pictures, e-mails, screensavers, cartoons, drawings or gestures;
- Physical conduct, such as assault, blocking normal movement, restraint, touching or physical interference with work;
- Threats or demands to submit to certain non-work related actions in order to keep or get a job, to avoid some other loss or as a condition of receipt of job benefits, job security or promotion; and
- Retaliation for having reported harassment or discrimination, or having assisted another employee in reporting harassment or discrimination.

Any employee, who feels that he or she has been the subject of harassment in violation of this policy, whether by a co-worker, supervisor, board trustee, agent, contractor, guest or vendor of the School, must immediately report this action to his or her supervisor.

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2.4 SEXUAL HARASSMENT

Sexual harassment, like any other form of harassment, will not be tolerated at the School. Unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of employment;
- Submission to, or rejection of, such conduct is used as the basis for employment decisions; or
- Such conduct has the tendency, purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment refers to behavior: (1) that is not welcome; (2) that is, or would be, offensive to a person of reasonable sensitivity and sensibilities; (3) that fails to respect the rights of another; and (4) that unreasonably interferes with an employee's work performance and effectiveness or creates an intimidating, hostile or offensive working environment. It makes no difference if the harassment is "just joking," "teasing" or "playful." Such conduct may be equally offensive to an individual as any other type of harassment.

Specific forms of behavior that are considered to be sexual harassment in violation of School policy include, but are not limited to, the following:

1. Verbal

    - Explicit or implicit threats of retribution, or promises of benefits, in return for sexual favors.
    - Abusive language related to an employee's sex, including, but not limited to, sexual innuendoes, slurs, suggestive, derogatory or insulting comments or sounds, whistling, jokes of a sexual nature or concerning gender-specific traits, sexual propositions, and threats.
    - Use of demeaning or offensive words when referring to an individual's gender.
    - Demands for sexual favors or sexually-oriented comments about an employee's body or appearance, sexual habits, sexual preference or sexual desirability.

2. Visual

    - Abusive written language, including e-mails, showing or displaying pornographic or sexually explicit objects or pictures, graphic commentaries or obscene gestures in the workplace.

3. Physical Contact

    - Any sexual advance involving physical contact that is not welcome, including touching, petting, pinching, massaging, coerced sexual intercourse, assault or persistent brushing up against a person's body.

Harassment in any form or for any reason is forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in School or at School related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the Organization or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Organization.

- Any employee, who feels that he or she has been the subject of harassment in violation of this policy, whether by a co-worker, supervisor, board trustee, agent, contractor, guest or vendor of the School, must immediately report this action to his or her supervisor. Persons who engage in harassment or retaliation may be subject to disciplinary action. The School will take steps to remedy effects of discrimination where appropriate.

2.5 INVESTIGATION AND REMEDIATION

If an employee believes that he or she has experienced sexual harassment or other forms of harassment, or believes that he or she has witnessed sexual or other forms of harassment, that employee should immediately notify the Little

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Bird Human Resources Department, or any School official with whom that employee feels comfortable. All reports of sexual harassment will be promptly investigated by the Little Bird Human Resources Department or School official who is not involved in the alleged harassment, and will be kept confidential to the extent possible. If a School official or their designee is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to a School official or the Little Bird Human Resources Department, the employee should make a report directly to the Board of Trustees.

If an investigation confirms that harassment has occurred, the Principal or their designee or other designee as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the Principal or their designee include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

All reports of harassment will be treated seriously and kept confidential to the extent practicable. However, absolute confidentiality is not promised nor can it be assured.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

2.6 WHISTLEBLOWER POLICY

The School requires 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. Employees and representatives of the School must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

This policy is not a vehicle for reporting violations of the School's 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 School's Personnel Policies and Procedures (the "Policies and Procedures"), as it is those sections of the Policies and Procedures that are applicable to such matters.

The matters which should be reported under this policy, include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the School's assets, or suspected regulatory, compliance, or ethics-related issues, concerns, or violations. In the event of complaints against a building principal, the complainant may direct the complaint to the attention of the education corporation's Executive Director or Chief Executive Officer. The receiving executive will inform the board of trustees of receipt of such complaint and develop a procedure for review in consultation with the board of trustees.

2.6.1 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.

2.6.2 Reporting Violations

Questions, concerns, suggestions, or complaints regarding the ethical and legal standards noted above should be addressed directly to the School's Principal.

2.6.3 Non-Retaliation

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequences 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 School prior to seeking resolution outside the School. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the School and its employees, nor does it change the fact that employees of the School are employees at will. Where provisions exist elsewhere under law and/or School policy governing the disclosure of information and other obligations, and /or retaliation relative to such

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disclosure, such laws and/or School policies shall govern.

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2.7 INVESTIGATIONS

The Board of Trustees may delegate the responsibility to investigate a reported violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of the School or to any other individual, including persons not employed by the School. The Board of Trustees will 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 reasonable 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 Board of Trustees in its sole discretion and the School and its employees will cooperate as necessary in connection with any such investigation.

2.7.1 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.

2.7.2 Confidentiality

In making a complaint or submission, an employee of the School may request that such complaint be treated in a confidential manner (including that the School take reasonable steps to ensure that the identity of the employee making the complaint remains anonymous). The School takes seriously its 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.

2.7.3 Handling of Reported Violations

The Little Bird Human Resources Department or School official 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 Board of Trustees, and appropriate corrective action will be taken if warranted by the investigation.

2.7.4 Records

The Principal will retain on a strictly confidential basis for a period of seven years (or otherwise as required under the School's record retention policies in effect from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to the School and such records will be considered privileged and confidential.

2.8 PROBLEM RESOLUTION PROCEDURE & FORMAL GRIEVANCE PROCESS

It is the policy of the School to treat employees in a fair and impartial manner. The School is firmly committed to the belief that undisclosed problems will remain unresolved and eventually lead to a decay of work relationships, dissatisfaction in working conditions, and a decline in operational efficiency. The School therefore tries to solve problems as quickly, fairly, and informally as possible. If a problem should arise between members of the community, employees are encouraged to speak directly to each other for discussion and resolution. If the two are unable to resolve their differences, concerns should be brought before the School leader. If the School Leader is unable to resolve, concerns should be brought to the Board of Trustees.

The School promotes a quality work environment for all employees, one that encourages a high level of individual and team contribution in support of organizational goals. The School believes that open communication is essential to a successful work environment and that all employees should feel free to seek answers to work-related questions and raise issues of concern without fear of reprisal or retaliation.

The underlying philosophy of the School's open-door policy is to provide an effective and timely process for employees to seek solutions to work-related questions, concerns or problems.

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If for any reason, you do not feel comfortable discussing a work-related concern with your manager, you should bring the issue to the attention of your School leadership. If after taking repeated steps you continue to feel that your issues have not been resolved, you should use the Formal Grievance Process outlined below:

2.8.1 Formal Grievance Process-

If a complaint is made regarding a staff member at the School, it will first be the responsibility of the Principal or designee to address the complaint to the satisfaction of the Board and the complainant. If the complainant is not satisfied by the response of the Principal or designee, the complainant should submit their complaint in writing to the Board within seven days.

The Board will serve as the appeals body for any complaints not satisfactorily resolved or that involve the Principal directly in the complaint. Complaints must be submitted to the Board at least one week prior to the next Board meeting. Complaints submitted less than one week before the next Board meeting will be addressed at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting.

Complaints will be promptly investigated and a determination will be made within a reasonable time. Where possible a determination will be made within 30 days or by the next regularly scheduled meeting of the Board unless extenuating circumstances outlined in the complaint require an expedited review. The Board shall render a determination in writing if appropriate or required by law.

2.8.2 Procedure for Formal Complaints under Section 2855 of the Charter Schools Act

Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) provides that any individual or group may bring a complaint directly to the Board of Trustees alleging a violation of the CSA, the School's charter, or any other provision of law relating to the management or operation of the School. All such complaints should be in writing and include the following:

1. the name, address, and phone number of the complainant;
2. a detailed statement of the complaint, including the specific provision of the School's charter or law that allegedly has been violated;
3. the relief sought by the complainant; and
4. the response, if any, received from the School thus far.

The Board of Trustees will respond to the complaint within a reasonable time, if reasonable the response will be within the earlier of 30 days of receipt of the formal written complaint or the date of the next regularly scheduled meeting of the Board of Trustees, unless extenuating circumstances outlined in the complaint require an expedited review.

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may then present the complaint to the School's authorizer, the Board of Regents of the State University of New York ("Board of Regents"). The process for bringing a complaint to the Board of Regents can be found here: http://www.p12.nysed.gov/psc/complaint.html.

The Board of Regents has delegated authority to handle complaints concerning charter schools to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints concerning charter schools that have been appropriately filed, and has the power and the duty to issue appropriate remedial orders involving any such complaint.

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3. COMMENCEMENT OF EMPLOYMENT

Upon employment by the School, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the School. Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with the School or a prospective employee's likelihood of being hired.

3.1 SELECTION OF EMPLOYMENT

The Principal will be hired by the Board of Trustees. All instructional personnel will be hired by the Executive Director/Principal or Senior Director of Operations.

All persons selected will receive a written copy of the signed personnel action record which will include position, title, starting salary, exemption status, overtime rate (if applicable), immediate supervisor, department, reporting date and location, schedule of working hours and state length of the probationary period in accordance with the Wage Theft Prevention Act. New employees shall be provided a copy of their job description.

3.2 BACKGROUND CHECK PROCESS

All job applicants shall be subject to general background checks for credit and criminal records and all credit checks shall be conducted strictly under the requirements of the Fair Credit Reporting Act. Applicants for managerial positions shall undergo credential verification.

The purpose of the background check is to keep students safe. Therefore, we need to understand if there is something in any potential staff member's background that puts our students at risk. In addition to an initial background check, the School requires the disclosure of convictions during employment- See Section 3.2.2.

3.2.1 Employment of Persons with Conviction History

In accordance with New York State Corrections Law, the School will not deny employment to, or take adverse employment action against a person who has previously been convicted of one or more criminal offenses in this state or in any other jurisdiction, whose conviction(s) preceded his/her employment or application for employment with the School, except where permitted or mandated by law.

When applicable to determining whether an offer of employment will be made or continued employment is appropriate, the School will weigh all factors set forth by New York Correction Law Article 23-A concerning an applicant's or employee's previous criminal conviction(s). These factors are:

• The public policy of New York State to encourage the employment of persons previously convicted of one or more criminal offenses;

• The specific duties and responsibilities necessarily related to the employment sought or held by the person;

• The bearing, if any, the criminal offense(s) for which the person was previously convicted will have on his/her fitness or ability to perform one or more such duties or responsibilities;

• The time which has elapsed since the occurrence of the criminal offense(s);

• The age of the person at the time of the criminal offense(s);

• The seriousness of the offense(s);

• Any information produced by the person, or produced on his/her behalf, in regard to his/her rehabilitation and good conduct; and

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• The legitimate interest of the School in protecting property, and the safety and welfare of specific individuals or the general public.

At the request of any person previously convicted of one or more criminal offenses who has been denied employment by the School, the School shall provide, within thirty days of such request, a written statement setting forth the reasons for such denial.

3.2.2 Convictions during Employment

Employees have a continuing obligation to inform the School of any subsequent convictions. Additionally, the School will receive any updates about arrests or convictions from state and federal authorities. If a conviction is reported or discovered, the School must investigate and determine whether termination is appropriate.

3.2.3 Notification of Arrests

Employees must notify the Principal within 48 hours of being arrested or charged with any local, state or federal crime, misdemeanor or other offense, unless the criminal action or proceeding has already been terminated in favor of the employee. Such notification will not necessarily disqualify you from continued employment.

3.3 EMPLOYMEE TYPE:

Administrative-

Administrative employees are typically responsible for the management of the operations of the school. These employees are required to work the Board approved administrative calendar. Administrative employees may include (but are not limited to): Principals, Assistant Principals, Director of Curriculum & Instruction, Executive Directors, and Directors of Operations.

Instructional

Employees hired to work the Board approved academic calendar including annual pre-service professional development. These employees compensation is based on the amount of days they are expected to work in accordance with the school academic calendar. The employees' salary is annualized and paid over a 12-month period, also known as "annualized compensation."

For the purpose of this employment type, the employee's annualized pay is stretched over 26 pay periods in order to receive income during the summer recess and throughout the in-school breaks as stated on the academic calendar.

Instructional employees may include (but are not limited to) teachers, supervisors of instruction, librarians, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read

Non-Instructional

Non-instructional employees job duties typically do not identify specific, regular instructional duties relating to students. Non-instructional positions include: Business Managers, para-professional, security, custodial, clerical, school aides and technical. These employees are required to work the Board approved administrative calendar.

Independent Contractor

An Independent Contractor is a person, business, or corporation that provides goods or services to the school under terms specified in a contract. An independent contractor is not considered an employee of the school. The earnings of a person who is working as an independent contractor are subject to Self-Employment Tax. Classification of independent contractors or employee depends on the facts in each case. For more information contact the Little Bird Human Resources Department.

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3.4 POSITION CLASSIFICATIONS

At the time you are hired, you are classified as either

* regular or temporary;
* full-time or part-time; and
* exempt or non-exempt.

You will be advised as to your classification at the time of hire.

3.4.1 Regular Employment

All employees of The Academy Charter School shall be hired according to one of the following classes of employment. They are notified of their class of employment before they accept a position with The Academy Charter School.

Employees hired as full-time regular employees and who are scheduled to work 30 hours per week are eligible for all benefits as described in this manual. The School may also hire part-time employees.

Part-time employees are those who are scheduled to work for fewer than 30 hours per workweek. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, with following exceptions:

- All employees have workers' compensation coverage.
- Time off work without pay for a part-time employee may be granted at the sole discretion of the Principal or his/her designee.

3.4.2 Full Time Employment

An employee whose regular workweek is at least 30 hours in length is considered a full-time employee. Unless otherwise expressly stated in Section 4 of this Manual or required by law, the benefits described in Section 4 apply only to regular full-time employees.

3.4.3 Part Time Employment

An employee whose regular workweek is fewer than 30 hours in length is considered a part-time employee. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, with following exceptions:

- All employees have workers' compensation coverage.

Time off work without pay for a part-time employee may be granted at the sole discretion of the Principal or his/her designee.

3.4.4 Temporary Employment

A temporary employee is one, which The Academy Charter School expects to employ for a specific period of time, up to four months in length. The appointment may be terminated by The Academy Charter School at any time, regardless of the period of employment, which was initially contemplated as a temporary appointment.

If retained after the four month period, the employee shall have regular status.

Temporary employees are not eligible for paid holidays, paid leave or any other benefit to which employees with regular status are entitled during the time spent as a temporary employee.

3.4.5 On-Call Employment

An on call employee has no specific period of employment and is hired on an as needed basis.

On-call employees are not eligible for paid holidays, paid leave or any other benefit to which employees with regular status are entitled.

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3.4.6 Fair Labor and Standards Act (FLSA)

Positions that employees hold will also be classified as either exempt or non-exempt pursuant to the Fair Labor Standards Act. An employee is exempt from the overtime provisions of the Fair Labor Standards Act when s/he holds a position that meets specific standards for executive, administrative or professional categories provided by FLSA. An employee who is considered exempt is not paid overtime for hours worked in excess of forty (40) per week.

A non-exempt employee is one which occupies a position which is covered by the overtime provisions of the FLSA and must be paid time and one half for hours worked in excess of forty per week. The computation for hours worked in excess of forty does not include holidays, vacation, sick leave, or other time off.

3.5 JOB DESCRIPTIONS

Each employee shall be given a copy of his/her individual job description and a copy will be filed in his/her personnel file. Employees must understand that from time to time it may be necessary for them to change their duties or to assume new duties either temporarily or permanently, at the discretion of their supervisor. All job descriptions shall be reviewed annually at the time of the annual evaluation and updated if needed.

3.6 OUTSIDE EMPLOYMENT

Employees will not accept employment outside of The Academy Charter School that will conflict with their job responsibility or the interests of The Academy Charter School.

The Academy Charter School may not retain the services of any person employed by any of its funding sources.

No employee, officer, or agent of The Academy Charter School shall participate in the selection, award, or administration of a contract supported by federal funds if there is a conflict of interest or the appearance of conflict of interest.

Officers, employees or agents of The Academy Charter School shall not solicit or accept gratuities, favors or anything of monetary value for personal gain from contractors, potential contractors or parties to sub-agreements. No person may offer to give any officer or employee of any funding source any item of value pursuant to an understanding that such officers or employee's vote, official action or judgment would be influenced thereby.

3.7 CHANGE OF PERSONNEL STATUS

We need to maintain up-to-date information about you to enable us aid you and/or your family in matters of personal emergency. Changes in name, address, telephone number, and marital status, number of dependents or changes in next of kin and/or beneficiaries should be updated in the employee portal..

3.8 COMPENSATION

Our payroll workweek begins Saturday and ends on Friday.

Staff Members are paid bi-weekly. There are twenty-six (26) pay periods each year and contributions for benefits are allocated across twenty-four paychecks. Staff members who begin employment in the middle of a pay period will be paid on a prorated basis from the first day they work.

Part time employees are only paid for time worked. Your supervisor or the Senior Director of Operations will distribute paychecks. If you choose to have your paycheck directly deposited into a bank account, electronic pay statements will be available on a per pay period basis.

Changes will be made and announced in advance whenever School holidays or closings interfere with the normal pay schedule.

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3.9 SALARY ADVANCES

At the discretion of the School leader, requests for salary payments in advance of any normal pay period may be granted only on an emergency basis and after an employee has exhausted all other options or available recourse (i.e retirement hardships, exhaustion of all of the employees' personal financial accounts).

"Emergency" is defined for this purpose as an unforeseen event involving medical and life or safety situations beyond an employee's control. Documentation will be required upon request of an advance. Salary advances will be granted no more than once in any fiscal year. Repayment will be processed through the employees' payroll in the form of post-tax payroll deductions. Total salary advance must be paid back to the school within the school year the advance has been paid to the employee. No advances will be granted to employees who request an advance at least five pay periods prior to the end of a given school year. For the purpose of this policy, the end of a given school year is June 30th.

3.9.1 Procedure

1. An employees' request for a salary advance must be made in writing, to the Senior Director of Operations or his or her designee, indicating the nature of the emergency and the requested net salary advance amount. Proof of the need for an advance must accompany the request in order to be considered. Under no circumstances can the requested amount exceed the employee's next regular net paycheck amount. The Senior Director of Operations will present the advance request to the Executive Director.

2. If the Executive Director agrees that a salary advance is warranted, based on the definition of "emergency" above, he/she should review the advance with the Senior Director of Operations and approve or deny the request, based on the criteria contained in the first paragraph of this policy.
    a) If approved, the Senior Director of Operations will provide the employee with a "Request for Salary Advance" form for the employee to complete and submit for payroll.
    b) If disapproved, the Senior Director of Operations will notify the employee and explain the reason(s) why.

3. If approved, the Senior Director of Operations will provide the employee with a "Repayment Agreement" to be executed by the employee and the Executive Director. The Repayment Agreement will include details of how the employee will repay the school for the advance.

4. The Senior Director of Operations will process the salary advance within two to three business days that the employee submits the executed Repayment Agreement.

5. The employee will pick up the salary-advance check in person from the Senior Director of Operations upon being notified that the check is available.

3.10 TIME AND PLACE OF PAYMENT

If you choose to elect direct deposit, your pay will be deposited into an account at your financial institution using the account information that you have provided. If you do not elect direct deposit, your paycheck will be mailed to your home address on record with the School.

3.11 WAGE GARNISHMENT

The School complies with any and all court orders, the Consumer Credit Protection Act, and any other applicable laws or orders with regards to wage garnishments and/or wage attachments. On receipt of a court order, the School will notify the employee immediately, begin withholding the specified portion of the employee's wages, and provide the employee a copy of the order.

3.12 POLICIES FOR ERRORS IN PAY

Every effort is made to avoid errors in your paycheck. If you believe an error has been made for any reason, including, but not limited to, an overpayment or underpayment, please contact the Senior Director of Operations immediately. Paycheck errors of less than $200.00 (overpayment or underpayment) will be corrected on the next regularly scheduled payroll period. Paycheck errors over $200.00 will be handled on an individual basis depending on the circumstances.

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3.13 ENTITLEMENT PAY

If at any point during the school year an instructional employee has a shortage of work days due to the employees first day of work after the start of annual pre-service or exhaustion of paid time off (as defined in sections 8 of this manual), an entitlement pay will be completed in order to reconcile the employee's compensation for the remainder of the academic school year. The intent of this provision is to align the percentage of the annual working days actually worked by the instructional employee with the percentage of the employee's annual salary actually received by the employee. The employee's salary may need to be adjusted beginning with the first pay period following their start date or following the exhaustion of the employees' paid time off. For the purpose of this calculation, any used sick and personal days provided by the school, will be counted as days worked by the employee. Days exhausted by an employee will count as non-worked days for the purpose of this calculation.

For information regarding the calculation of entitlement pay, please contact the Senior Director of Operations.

3.14 EMPLOYMENT RECORDS

3.14.1 Access to Employment Records

In keeping with the growing recognition of individual rights to privacy, we maintain only those records and collect only personal information that is necessary for organizational purposes. We make every effort to maintain the confidentiality of all personal information. However, the School will cooperate with and provide access to personnel files to local, state and federal agencies in accordance with applicable law. Personnel and medical files are the property of the School and access to the information is restricted. Employees will not be allowed to view investigation records, letters of reference, or other materials in personnel files. The School will provide access and disclose such information when required by law.

It is important that your personnel records are kept updated at all times. Please promptly report any changes in the following items to your Senior Director of Operations:

1. Legal name
2. Home address
3. Home telephone number
4. Emergency contact person
5. Dependents/beneficiaries
6. Marital status
7. Change of insurance beneficiary(s)
8. Exemptions on your W-4 tax form
9. Certification status
10. Professional licenses

3.14.2 Medical Records

Confidential health and medical records are not included in your personnel file. The School will safeguard such records from disclosure and will divulge only that information: (1) as allowed by law, as referenced in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") or other federal or state law; (2) to the employee's personal physician upon written request of the employee; (3) as required for Workers' Compensation cases; (4) on a need-to- know basis, in connection with matters in which the employee has put his or her health or ability to perform his or her job in issue; or (5) as otherwise required by law.

3.14.3 Pre-employment

Pre-employment and other background investigations are conducted in accordance with federal and state laws regarding individuals offered employment by the School.

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3.14.4 Notificationof Arrests

Employees must notify the Principal within 48 hours of being arrested or charged with any local, state or federal crime, misdemeanor or other offense, unless the criminal action or proceeding has already been terminated in favor of the employee. Such notification will not necessarily disqualify you from continued employment.

3.14.5 Verification of Employment

The School will provide dates of employment when employment verification is requested. The School will provide wage/salary information if the appropriate authorization and release has been provided by the employee. The School will not provide recommendations and/or terms of separation and/or rehire status unless required by law.

3.14.6 Form I-9

The School is required to maintain employment eligibility verification on U.S. Citizenship and Immigration Services Form I-9 for each of its employees, along with copies of the documents used to establish the employee's identity and employment authorization.

3.14.7 Anniversary Date

The first day you report to work is your "official" anniversary date. Your anniversary date is used to compute various conditions and benefits described in this Manual.

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4. WORK SCHEDULE

4.1 WORK DAYS AND WORK WEEK

All employees are required to work according to a schedule determined by the School. Regular attendance is essential to the School's efficient operation and is a necessary condition of employment. Employees are expected to report to work as scheduled and on time. The standard work week for The Academy Charter School will be Monday to Friday 7:30 a.m. to 4:30 p.m.

If it is impossible to report for work as scheduled, please inform the Principal or Senior Director of Operations by 6:00 a.m. on the day the employee is scheduled to work. If the absence is to continue beyond the first day, the employee must notify the Principal or his/her designee on a daily basis unless otherwise arranged. It is the responsibility of each employee to notify the operations associate. Absence for three consecutive workdays without notifying the Principal or his/her designee is considered a voluntary termination. If you're arriving to work late, you should advise the Principal when you expect to arrive for work. If you are unable to call in yourself because of an illness, emergency or for some other reason, you are required to have someone call for you.

4.1.1 Lateness

If an employee will arrive to work late, they should advise their supervisor by phone at least thirty minutes prior to their expected start time. Employees should notify their supervisor of when they expect to arrive for work.

4.1.2 Early Dismissal

Employees needing to leave work prior to the end of their workday must submit a request to their Supervisor in advance, typically at the start of the employees work day. The approval or denial of the request will be at the discretion of the Supervisor and subject to the operational needs of the school. Supervisors are not required to approve an early dismissal. If an employee stops working before their scheduled end time without prior approval, disciplinary action may be warranted. Excessive absence and lateness is unacceptable and can result in disciplinary action, up to, and including suspension and/or termination.

4.2 PRE-SERVICE

Pre-service is the education, training and preparation provided to instructional staff before they have undertaken any teaching for a new school year. All instructional staff is required to report to work for the annual pre-service meeting typically held ten (10) days prior to the start of the first day of school for students. These days are included in the School academic calendar. Employees will receive the same compensation for participation in Pre-Service as they will receive during the upcoming year.

4.3 SUMMER SCHOOL, SATURDAY ACADEMY AND AFTERSCHOOL TEACHING PROGRAM

At the school's discretion, the School may institute a "Summer School, Saturday Academy or Afterschool" Teaching Program. The School will select teachers from interested teachers who apply for the positions. This Program is optional and teachers are not required to apply to teach during these Teaching Programs. Teachers must submit a letter of intent for the position and hold a New York State teaching certificate.

Selection of teachers for these programs shall be made through a committee that consists of the Executive Director, School Leader and the School Senior Director of Operations. It is intended that as many qualified teachers as possible have the opportunity to apply for and be assigned to these teaching programs.

4.4 SUMMER RECESS

During summer recess, full-time instructional staff will continue to receive their scheduled bi-weekly salary through the summer months in accordance with the calculation of an entitlement pay. Instructional staff will not receive additional compensation during the summer for classroom preparation or planned professional development. Any work performed during summer or in-school recess on items other than classroom preparation or professional development will be compensated at a rate established in advance and in accordance with an executed supplemental agreement between the School and the employee.

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4.5 WORK HOURSPOLICY

4.5.1 Non-Exempt Employees

Non-exempt employees (those employees who are subject to the minimum wage and overtime provisions of the Fair Labor Standards Act) who work over forty hours in any particular week will be paid overtime for those additional hours at the rate of time and one-half unless state law dictates otherwise. All non-exempt employees are required to use the School's time clock to track their attendance time showing their daily hours worked. Time records cover one workweek and must be completed by the close of each workday. The following points should be considered in filling out time records:

1. Employees are required to clock in at the school time clock upon start time, time out for lunch, time in after lunch, any breaks taken (including start and end times), quitting time and total hours worked of each workday.

2. Employees' time records should be reviewed and approved by the employee on a schedule provided by the Senior Director of Operations. Time not worked for which an employee is entitled to be paid (i.e., paid absences, paid holidays or paid vacation time) should be reported on time record.

3. Overtime must be authorized in writing by the Principal or Senior Director of Operations before over forty hours are worked in a particular week.

4. The Principal or Senior Director of Operations will assign overtime (if any) to non-exempt employees as needed. Employees are not permitted to work overtime without the prior approval of the Principal or Senior Director of Operations. If the School finds that an employee has worked overtime hours that were not approved in advance, appropriate disciplinary action will be taken

5. Non-exempt employees will be compensated for attendance at lectures, meetings and training programs if such attendance is requested by management.

4.5.2 Exempt Employees

Personnel employed in executive, administrative, professional or certain computer-related capacities are generally exempt from the provisions of the Fair Labor Standards Act. These employees are required to use the School's biometric hand scanner to track their attendance in order to account for daily attendance. Allocation of time must be recorded on the appropriate form as "Regular," "Vacation," "Sick," "Personal," "Bereavement" or "Jury Duty." The School's policy regarding salary payments to exempt employees is set forth below.

1. All employees classified as "exempt" from overtime must be paid on a salary basis (except professional employees paid on a fee basis and exempt computer professionals). This means that the employee must be paid, on a bi-weekly or less frequent basis, a predetermined amount constituting all or part of the employee's compensation, which amount is not subject to reduction because of variations in the quantity or quality of work performed. Except as provided below and in accordance with Department of Labor regulations, an exempt employee will receive the full salary for any week in which the employee performs any work, without regard to the number of days or hours worked. The School prohibits deductions from the salary of exempt employees for absences occasioned by the School or by the operating requirements of the School or that are otherwise prohibited by Department of Labor regulations regarding payment of exempt employees on a salary basis.

2. The following is a summary of the exceptions to the prohibitions against deductions from pay in the salary basis requirement:

    a. Deductions from pay may be made when an exempt employee is absent from work for one or more full days for personal reasons other than sickness or disability.

    b. Deductions from pay may be made for absences of one or more full days occasioned by sickness or disability if the deduction is made in accordance with a bona fide School plan, policy or practice of providing compensation for loss of salary occasioned by such sickness or disability. For example,

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deductions from pay for one or more full days may be made if an employee has exhausted his or her sick time allowance.

c. Deductions cannot be made for absences due to jury duty, attendance as a witness or temporary military leave. However, the School may offset any amounts received by an employee as jury fees, witness fees or military pay against the salary due for that particular week.

d. Deductions from pay may be imposed for penalties imposed in good faith for infractions of safety rules of major significance.

e. Deductions from pay may be made for unpaid disciplinary suspensions of one or more full days imposed in good faith for infractions of workplace conduct rules, such as, but not limited to, a violation of the School's Anti-Harassment Policy or Policy Against Sexual Harassment.

f. Prorated salary may be paid in an employee's first or last week of employment.

g. In the event an employee takes a leave of absence (as defined in section 9 of this manual), during the school year, an entitlement pay calculation (as defined in section 9.10 of this manual) will be completed in order to reconcile the employee's compensation for the remainder of the academic school year. The employee's salary may need to be adjusted beginning with the first pay period in which the leave takes place.

Complaint Procedure: Any exempt employee who believes that an improper deduction has been made from his or her pay shall first bring the matter to the attention of the Senior Director of Operations who shall attempt to resolve the matter with the employee on the basis of this policy. If the matter is not resolved within two weeks of the date on which the employee raised the matter, he or she may raise the matter with Little Bird Director of Human Resources, in writing or by e-mail. The Director of Human Resources or his or her designee will contact the employee within two business days of receiving the complaint to ascertain the employee's position and the amount, date and reason for the deduction. The Director of Human Resources, either alone or in consultation with legal counsel, shall determine whether the deduction violates the prohibition against deductions from the wages of exempt salaried employees and communicate the decision to the employee in writing no later than two weeks after the initial complaint by the employee. If the deduction is determined to be inappropriate, the employee will be reimbursed by the next regularly scheduled pay day.

4.6 TIME CLOCKS

All school employees are required to use the time clock for attendance/compensation purposes. Employees should not scan their fingerprints more than seven (7) minutes prior to his/her scheduled start time or scan out more than seven (7) minutes after his/her scheduled departure time without the Principals pre-approval. Overtime must be pre- approved by the employees' supervisor and will be reported via a payroll exception report.

4.7 OVERTIME

For non-exempt employees, hours worked in excess of forty (40) per week must have the Principal's advance approval in writing.

4.8 LUNCH HOURS

Each full-time employee and part-time employee working more than 6 hours per day may select to take either a half hour or full hour lunch without pay as approved and scheduled by the Principal. For day shift staff, lunch hours may be taken from 11:00 to 2:00 p.m. For staff starting at 3:00 p.m. or later, lunch hour shall be taken between 6:00 and 8:00 p.m. the Principal may approve a different lunch hour for employees who work split shifts.

4.9 NURSING MOTHERS POLICY

The School will abide by the "Breastfeeding Mothers Bill of Rights" which requires employers to provide reasonable break time for an employee to express breast milk for her nursing child for up to three years after the child's birth each

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time that employee has need to express milk. The School will make a concerted effort to accommodate mothers who choose to continue to breastfeed after returning to work.

The School will attempt to provide a private room or space that is sanitary and close to an employee's work area, other than a toilet stall, to express milk during work hours. The School will endeavor to provide a room with an electrical outlet, comfortable chair and nearby access to running water. Employees who have a private office area may use it for breastfeeding or milk expression.

Employees will provide their own breast pump. Employees may use their own cooler packs to store expressed breast milk or may store milk in a designated refrigerator/freezer. Employees should provide their own containers, clearly labeled with their name and the date.

The School will attempt to provide a breastfeeding employee with adequate breaks for flexible for breastfeeding or pumping. The time used for these purposes should not exceed the normal time allowed for lunch and breaks.

4.10 SCHOOL CLOSING

The School will close due to inclement weather or other conditions whenever the local public School district (e.g., the New York City Department of Education) closes all of its Schools. Additionally, notices will be placed on the School's voicemail system. At the discretion of the Board or his/her designee, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the School year.

4.11 SEVERE WEATHER AND EMERGENCY CONDITIONS

In the event of severe weather conditions or other emergencies, the Board may decide to close the School for all or part of the day. If this decision is made, you will be notified as soon as possible. For full-time employees, no loss of pay will occur as a result of early dismissal for this reason. Likewise, if such employees report to work and find that the School is unexpectedly closed due to an emergency, no loss of pay will occur.

Any employee who was on a previously approved leave day during a declared emergency shall not be charged leave for the emergency period.

4.12 E-MAIL COMMUNICATION

As stated in section 13.12.1 of this Manual, employees are required to use the school provided email to conduct school business. Usage of personal emails to conduct school business will be prohibited. The School expects you to use your e-mail account primarily for business-related purposes, i.e., to communicate with co-workers, and parents, to research relevant topics and to obtain useful information relevant to your work at the School.

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5. PERFORMANCE AND PROFESSIONAL DEVELOPMENT

5.1 PERFORMANCE REVIEW AND EVALUATION

Because we want you to grow and succeed in your job, employees are informally evaluated throughout the year. In addition, the School will conduct at least one formal review for each employee per year. New employees may also be reviewed near the end of their first 90 days of employment, and a review may be conducted in the event of a promotion or change in duties and responsibilities.

During a formal performance review your supervisor may cover the following areas:

- The quality and quantity of your work.
- Strengths and areas for improvement.
- Attitude and willingness to work.
- Initiative and teamwork.
- Attendance and punctuality.
- Problem solving skills.
- Ongoing professional growth and development.

Additional areas may also be reviewed as they relate to your specific job.

Your review provides an opportunity for collaborative, two-way communication between you and your supervisor. This is a good time to discuss your interests and future goals. Your supervisor is interested in helping you to progress and grow in order to achieve personal as well as work-related goals. Perhaps he/she can recommend further training or additional opportunities for you. The performance review gives your supervisor an opportunity to suggest ways for you to advance and make your job at the School more fulfilling, and to correct difficulties you might be having.

Your supervisor can answer any questions you may have about the performance review process.
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5.1.1 Compensation Reviews

The School compensation reviews are usually given with performance reviews. Notification of annual salary increases and/or bonuses are usually made at the end of the school year and are applicable in the following school year. Compensation increases may be retroactive in the case of late reviews. Having your performance review does not necessarily mean that you will be given an increase; a compensation increase will depend upon, among other things, your individual performance and the economics of the School at the time.

5.2 INTENT TO RETURN PROCES

It is important for the school to gather an employee's intent to return to the School for the following year. The school encourages all staff members to participate in this annual intent to return process to begin the staff planning for the following school year. The process will be communicated in April of every school year. Please note that communicating your desire to return is not a guarantee of future employment.

5.3 MOVING EXPENSE REIMBURSEMENT-NEEDS APPROVAL

The School will reimburse a maximum of $1,000 in moving expenses incurred by an employee who relocates more than 100 miles to a new city in order to assume a teaching or principal position at the School. The School will pay this reimbursement to the faculty member only upon receipt of an original invoice or appropriate documentation from a

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moving company or other suitable source.

Employees should submit invoices and necessary documentation in the form of an Employee Expense Reimbursement Form to the Senior Director of Operations for approval.

If after receiving a relocation reimbursement of any amount from the School the faculty member resigns from or is terminated by the School before the conclusion of two academic years, the School may reclaim a percentage of the total moving expenses in accordance with the Reclamation Schedule below.

5.3.1 Reclamation Schedule

- A faculty member who receives a relocation reimbursement from the School but remains an employee of the School for only one academic year shall be liable to the School for 50% of the total of the relocation reimbursement.
- A faculty member who receives a relocation reimbursement from the School but remains an employee of the School for less than one academic year shall be liable to the School for 75% of the total of the relocation reimbursement.
- A faculty member who receives a relocation reimbursement from the School but resigns from the School before the beginning of the first academic year at the new location shall be liable to the School for the relocation reimbursement in its entirety.

5.4 TUITION REIMBURSEMENT

Policy

The School offers tuition reimbursement to regular full-time employees who wish to pursue education and training in areas related to their current positions or that will prepare them for more advanced positions within the School. Eligible employees may enroll in courses at any fully accredited college, university, trade or technical school. Tuition will be reimbursed, up to the limits specified below, to eligible employees who meet all of the requirements of this policy and follow all of the procedures set forth below. Degree or certificate programs must be approved in advance of taking any courses by the Principal, Executive Director or Board of Directors.

Provisions

1. Eligibility

    a. All regular full-time employees who have completed twelve (12) months of continuous service are eligible to participate in the School's reimbursement program. Employees may not apply for the program until the full twelve (12) months of continuous service have been completed.

    b. Continued eligibility and reimbursement is contingent upon full-time employment with the School and continued good performance, conduct, and attendance.

2. Approved Programs/Courses

    a. Tuition reimbursement is available for courses offered by fully accredited colleges, universities, professional, and trade or technical schools. This includes independent, self-study and online and video courses.

    b. Individual courses not taken as part of a degree or certificate program must be related to the employee's current position or prepare the employee for more advanced positions within the School.

    c. Degree or certificate programs must prepare the employee for more advanced positions within the

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School.

d. Tuition for courses not specifically related to employment with the School, but required to complete a degree or certificate program that is related to employment with the School, may be reimbursable under this policy provided the appropriate approvals are obtained.

3. Eligible Educational Programs

- Associate's, Bachelor's, Master's and Doctoral degree programs; eligible courses include all coursework required to complete an approved degree.
- Professional Certification Programs (programs must have a measurable course completion requirement beyond attendance and participation).
- Other programs as approved at the schools' discretion.

4. Eligible Educational Providers

a. Degree programs and individual courses must be provided by a nationally or regionally accredited educational provider that results in college credit.

b. Accreditation is a status granted to educational institutions found to either meet or exceed academic quality standards established by an accrediting agency through an assessment process. Accreditation assures the School that the course and/or educational institution meet academic quality standards, including academic core values of performance, integrity and quality assurance.

c. Certification programs must be provided by an agency that has met the standards of the credentialing organization and is authorized to grant certification.

5. Reimbursement-

a. Tuition will be reimbursed in accordance with this policy upon successful completion of courses, up to the following amounts:

1) $800 per course for a maximum of two courses per fiscal year (July 1 - June 30) or up to $1,600 per calendar year for all employees. The sum total of all courses cannot exceed $1,600 per fiscal year-
2) Reimbursement amounts for courses that begin in one year but are completed in a subsequent year will be calculated as part of the reimbursement limit for the year in which the course is completed. For example, reimbursement for a course that began June 2014 and was completed in July 2015 will count towards the reimbursement limit for 2015.
3) Employees must be on the School's payroll upon completion of their courses in order to qualify for tuition reimbursement.
4) Employees must receive grades of C or higher for undergraduate courses and courses at technical or trade schools. If a course is offered only as "pass-fail," a passing grade must be obtained. A passing grade will be granted the reimbursement equivalent to an "A" grade as stated according to the reimbursement schedule in section "5-e" of this policy. If an employee has the option of choosing to be graded under either a "pass-fail" or a letter grade system, the letter grade system must be used. If no grades are given, the employee must provide proof of successful completion of the course.
5) A dropped course no longer qualifies for reimbursement.
6) Employees who are approved for tuition reimbursement for course taken to gain their Bachelors Degree, will be reimbursed after the completion of the course according to the following schedule:- recommendation for course grade map for Associate, Bachelors, Masters and Doctorate.

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Associate and Bachelor Degree Grade Road Map

Course Grade	Percentage Reimbursement
A	100%
B	75%
C	50%

Masters and Doctorate Grade Road Map

Course Grade	Percentage Reimbursement
A	100%
B	50%

"Pass/Fail" Grade Road Map

Course Grade	Percentage Reimbursement
Pass	100%
Fail	0%

Procedures

1. Individual Courses

   a. An application must be completed for each course prior to course enrollment. Applications may be obtained from the Senior Director of Operations. The application is to be completed by the employee and approved by the Principal or Executive Director. Approval must be obtained prior to enrollment in the course. Approved applications will be required for reimbursement at the end of thecourse.

   b. To receive reimbursement, the employee must submit a Tuition Reimbursement Form to the Senior Director of Operations within ninety (90) days of class completion or within thirty (30) days of receiving his or her grade for the course, whichever is later, along with thefollowing:

      1) Itemized invoice of tuition and fees.

      2) Itemized receipt showing proof of payment. Amounts covered by grants or scholarships are not reimbursable and will be deducted from tuition amounts before any reimbursement is paid by the School.

         a. Receipts should identify the employee and the educational institution attended. The receipts must also:
            - Provide an itemized breakdown of tuition, books and fees. (If the school does not itemize, then the receipt must have documentation from the school explainingthis each time you submit for reimbursement.)
            - Show covered expenses have been paid in full

      3) The official transcript or original document of a passing grade report of C- or better, or a "pass" for a pass/fail course, or a certificate or documentation indicating achievement of professional certification for a certification program.

      4) The original application form signed by the employee's the Principal or Executive Director.

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c. Employees are responsible for submitting copies of original, unaltered documents and fully disclosing all required information (e.g. receipt of scholarship money) as required during the application and/or reimbursement processes. Falsification and/or purposeful omission of required information may result in disciplinary action up to and including suspension or termination of employment.

2. Degree or Certificate Programs

a. An application must be completed by employees and approved by the Principal or Executive Director. Forms may be obtained from Senior Director of Operations. Employees must attach copies of their program curricula to their applications prior to submitting the applications.

b. Applications approved by the Principal or Executive Director must be submitted to Senior Director of Operations. Copies of the program curricula must still be attached.

c. Once a program has been approved by the Principal or Executive Director, the employee must follow the procedures outlined above under "Individual Courses" for each course he or she wishes to take.

d. A copy of the approved application must be submitted with each tuition reimbursement.

e. Course work must be completed outside of the employee's normal working hours unless otherwise approved by the Manager, Human Resources, and Workforce Planning if applicable.

3. Deadlines

In order to be eligible for tuition reimbursement, employees must submit an application no later than the following dates:

Semester	Application Deadline	Tuition Reimbursement Form
Fall	September 15th	February 15th
Spring	January 15th	July 15th
Summer	June 15th	October 15th

Payment

Once approved, an employee will be reimbursed through payroll on a regular paycheck, typically within two to four pay periods after the approval. An employee must be active at the time of payment of reimbursement benefit to be eligible for reimbursement.

Overpayment

You are expected to reimburse the School the full amount of any reimbursement overpayment, regardless of the reason for the overpayment.

Separation or Rehire

If an employee's employment ends before the successful completion of a course and payment of the reimbursement benefit, they are not eligible for reimbursement for the course.

Rehired employees must re-satisfy the twelve (12) months of the continuous service requirement upon return to the School to be eligible for tuition reimbursement. Prior periods of service do not count for establishing eligibility for tuition reimbursement.

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Exceptions

1. This policy covers tuition only. Costs for books and fees will not be paid by the School.
2. The School reserves the right to deny any application or tuition reimbursement request.
3. The School reserves the right to modify or cancel its tuition reimbursement program at any time, with or without notice to employees.

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6. TRAINING AND DEVELOPMENT

As resources permit, School will provide its employees with opportunities for professional development.

6.1 TRAINING

In-service training will provide staff with the skills, training and experience necessary to enable job performance. Attendance at approved training is recognized as an important means for staff development. In-service may be mandatory at the Principal's discretion based upon workloads, time schedule and need for such training.

6.2 CONFERENCES

In order to encourage professional development, staff shall be eligible for attendance at professional conferences as approved by the Principal within the limitation of funds availability. Staff members may, with approval from the Principal, attend professional conferences or conventions on the School's time at their own expense.

School leadership or any member of the Board of Trustees may also be eligible to attend conference and to be reimbursed for expenses upon approval of the Board of Trustees.

6.3 REPORTING OF HOURS

All certificate holding staff members are required to report professional development hours directly to the Office of Teaching Initiatives each year and maintain records of all the professional development in which the employee participates, including the provider, the title of activity and the focus of the activity (content or pedagogy). Professional development hours are reported through the TEACH web-based system.

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7.1 BENEFITS

The School is committed to sponsoring a comprehensive benefits program for all eligible regular employees. In addition to receiving an equitable salary and applying for other compensation (e.g. tuition reimbursement) and having an equal opportunity for professional development and advancement, you may be eligible to enjoy other benefits, which will enhance your job satisfaction. We are certain you will agree that the benefits program offered represents a very large investment by the School.

More detailed descriptions of the benefits provided can be found in the respective summary plan descriptions. For more information, contact the School Senior Director of Operations.

7.1.1 Benefits Eligibility

All full-time regular staff members will receive the insurance and other benefits offered by the School. Eligibility, coverage, deductibles and carriers of such benefits are subject to modification or termination at any time at the sole discretion of the School or the respective insurance carriers. These benefits may be modified or discontinued at the sole discretion of the School at any time.

Benefit eligibility is established below:

a. Benefits are only available to regular, full-time Non-Instructional and Administrative staff who are regularly scheduled to work a minimum of thirty (30) hours per week. Part-time employees and temporary employees and employees who are regularly scheduled to work less than thirty (30)hours per week are not eligible to receive the benefits.

b. All regular, full-time Instructional staff are eligible for benefits during the school year. They remain eligible during the summer recess provided that they meet the eligibility requirements above and also return for the following school year. They are not eligible for benefits during summer recess if resignation is tendered prior to the start of the new school year.

Should an instructional staff member tender resignation during summer recess, their resignation will be effective as of the last date of the prior school year. Upon termination, employees are eligible to retain their dental, medical and vision plans under COBRA coverage beginning on the first of the month following their termination date. Any pre-tax benefit premiums deducted during summer payrolls prior to the employee's termination will be refunded and subject to taxes and withholdings on the instructional staffs' final entitlement pay. Employees must notify the Senior Director of Operations immediately once their intent to terminate employment is clear so that the appropriate and legally required COBRA continuation paperwork is provided.

Part-time and temporary employees become eligible to receive benefits once the employee has worked an average of thirty (30) hours or more per week within a continual 12-month period.

7.1.2 Commuter Benefits Plan

The School provides eligible employees a choice of nontaxable transportation benefits. The Commuter Benefits Plan allows eligible employees to set aside a portion of their pre-tax pay toward qualified transportation expenses for mass transit and commuter parking expenses. For more information, please visit the Little Bird Nest

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8. TIME OFF BENEFITS

8.1 HOLIDAYS

The School will observe various holidays each calendar year. Separate listings of the paid holidays will be distributed to employees based on their employment classification, at the start of each new School year. Holidays will be paid in accordance with the distributed school calendar. Part-time regular employees will only receive holiday pay when the holiday falls on their regularly scheduled workday.

In order to receive holiday pay, eligible employees must work the full scheduled work day before and after the holiday, unless they have previously-approved time off on one or both of those days.

If a holiday falls on a day when an employee is on vacation, that day will not be counted against the employee's vacation time.

Employees on leave are not eligible to receive holiday or recess pay.

The School reserves the right to make changes to its holiday schedule at any time as business needs dictate.

8.2 VACATION TIME- CONFIRM PLEASE

Full-time administrators and non-instructional staff members earn vacation time at the accrual rates noted below for each pay period following thirty days of continuous employment.

8.2.1 Vacation Accrual Rates

Type of Job	Accrual per Pay Period	Weeks per Year	Maximum Bank
Administration	7.69 hours	25 days	37.5 days (300 Hours)
Non-Instructional Support Staff	4.62 hours	15 days	22.5 days (180 Hours)

The Schools vacation time policy will be applied and interpreted subject to applicable state laws.

8.2.2 Vacation Accrual and Rollover

Vacation time will only be accrued during the time period actually worked by the employee at the accrual rate noted above.

The School encourages employees to take vacation time during the summer and in-school recess within the calendar year that it is earned. However, if employees do not use all of their vacation time in the year that it is earned, they may "bank" up to a total of one year and a half's worth of vacation time (except as otherwise provided by state law). Once a year and a half's worth of vacation time has been banked, the employee may not accrue any additional vacation time until some of his or her banked vacation time is used..

8.2.3 Vacation Scheduling

A request to take vacation time should be submitted to your manager or the Principal at least two weeks in advance of the requested time off to allow for adequate time to plan for the employees' absence and to secure appropriate coverage. Such requests for time off must be approved by the Principal prior to the time off being taken. School administrators and non-instructional staff are expected to schedule vacation time during in-school breaks or the summer when the school schedule is flexible as defined by the administrative calendar.

8.2.4 Illness or Injury Before Vacation

If an employee is absent from work on the day before a vacation is scheduled to begin because of a verifiable personal illness or injury (doctor's note required), the employee may attempt to postpone the vacation period to a later date.

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8.2.5 Vacation Credit Upon Termination

Upon separation from the School, an employee with unused accrued vacation time will receive payment for the unused accrued time at his or her current base rate of pay, up to a maximum of one year's worth of accrual (except as otherwise provided by state law). Employees who have used more vacation time than they have earned at the time of termination will have to repay the School for the overpayment, subject to applicable law.

8.2.6 Payment In Lieu Of Vacation

An employee may not waive his or her vacation time and receive pay in lieu of vacation usage, except upon retirement, resignation or termination of employment.

8.2.7 Breaks In Service/Rehires

Rehired employees will be treated as new hires for the purpose of vacation accrual if their period of absence is greater than their period of employment with the School as a full-time regular employee. Should an employee's break in service be less than their period of service they will be given an adjusted seniority date for the purpose of future vacation accrual.

Employees do not accrue vacation time while on leaves of absence, including, without limitation, leaves taken pursuant to the federal Family and Medical Leave Act of 1993.

8.3 SCHOOL AND SUMMER RECESS FOR ADMINISTRATIVE AND NON-INSTRUCTIONAL STAFF

The administrative calendar (as it may be amended at any time at the Board of Trustee's sole discretion), as adopted by the Board of Trustees, establishes the School recess periods and holiday for School administrators and non-instructional staff members.

Non-instructional staff members (including but not limited to Business Managers, Senior Director of Operations, Operations Associate, Administrative Assistants, Student Aides, and Maintenance) may take vacation during the School's in-School breaks with the prior approval of the Principals or Senior Director of Operations. Administrative staff members may take vacation during the School's in-School breaks with the prior approval of the Board.

School administrators and non-instructional staff members are required to report to work during the summer recess, specifically the two weeks before pre-service and two weeks after the last day of School at the end of the School year.

School administrators and non-instructional staff members will not receive additional compensation for work during any School recess.

8.4 SICK TIME

Full-time regular instructional employees will accrue 4.8 hours per pay period, up to six (6) sick days per school year. Full-time, non-instructional and Administrative employees will accrue 1.85 hours per pay period up to six (6) sick days per year. Full-time new hires will begin accruing sick time their first pay period as a full-time employee.

a) Any unused sick time can be banked for future use, in lieu of unpaid leave of absence covered under Family Medical Leave or short term and long term disability. To use sick time off that has been rolled over, your physician will need to assist you with the medical certification of your claim in accordance with the short term disability benefit. The maximum days that can be rolled over is thirty (30) days
b) Employees will not be paid for unused sick time upon separation from employment.
c) Holidays occurring during the time of paid sick leave shall not be charged against any such leave.
d) Paid sick leave should be used when an employee is ill or caring for an ill family member.
e) An employee who is absent due to illness may be required to provide acceptable proof that the absence was illness-related.
f) Individuals who have used all of their earned sick time and then become or remain ill will be classified as absent without pay. These employees may be entitled to short-term disability benefits with proper documentation from a physician.
g) Employees on a leave of absence do not accrue sick time.

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h) An employee may not waive his or her sick time and receive pay in lieu of sick time usage.
i) Rehired employees will be treated as new hires for the purposes of sick time accrual.

8.5 PERSONAL DAYS

Personal days are provided to all full-time regular employees to allow for time off for medical/dental appointments, to celebrate religious holidays or to attend to other personal matters that cannot be attended to outside of normal work hours.

Full-time regular employee receives two (2) paid personal days per calendar year. Employees who work ten months per year pursuant to an employment agreement are entitled to receive two personal days per school year. Employees who work year round will receive two personal days on July 1st of each year. Personal days will be prorated for employees who begin work after the first day of the academic or calendar year. An employee is not entitled to use personal days until he or she has completed three months of continuous employment as a full-time regular employee. To the extent possible, the use of personal days should be approved at least two weeks in advance by the employee's supervisor or the Principal.

Personal days cannot be carried over from one year to the next. Employees will not be paid for unused personal days upon separation.

8.6 BEREAVEMENT

If an employee suffers the loss of an immediate or non-immediate family member, the employee will be entitled to the following bereavement pay.

- A death in the immediate family – Leave not to exceed three consecutive work days per incident, including the day of the death and the day of the funeral. Immediate family is defined as a relative through blood, marriage or legal adoption. This includes spouses, domestic partners, parents, stepparents, children, stepchildren, grandchildren, siblings, grandparents and mothers and fathers in-law.

- The death of a relative not in the immediate family (e.g., aunts, uncles, nieces, nephews, cousins, sisters and brothers in-law) – Leave not to exceed two consecutive work days per incident, including the day of the death and the day of the funeral.

At the discretion of the employees supervisor or his/her designee, the employee may be granted additional time with or without pay or may use unused personal days for additional bereavement leave. The employee is expected to notify their supervisor or their designee as soon as possible for the reason for and expected length of the employee's absence. Personal days can be used to supplement the amount of time taken for bereavement purposes.

An employee will be required to provide acceptable documentation of his or her relationship to the deceased, the date of death and his or her attendance at the funeral upon the employees return to work.

For the purpose of this policy if documentation is not submitted by an employee requesting bereavement, the employee will be required to use their unused paid time off.

8.7 JURY DUTY

Full-time regular employees who are called for and report to jury duty will be paid their regular rate of pay. Any non-travel allowance that an employee may receive in connection with serving jury duty is to be reimbursed to the School during the time period that the employee is receiving compensation from the School.

An employee must provide the operations associate with written notification of the jury duty obligation as soon as possible (preferably the next business day or within 48 hours of receiving jury summons) following his or her receipt of notice. At the end of jury duty, employees must provide certification of having served jury duty and the amount of money that was received in connection with such service, if any.

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Employees who have the option to serve "on call" are required to do so and to report to work if they are not called for the day.

Employees must report to work when excused or dismissed from jury duty.

8.8 LEAVE TO APPEAR AS VICTIM OR WITNESS IN A CRIMINAL PROCEEDING

An eligible employee may take time off from work, without pay, for any of the following reasons:

- To comply with a subpoena to testify in a criminal proceeding (including time off to consult with the district attorney);
- To give a statement at a sentencing proceeding;
- To give a victim impact statement at a pre-sentencing proceeding; or
- To give a statement at a parole board hearing.

8.8.1 Leave Eligibility

An employee is eligible for time off under this policy if he or she is:

- The victim of the crime at issue in the proceedings;
- The victim's next of kin;
- The victim's representative, if the victim is deceased as a result of the offense;
- A "Good Samaritan;" or
- Pursuing an application or the enforcement of an order of protection, as provided under relevant law.

For purpose of this policy, a "Good Samaritan" is someone who acts in good faith to apprehend a person who has committed a crime in his or her presence, to prevent a crime or an attempted crime from occurring, or to aid a law enforcement officer in effecting an arrest. A victim's representative is a person who represents or stands in the place of another person, including, but not limited to, an agent, attorney, guardian, conservator, executor, heir or parent of a minor.

8.8.2 Notice and Certification

An employee must notify his or her supervisor of the need to take a leave under this policy no later than the day before the absence. In addition, the employee must provide the supervisor with verification of his or her service upon request.

The School will not retaliate or tolerate retaliation against any employee who seeks or obtains leave under this policy..

8.9 BONE MARROW DONATION LEAVE

Employees will be granted leaves of absence if they seek to undergo a medical procedure to donate bone marrow. Such leave is not required to be paid. Only employees who work for the School for an average of twenty or more hours per week are eligible for leave under this policy. The total length of the leave for each employee will be determined by the physician, but may not be longer than 24 work hours without the Schools approval. An employee who seeks leave under this section must provide verification from a physician of the purpose and length of the leave.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking bone marrow donation leave.

8.10 BLOOD DONATION LEAVE

Employees will be provided with up to three hours of leave time in each calendar year to donate blood. Employees seeking leave to donate blood must give reasonable notice to their supervisors of at least three working days prior to taking leave for blood donation.

Non-exempt employees will receive paid leave to donate blood if the donation occurs at a blood drive at the School or at a School sponsored blood drive. Leave to donate blood will be unpaid, however, if the non-exempt employee's donation occurs at a blood drive or facility that is not sponsored or otherwise connected with the School. As required by the Fair Labor Standards Act, exempt employees taking leave to donate blood under this policy will do so without a

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loss or reduction in pay. All employees taking leave to donate blood through a non-School-sponsored blood drive or at a blood drive away from the School may be required to provide proof of their blood donation.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking blood donation leave.

8.11 CANCER SCREENING LEAVE

Employees are eligible to take up to a maximum of 4 hours of excused, paid leave each school year to obtain a screening for breast or prostate cancer. Such leave will not be deducted from accrued sick leave or any other accrued leave. Employees are required to submit a written request for such leave to the Principal at least one (1) week in advance. The employee must provide documentation from his or her physician immediately after such leave is taken.

8.12 TIME-OFF TO VOTE

The School encourages all employees to fulfill their civic responsibilities and to vote in public elections. Most employees' schedules provide sufficient time to vote either before or after working hours.

Employees will be provided with time off to vote where they do not have sufficient time outside of their working hours to do so. Up to two hours' time off for this purpose will be without loss of pay. However, if the polls are open for at least four consecutive hours before or after your scheduled workday, you are deemed to have sufficient time outside of work hours to vote.

Employees intending to take leave to vote should inform their supervisor that they will need leave to vote at least two working days prior to the election. The School will not penalize any employee for properly requesting leave or properly taking leave under this policy.

8.13 MILITARY LEAVE OF ABSENCE

Pursuant to the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"), if you leave the School to serve in the United States military, you may elect to continue your existing health benefits provided by the School for up to twenty-four months while in the military, but you will be required to pay the cost of the premiums. If you do not elect to continue under the School's health benefits, you may be reinstated in the health plan with a minimal waiting period, except for service-related illnesses or injuries. Such leave must be granted whether the service is voluntary or involuntary. There is no minimum number of employees or distinction between public and private employers. Any employer that "pays a salary or wages, or has control over employment opportunities" is covered.

Employees subject to military duty obligations will be granted unpaid leave and possible re-employment in accordance with the requirements of the New York State Military Law.

Please note that if you serve in the military, you are required to give the School advanced notice of your service as soon as practicable and you must apply for reemployment in a timely manner in order to be eligible for reinstatement. You will be required to provide a copy of the documentation obtained from the U.S. Armed Forces.

Please contact the Principal as soon as you receive notice that you are being activated.

8.14 MILITARY SPOUSE LEAVE

An employee who is the spouse of a member of the United States armed forces, national guard or reserves who has been deployed during a period of military conflict (to a combat zone of operations or a combat theater) may be allowed up to ten days unpaid leave to be used when the employee's spouse is on leave. An employee who seeks leave under this section may be required to provide documentation to support their request for leave.

For purposes of this policy, "period of military conflict" means a period of war declared by the U.S. Congress or in which a member of a reserve component of the armed forces is ordered to active duty.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking military spouse leave.

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8.15 EMERGENCY RESPONDER LEAVE

Eligible employees will be allowed time off from work to perform duties as a volunteer emergency responder. To be eligible, employees will be required to submit written documentation regarding their volunteer status related to the declared emergency to the Principal prior to their leave being granted. The leave will not be provided if it imposes an undue hardship on the schools' operations. The leave will be unpaid but the employee may choose to use his or her accrued and unused time off.

For the purpose of this policy, "volunteer emergency responder" includes a volunteer firefighter or member of a volunteer ambulance service.

8.16 WORKERS' COMPENSATION INSURANCE

Injuries resulting from accidents that occur while performing official duties on behalf of the School are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file an incident report with the Principal or his/her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Failure to report a work-related disability claim may result in the delay or denial of workers' compensation benefits. Workers' Compensation insurance provides employees with cash benefits and/or medical care when employees are injured or become ill as a direct result of their job. Every accident or injury must be reported, no matter how minor it may seem. Benefits for lost wages related to a job-related injury or illness will be paid in accordance with state law.

8.17 UNAUTHORIZED ABSENCE

An employee who is absent for a period of at least three days without notifying their supervisor or their designee will be considered to have resigned, with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the Principal or his/her designee.

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9.1 FAMILY AND MEDICAL LEAVE

9.1.1 Entitlement and Coverage

The federal Family and Medical Leave Act of 1993 ("FMLA") entitles employees to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Employees eligible are entitled to twelve months or more of service and 1,250 hours of work to receive up to twelve weeks of unpaid leave for:

- Incapacity due to pregnancy, prenatal medical care or childbirth
- the care for the employees' child within one year of birth ("Bonding Leave");
- the placement of a child with the employee for adoption or foster care and for bonding with the newly-placed child ("Bonding Leave");
- to care for an immediate family member (spouse, child or parent) with a serious health condition ("Family Care Leave");
- when the employee is unable to perform the essential functions of his or her job due to the employee's own serious health condition ("Serious Health Condition Leave");
- a "qualifying exigency" for military operations arising out of a spouse, child or parent's Armed Forces (including the National Guard and Reserves) active duty or call to active duty in support of a "contingency operation" declared by the U.S. Secretary of Defense, President or Congress, as required by law ("Military Exigency Leave"); or
- to care for a spouse, child, parent or next of kin (nearest blood relative of an individual) who is an Armed Forces member with a serious injury or illness incurred in the line of duty while on active duty that may render the individual medically unfit to perform his or her military duties ("Military Caregiver Leave")
- employee's to address certain qualifying exigencies due to the employees' spouse, child or parent being on covered active duty or call to covered active duty status ("Military Family Leave")

In addition, some states have their own state family and medical leave laws, which may provide leave benefits different than or in addition to those outlined below. If you have any questions about family and medical leave coverage under federal or state law or about your eligibility for coverage, please contact the Little Bird Human Resources Department.

9.1.2 Scope

This policy is applicable to all requests for family and medical leaves of absence under the FMLA.

9.1.3 Eligibility

To be eligible for FMLA leave and benefits, an employee:

- Must be employed and work at a worksite within 75 miles of which the school employees at least 50 people; (this rule does not include employees who work for a public elementary or secondary school, regardless of the number of employees).
- must have worked for the School for at least twelve months (which need not be consecutive) prior to the date on which his or her leave is to begin;
- must have worked at least 1,250 hours during the previous twelve months preceding the leave;
- Full-time employees of an elementary or secondary School or other educational establishment are presumed to meet the 1,250 hours requirement. However, this presumption is rebuttable. The determination of whether an employee has worked 1,250 hours in the past 12 months must be made as of the date that the FMLA leave is to start, not the date when the leave is requested

9.1.4 Length of FMLA Leave

An eligible employee may take up to a maximum of twelve workweeks of unpaid leave in a "rolling" twelve-month period measured backward from the date that the employee's FMLA leave begins, when the leave is taken for: (1) Bonding Leave; (2) Family Care Leave; (3) Serious Health Condition Leave; (4) Military Exigency Leave; and/or (5) Military Family Leave.

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In the event that both spouses are employed by the School, their rights under this policy will be limited to a combined leave totaling twelve weeks in any twelve-month period if the leave is taken for the birth and care of a newborn child, the adoption of a child or the placement of a child in foster care. FMLA leaves for the birth, adoption or foster care placement of a child must be concluded within twelve months of the birth, adoption or placement.

The maximum amount of FMLA leave available for an employee who needs to take Military Caregiver or Military Family Leave will be a combined leave total of twenty-six workweeks in a single twelve-month period. A "single twelve-month period" begins on the date of the employee's first use of such leave and ends twelve months after that date.

If both spouses work for the School and are eligible for leave under this policy, the spouses will be limited to a total of twenty-six workweeks off between the two when the leave is for Military Caregiver Leave only or is for a combination of Military Caregiver Leave, Bonding Leave and/or Family Care Leave.

To the extent required by law, some extensions to FMLA leave may be granted when the leave is necessitated by an employee's work-related injury/illness or a "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law. Certain restrictions on these benefits may apply.

9.1.5 Advance Notice

An employee requesting a leave pursuant to the FMLA must submit a written leave request to the Principal at least thirty days before the date that the leave is expected to begin. The School recognizes that unexpected emergencies can arise where it is not possible to provide thirty days' notice of the intended leave. In such situations, employees are expected to provide as much advance notice as possible. Employees may be required to explain why they provided less than thirty days' notice of the need for foreseeable leave. If an employee fails to give timely advance notice with no reasonable excuse when thirty days' notice is required for foreseeable leave, the School may delay FMLA coverage until thirty days after the employee provides notice. The employee must provide sufficient information to enable the School to determine if the leave is FMLA-qualifying and must advise the School of the anticipated timing and duration of the leave. If the employee fails to respond to the School's reasonable inquiries for additional information, the leave may be denied.

9.1.6 Medical Certification

In cases where an employee is requesting a medical leave because of the employee's own serious health condition or that of a spouse, child or parent, the School will require the employee to submit a written medical certification from a healthcare provider verifying the need for the leave. The employee must provide a complete and sufficient certification within fifteen calendar days after the Schools' request, unless it is not practicable despite the employee's diligent, good faith efforts. The failure to provide the required medical certification within the time allotted may result in the denial of the FMLA leave. If a certification is incomplete or insufficient, the Senior Director of Operations will notify the employee in writing of what information is necessary to complete the medical certification and provide the employee with at least seven calendar days to furnish the additional information. Failure to cure the deficiencies identified by the Senior Director of Operations may result in the denial of the FMLA leave. After providing the employee seven days to cure any deficiencies in the certification, the Senior Director of Operations still has questions about the information provided, the Senior Director of Operations may contact the employee's healthcare provider directly to clarify or authenticate the medical certification. The Senior Director of Operations may contact the employee's healthcare provider using human resources professionals, but will not use the employee's direct supervisor.

The School, at its own expense, may require the employee to receive a second opinion from a healthcare provider designated and approved by the School. If this opinion conflicts with the first opinion, the School, again at its own expense, may request a third opinion from a healthcare provider mutually agreed upon by both the School and the employee. The third opinion will be binding on both parties.

If an employee's request for leave is for a qualifying exigency, the employee will be required to provide a copy of the covered military member's active duty orders or other documentation issued by the military. The employee will also be required to complete a Certification of Qualifying Exigency form. If the request is for Military Caregiver Leave, the employee must provide a certification from a Department of Defense (DOD) healthcare provider, a Department of Veteran Affairs healthcare provider, a DOD TRICARE network authorized private healthcare provider or a DOD non-network TRICARE authorized private healthcare provider.

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During the employee's leave, the employee may also be required to provide the School with additional physicians' statements at regular intervals, upon request from the School, attesting to the employee's or family member's continued serious health condition and inability to work.

9.1.7 Substitution of Paid Leave

An employee may use all of his or her accrued sick leave benefits, in lieu of unpaid leave and have such paid time off be counted toward his or her twelve-week FMLA leave entitlement. After an employee has exhausted all of his or her paid time off benefits, the remainder of his or her twelve-week FMLA leave period, if any, will be unpaid. The substitution of paid time off benefits for FMLA leave does not extend the duration of FMLA leave to which an employee is entitled beyond twelve workweeks in a twelve-month period.

9.1.8 Status of Benefits While on Leave

While an employee is on family or medical leave pursuant to the FMLA, he or she will continue to be covered under the health insurance plan in effect at the time that his or her leave began to the same extent and under the same terms and conditions as would apply had he or she not taken leave. The employee must continue to pay whatever employee portion of the premium costs is normally required. If paid leave is used for any portion of the family or medical leave, employee premiums will be deducted from the leave payments in accordance with the practice applicable to an employee not on leave.

During any period of unpaid FMLA leave, in lieu of a payroll deduction for payment of health benefits, the employee will write a check to the Senior Director of Operations (due the first day of each month following their leave) to cover their portion of the health insurance premium. Failure to timely remit this payment will result in cancellation of coverage. Please note that during unpaid leave, retirement contributions will cease since there will be no payroll and hence, no payroll deduction. Employees may choose to temporarily increase their retirement contributions (in accordance with all applicable rules) before or after their unpaid leave to cover this period.

9.1.9 Intermittent and Reduced Schedule Leave

FMLA leave for an employee's own serious health condition or for the serious health condition of the employee's spouse, parent or child may be taken intermittently or on a reduced schedule basis when medically necessary.

If the need for intermittent leave is based on planned medical treatment, the employee is required to consult with his or her supervisor or the Senior Director of Operations to make a reasonable attempt to schedule the treatment in a manner that does not unduly disrupt the School or School's operations.

When an employee requests an intermittent leave or reduced schedule leave, the School reserves the right to temporarily transfer the employee, where possible, to an alternative position that better accommodates the employee's leave schedule. The position to which the employee is transferred will be equivalent in pay and benefits to the one that the employee held prior to the transfer.

9.1.10 Leave During School Closings

For purposes of determining the amount of FMLA leave used by an employee, the fact that a holiday may occur within a week taken as FMLA leave has no effect; the week is counted as a week of FMLA leave. However, during extended School closings where the School's activities have temporarily ceased and employees generally are not expected to report for work for one or more weeks (e.g., winter vacation, summer vacation), the days the School is closed do not count against the employee's FMLA leave entitlement. The extended School closings policy shall not apply to employees who work year-round on an administrative schedule.

9.1.11 Reporting in While on Leave

During a FMLA leave, an employee is expected to maintain periodic contact with his or her supervisor, the School Principal and/or the Senior Director of Operations to advise them of his or her progress and anticipated return-to-work date. Approximately two weeks prior to the anticipated end of the employee's leave period, the employee is expected to notify his or her supervisor, the Principal and/or the Senior Director of Operations of his or her expected return-to-work date.

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9.1.12 Instructional Employees

Special FMLA rules apply to employees who work in an instructional capacity. Instructional employees may be required to continue their FMLA leave until the end of the semester under the following circumstances:

If the leave is scheduled to begin more than five weeks prior to the end of the semester, and (i) the leave will last at least three weeks and (ii) the employee's scheduled return to work would occur within the three-week period of the end of the semester;

If the leave is scheduled to begin within five weeks prior to the end of the semester, and (i) the leave will last for more than two weeks, and (ii) the employee's scheduled return to work would occur within the two-week period of the end of the semester (this does not apply to medical leave for the employee's own serious health condition); or

If the leave is scheduled to begin within three weeks prior to the end of the semester and the leave will last more than five working days (this does not apply to medical leave for the employee's own serious health condition).

An instructional employee who needs intermittent leave or leave on a reduced schedule to care for a family member or for the employee's own serious health condition is subject to special rules when the employee would be on leave for more than twenty percent (20%) of the number of working days over the period that the leave would extend. These special rules include being required to take leave for periods of a particular duration or to transfer temporarily to an alternative, equivalent position that better accommodates the leave. The Little Bird Human Resources Department should be consulted in such situations.

9.1.13 Return-to-Work Certification

All employees taking medical leave to care for their own serious health condition will be required to submit a fitness- for-duty certification signed by their healthcare provider before returning to work, stating that the employee is able to resume his or her position. The certification must address specifically the employee's ability to perform the essential functions of his or her job. The failure to provide an appropriate fitness-for-duty certification will delay the employee's ability to return to work. If an employee never provides such a certification, he or she may be denied reinstatement.

9.1.14 Restoration of Position and Benefits

During the leave, all existing accrued benefits will be retained. An employee on family or medical leave is not entitled to the accrual of any seniority or employment benefits (i.e. holidays) during any period of leave, except as expressly stated herein or as otherwise required by law.

At the conclusion of an employee's family or medical leave, the employee will be returned to the position that the employee held prior to taking the leave unless the following conditions apply:

- The total FMLA-related absences from work exceed twelve weeks:
- The employee would not otherwise have been employed at the time reinstatement is requested:
- The employee cannot perform the essential functions of the job at the conclusion of FMLA leave with or without reasonable accommodation:
- The employee advises the School of his or her intent not to return to work:
- The employee fraudulently obtained leave: or
- The employee is a key employee as defined under the FMLA, whose reinstatement would cause substantial and grievous economic injury to the operations of the School.

If the employee's position is not available, the employee will be placed in a position that is equivalent in pay, benefits and other terms and conditions of employment to the employee's prior position.

Failure of the employee either to return to work or to notify the School of his or her inability to return to work at the end of his or her family or medical leave under the FMLA will be considered a voluntary resignation.

Restoration to work can be delayed if the employee fails to provide a fitness-for-duty certificate to return to work, if the FMLA leave was occasioned by the employee's own serious health condition.

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9.1.15 Miscellaneous

The FMLA does not affect any state or local law that provides greater family or medical leave rights. Please contact the Executive Officer with any questions concerning individual state laws.

Unless state law requires otherwise, FMLA leave is integrated with, not in addition to, time off due to a worker's compensation injury or disability.

9.1.16 Explanation ofTerms

"Covered Active Duty" means 1) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with Armed Forces to a foreign country; and 2) in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty (or notification of an impending call or order to active duty) in support of a contingency operation as defined by applicable law.

"Covered service member" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness Incurred or aggravated in the line of duty while on active duty that may render the individual medically unfit to perform his or her military duties; or 2)a person who, during the five years prior to the treatment necessitating the leave, served in the active military, Naval or Air Service, and who was discharged or released under conditions other than dishonorable (a "veteran" as defined by the Department of Veteran Affairs), and who has qualifying injury or illness incurred or aggravated in the line of duty while on active duty that manifested itself before or after the member became a veteran. For the purposes of determining the five-year period for covered veteran status, the period between October 28, 2009 and March 8,2013, is excluded.

A "serious injury or illness" is one that was incurred by a service member in the line of duty on active duty that may render the service member medically unfit to perform the duties of his or her office, grade, rank, or rating.

"Immediate family member" under the FMLA means the employee's spouse (including employees in legal same-sex marriages), child or parent. For purposes of the School's FMLA policy, "immediate family member" will also include the employee's domestic partner, stepparent, stepchild, or any other person as defined by the Executive Officer or their designee.

"Key Employee" under the FMLA a key employee is a salaried, eligible employee who is among the highest paid ten percent of all employees of the School. Under the FMLA, the School may refuse to reinstate a key employee on a FMLA leave if it determines that the denial of reinstatement is necessary to prevent substantial and grievous economic injury to the operations of the School.

"Qualifying exigency" includes:

- Issues arising from a covered military member's short notice deployment (i.e., deployment on seven or less days of notice) for a period of seven days from the date ofnotification;
- Military events and related activities, such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to the active duty or call to duty status of a covered military member;
- Certain childcare and related activities arising from the active duty or call to active duty status of a covered military member, such as arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new School or day care facility, and attending certain meetings at a School or a day care facility if they are necessary due to circumstances arising from the active duty or call to active duty of the covered military member;
- Making or updating financial and legal arrangements to address a covered military member's absence;
- Attending counseling provided by someone other than a health care provider for oneself, the covered military member, or the child of the covered military member, the need for which arises from the active duty or call to active duty status of the covered military member;

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- Taking up to five days of leave to spend time with a covered military member who is on short-term temporary, rest and recuperation leave during deployment;
- Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military for a period of ninety (90) days following the termination of the covered military member's active duty status, and addressing issues arising from the death of a covered military member; or
- Any other event that the employee and the School agree is a qualifying exigency.

"Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

- Inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical-care facility, including any period of incapacity (i.e., inability to work, attend School, or perform other regular daily activities) or subsequent treatment in connection with such inpatient care; or
- Continuing treatment by a health care provider, which includes:
  a. A period of incapacity lasting more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also includes:
     - treatment two or more times by or under the supervision of a health care provider (i.e., in-person visits, the first within seven (7) days and both within thirty (30) days of the first day of incapacity);
     - one treatment by a health care provider (i.e., an in-person visit within 7 days of the first day of incapacity) with a continuing regimen of treatment (e.g., prescription medication, physical therapy);
  b. Any period of incapacity related to pregnancy or for prenatal care a visit to the health care provider is not necessary for each absence;
  c. Any period of incapacity or treatment for a chronic serious health condition, which continues over an extended period of time, requires periodic visits (at least twice a year) to a health care provider, and may involve occasional episodes of incapacity. A visit to a health care provider is not necessary for each absence;
  d. A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective; only supervision by a health care provider is required, rather than active treatment;
  e. Any absences to receive multiple treatments for restorative surgery or for a condition that would likely result in a period of incapacity of more than three (3) days if not treated.

9.2 SHORT-TERM DISABILITY

The School provides a fully paid short-term disability (STD) plan to all full-time employees. Under short-term disability Cigna will provide 60% of an employee's weekly earnings (up to $1, 500) if they become disabled or unable to work for more than 7 days. This includes illnesses, injuries, and pregnancy. The school believes providing STD benefits allow employees the peace of mind they need to focus on getting better and returning to work.

Employees should notify the Senior Director of Operations and the Little Bird Human Resources Department as soon as possible for an impending disability.

9.3 MATERNITY LEAVE

Disability due to pregnancy shall be treated as any other temporary disability. Employees temporarily disabled due to pregnancy, childbirth or a pregnancy-related condition may use their sick or personal days, short-term disability time and any other paid leave time available to them for absences caused by such disability. In addition, such employees may use unpaid leave for disability due to pregnancy, up to a maximum of twelve (12) weeks' time off as provided by the FMLA. In no event shall the total amount of pregnancy disability or child-care leave exceed twelve weeks in a twelve-month period, unless state or federal law provides otherwise. Additionally, short-term disability will only be paid for the period that the employee is actually disabled due to pregnancy, childbirth or a pregnancy-related condition.

Short-Term Disability (STD) is available to full-time benefit-eligible staff members who give birth. To verify this eligibility, your doctor will need to assist you with the medical certification of your claim. A staff member may elect to supplement STD benefits with paid time off. STD has a 7-day waiting period (total days, not workdays) that is unpaid. However, your Organization will cover 100% of this waiting period. STD will pay 60% percent, up to $1,500, of a staff member's pre-

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disability gross weekly wages for the period of disability (up to 26 weeks). Typically, a new mom is considered disabled for either six or eight weeks, depending on the type of delivery.

9.4 PAID CHILDCARE LEAVE

An employee is eligible for paid childcare leave (salary continuation) if the employee has completed 12-months or more of employment at the school and within the prior one month, the employee gives birth. An eligible employee who is the primary caregiver of the newborn child or child accepted for adoption or foster care is entitled to six weeks of childcare leave. An eligible employee who is not the primary caregiver of the newborn child or child accepted for adoption or foster care is entitled to up to three weeks of paid parental leave.

An eligible employee who gives birth must apply for and receive short-term disability coverage. During this paid disability leave, an employee may receive weekly benefits from the short-term disability plan of 60% of weekly earnings up to $1,500. The employee will be liable for all taxes on this amount. Under childcare leave, the employee will be entitled to Maternity leave. As well, the school will supplement the employee's salary with the additional 40% for the remaining five weeks of short term disability leave if the employee has completed 12 months or more of employment with the school. This will allow the employee to receive the equivalent of 100% of pay during the first six weeks of short-term disability leave as paid childcare leave. The school will not supplement any other part of the paid maternity leave.

The school will supplement the employee's salary with the additional 40%, so that the employee receives the equivalent of 100% of pay during the first six weeks of short-term disability leave as paid childcare leave. Employees whose salary exceeds the maximum weekly disability benefits will not be paid more than 40% of child care leave, weekly. At no time will the combined weekly disability and weekly childcare leave payments exceed the employee's actual weekly salary. All other paid leaves that result from an employee accepting a child for adoption or spouse or partner of the employee gives birth to or adopts a child will be paid by the school directly. Childcare leave taken during FMLA leave will count toward the twelve-week allotment of FMLA leave and will run concurrently with any short-term disability leave.

For purposes of determining the amount of paid childcare leave used by an employee, the fact that a holiday may occur within the week taken as childcare leave has no effect; the week is counted as a week of childcare leave. However, during extended office closings where employees generally are not expected to report for work for one or more weeks), the days the activities have ceased will count against the employee's paid maternity/paternity leave entitlement but not against their FMLA entitlement.

Employees eligible for child care leave will not be eligible for paid parental leave.

9.5 PAID PARENTAL LEAVE

Employees who qualify for FMLA leave are eligible to take up to 12 work-weeks off under FMLA to bond with the newborn or to provide medical care to the new mother and/or baby are entitled to paid Parental Leave. Employees eligible for parental leave may receive three weeks of paid leave. Beyond this time, employees may elect to take unpaid leave if the eligible for FMLA. Employees must use their accrued time off benefits while on FMLA. Employees eligible for paid parental leave will not be entitled to child care leave.

9.6 NEW YORK ADOPTIVE PARENTS LEAVE

Employees who are adoptive parents will be permitted to take the same leave and upon the same terms as natural parents for the adoption of a child upon the start of the parent-child relationship. Adoptive parents leave will only be permitted to employees who adopt children of pre-School age or younger or who are under the age of 18 and deemed to be "hard to place" or handicapped under the New York Social Services law.

9.7 PERSONAL LEAVE ABSENCE

Full-time regular employees who have worked for the School for at least two years and who are not eligible for family or medical leave (either because of the number of employees in the vicinity of the employee's workplace or because of the reason for the leave) may be eligible for a personal leave of absence without pay. In keeping with the School Design and philosophy, employees are reminded that absences and leaves may be disruptive to the educational and business

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processes. The reason for the personal leave which does not qualify as family or medical leave should be sufficiently significant to justify these disruptions. An employee must use all accrued, paid time off during a personal leave. Once all paid time off is exhausted, the remainder of the leave, if any, will be unpaid.

Each request for a personal leave of absence must be submitted to the Principal in writing. Requests will be reviewed on a case-by-case basis and the decision to approve or deny such a request will be dependent upon the operational needs of the School at the time of the request. A leave of up to no more than ninety calendar days may be granted. The supervisor or the Principal may make reasonable inquiry into the reason for the request and ask for documentation where appropriate. The decision to approve or deny a request for a personal leave will be made in the School's sole discretion.

During the leave, all existing accrued benefits will be retained. An employee on a personal leave of absence is not entitled to the accrual of any additional seniority or employment benefits (e.g., sick time, vacation time, paid holidays, personal days, etc.) during any period of leave. Employees are responsible for paying all deductions that would normally come out of their paycheck for their benefits.

At the time an employee begins an unpaid personal leave, he or she will receive written instructions detailing the time and manner in which his or her health insurance premiums are to be paid. Failure to pay these premiums by the end of the grace period stated in the written instructions will result in the loss of insurance coverage.

An employee who fails to return to work following the expiration of his or her personal leave will be required to reimburse the School for the entire amount of the healthcare premiums paid by the School during the unpaid leave.

No guarantee of reinstatement can be made to an employee on a personal leave. If during the leave period the employee's position is filled or eliminated for business reasons, the employee may be eligible to reapply for any openings available at the time of the employee's return for which the employee is qualified.

9.8 GENERAL LEAVE WITH OR WITHOUT PAY

General Leave with or without pay may be granted at the discretion of Administration.

9.9 INSURANCE PREMIUM PAYMENT DURING LEAVES OF ABSENCE

Employees on paid or unpaid leave will be responsible for responsible for paying the employee contributions for their benefits. Failure to make payments may result in loss of coverage. Please consult with Victory Schools Human Resources Department to set up a payment schedule.

9.10 ENTITLEMENT PAY FOLLOWING A LEAVE OF ABSENCE

If at any point during the school year an instructional employee has a shortage of work days due to a leave of absence (as defined in sections 9 of this manual), an entitlement pay will be completed in order to reconcile the employee's compensation for the remainder of the academic school year. The intent of this provision is to align the percentage of the annual working days actually worked by the instructional employee with the percentage of the employee's annual salary actually received by the employee. The employee's salary may need to be adjusted beginning with the first pay period in which the leave takes place or paid time off is exhausted. For the purpose of this calculation, any used sick and personal days provided by the school, will be counted as days worked by the employee. Days exhausted by an employee will count as non-worked days for the purpose of this calculation.

For information regarding the calculation of entitlement pay, please contact the Senior Director of Operations.

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10. WORKPLACE CONDUCT AND ENVIRONMENT

10.1 CODE OF CONDUCT

Each employee has an obligation to observe and follow the School's policies and to maintain proper standards of conduct at all times. The conduct of our employees reflects on the School, so employees are encouraged to observe the highest standards of professionalism and integrity. The School expects all its employees to conduct themselves ethically and appropriately. This not only involves sincere respect for the rights and feelings of others, but also demands that employees avoid any behavior that might be harmful to themselves, co-workers, students or the School, or that might be viewed unfavorably by those with whom the School does business, by our students or families, or by the public at large.

Note that the following list of Unacceptable Activities is by no means an exhaustive list of all types of conduct that can result in disciplinary action, up to and including suspension without pay and/or termination, and that nothing in this section of the Manual or on this list alters the at-will nature of your employment.

1. Violation of any School rule; any action that is detrimental to the School's efforts to operate successfully.

2. Violation of security or safety rules or failure to observe safety rules or the School safety practices; failure to wear required safety equipment; tampering with the School's equipment or safety equipment; unauthorized possession of dangerous or illegal firearms, weapons or explosives on School property or while on duty.

3. Negligence or any careless action which endangers the life or safety of another person, including careless or negligent operation of a School vehicle.

4. Possession or sale of a controlled substance (except medications prescribed by a physician that do not impair work performance) during working time or while on School property; being intoxicated or under the influence of a controlled substance in any quantity while on School premises.

5. Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on School premises or when representing the School; fighting, or provoking a fight on School property, or negligent damage of property.

6. Insubordination or refusing to obey instructions properly issued by your supervisor or the Principal pertaining to your work; refusal to help out on a special assignment.

7. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.

8. Engaging in an act of sabotage; negligently causing the destruction or damage of School property, or the property of fellow employees, suppliers, or visitors in any manner.

9. Theft or unauthorized possession of School property or the property of fellow employees; unauthorized possession or removal of any School property, including documents, from the premises without prior permission from School's management; unauthorized use of School equipment or property for personal reasons; using School equipment for profit.

10. Dishonesty; falsification or misrepresentation on your application for employment, other work records, or status of teacher certification; lying about sick or personal leave; falsifying reason for a leave of absence or other data requested by the School; alteration of School records or other School documents.

11. Violating the equal employment opportunity, anti-discrimination or unlawful harassment policies.

12. Violating the confidentiality policy or agreement; giving confidential or proprietary School information to other organizations or to unauthorized School employees; working for an entity that creates a conflict of interest; breach of confidentiality of personnel information.

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13. Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same.

14. Immoral conduct or indecency on School property.

15. Unsatisfactory or careless work; failure to meet performance standards as explained to you by the Principal.

16. Excessive lateness or absences; leaving work before the end of a workday or not being ready to work at the start of a workday without approval of the Principal; stopping work before time specified for such purposes.

17. Sleeping or loitering during working hours or excessive use of School telephone for personal calls.

18. Creating or contributing to unsanitary conditions.

19. Posting, removing or altering notices on any bulletin board on School property.

20. Obscene or abusive language toward any affiliate of the School; indifference or rudeness towards parents, students or fellow employees; any disorderly/antagonistic conduct on the School premises.

21. Failure to report immediately injury or harm to a student, or damage to or an accident involving School equipment.

22. Alteration or falsification of any timesheets, attendance documents, or other records; failure to accurately record time worked.

23. Violation of the Dignity Act

10.2 DIGINITY ACT

10.2.1 Respect for All

All pupils have the right to attend schools that are safe, secure, and peaceful environments. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of The Academy Charter School to educate its students and disrupt the operation of the school. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

The Board prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

10.2.2 Definitions

10.2.3 Bullying

Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term "harassment") to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

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10.2.4 Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under Harassment, below).

10.2.5 Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

10.2.6 Harassment

Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression)

In some instances, bullying or harassment may constitute a violation of an individual's civil rights.

10.2.7 Prevention

The School setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others, which are key values of The Academy Charter School. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

In order to implement this program the Principal will designate a Dignity Act Coordinator (DAC) on an annual basis. The role of the DAC is to coordinate dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this policy. In addition, committees consisting of staff, administration, students and parents will be created to assist the administration in developing and implementing specific prevention initiatives, including early identification of bullying and other strategies. Lastly, the program will include reporting, investigating, remedying and tracking allegations of bullying.

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10.2.8 Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

10.2.9 Provisions for Students Who Don't Feel Safe at School

The Board acknowledges that, notwithstanding actions taken by staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the principal. The principal, other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.

The Board recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

10.2.10 Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The principal and/or appointed staff member will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to staff that have contact with students. The BPC will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

10.2.11 Reporting and Investigation

Although it can be difficult to step forward, the Board can't effectively address bullying if incidents aren't reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, [0100, Equal Opportunity and Nondiscrimination, or 0110, Sexual Harassment]. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor. All incidents of bullying will be reported to the New York State Education Department on at least an annual basis, so that the state can evaluate The Academy Charter School's performance under the policy. Such incidents may be included in the Violent and Disruptive Incident Reporting (VADIR) system, as applicable.

There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to their principal or other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying of which they are made aware by students to the principal or other administrator who supervises their employment.

The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

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10.2.12 Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with both the district's and The Academy Charter School' Code of Conduct.

10.2.13 Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law, as well as the districts and The Academy Charter School' policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

10.2.14 False Claims

Students who make false claims of harassment or bullying will be subject to disciplinary action as defined by this policy.

10.2.15 Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks. A bullying complaint form will be available on The Academy Charter School website.

The School will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

10.2.16 Discipline

If a staff member violates a policy, procedure, rule or regulation of the School, if he/she fails to behave in accordance with the School's standards of conduct, if his/her attitude, conduct or demeanor becomes unsatisfactory, or his/her behavior interferes with the orderly and efficient operation of the School, corrective disciplinary measures will be taken. Disciplinary measures may include a verbal warning, written warning, suspension, transfer, reassignment or termination from employment, with or without notice. The appropriate disciplinary action to be imposed will be determined by the School. The School does not guarantee that one form of action will necessarily precede another. Decisions to discipline will be based on an assessment of all relevant factors.

The following may result in disciplinary action, up to and including discharge:

- Violation of the School's policies, procedures, or safety rules;
- Insubordination;
- Repeated tardiness;
- Excessive absences;
- Unauthorized possession, use or sale of alcohol or controlled substances on work premises or during working hours;
- Unauthorized possession, use or sale of weapons, firearms or explosives on work premises;
- Poor performance;
- Intoxication;
- Theft or dishonesty;
- Misuse of technology;
- Fighting;
- Abusive or foul language;
- Physical harassment, sexual harassment or disrespect toward a student, fellow employee, visitor, vendor, or other member of the public;
- Any other conduct deemed inappropriate by the Board of Trustees or Principal.

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These examples are not exclusive. We emphasize that decisions will be based on an assessment of all relevant factors.

10.3 POLITICAL ACTIVITIES

Employment shall not be offered as a consideration or reward for the political support of any political party or candidate for public office. Furthermore, no employee may engage in any political activity at any time as a representative of The Academy Charter School. This will be kept in the file of each employee.

No employee may use work time, property or materials of The Academy Charter School to try to affect proposed legislation. The Academy Charter School may respond to requests for information from local, state and federal officials. All such responses shall be issued from the Principal's office. Should an employee be invited to testify at a hearing or other activity, permission shall be obtained from the Executive Director prior to such participation and testimony.

10.4 APPERANCE & PERSONAL HYGIENE

Employees serve as models for students of successful and serious professionals and should always demonstrate that through their appearance and actions. This helps to create a professional atmosphere and projects a positive image of both you and the School. Employees are expected to present a neat, professional appearance at all times. A neat appearance and personal hygiene are required regardless of whether you are a member of the administrative staff or work in a classroom.

Guidelines for personal hygiene, grooming and attire are outlined below. Employees are expected to meet hygiene requirements during regular school day for the duration of their employment.

10.4.1 Hygiene

- Maintain personal cleanliness by bathing daily.
- Oral hygiene (brushing of teeth) required.
- Clean body and minimized body odors.
- Use deodorant / anti-perspirant to minimize body odors.
- No heavily scented perfumes, colognes and lotions.
- Clean and trimmed fingernails.
- Neat and well-groomed hair, sideburns, mustaches and beards. No artificial colors that would be considered "extreme" and outside of the norm.
- Moderate make-up.
- Clean and trimmed fingernails (¼ inch long or less).
- Wash hands after eating, or using the restrooms.

10.4.2 Grooming

- Clothing must be clean, pressed, in good condition and fit appropriately.
- Clothing must not interfere with the safe operation of equipment.
- No dark glasses (unless prescribed by a physician).
- Limited jewelry and no dangling or large-hoop jewelry that might create a safety hazard to self or students.
- Body piercing must be limited to three per ear. Other visible body piercing is unacceptable, unless demanded by religion/culture.
- Tattoos that are perceived as offensive, hostile or diminish the effectiveness of the employee as a role model for our patients must not be visible to patients and staff.

10.4.3 Dress Code

The School would like for the attire that employees wear to work to complement a workplace environment which is professionally operated, efficient, orderly and pleasant. Enforcement of this policy is the responsibility of the School Administrative team. The School reserves the right to change, extend, revise, revoke or continue this policy at its discretion. This policy is intended to read with any other specific dress code policies that are published.

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Any requests for assistance in administering or interpreting this dress code policy should be directed to the Senior Director of Operations or his or her designee.

Neat and Well-Groomed- During working hours, employees should appear neat and professional at all times. Employees are expected to be suitably attired and well groomed, and to ensure that their clothing is clean, ironed, and not torn, ripped or stained.

Professional Attire- Employees should use common sense and good judgement in determining what to wear to work. Generally if the employee is doubtful about some clothing, it is not appropriate. The attire that is appropriate for work include:

- Dress shirts with collars or banded collars
- Neck ties (to be worn around the neck)
- Button down shirts
- Blouses
- Polo Shirts
- Pullover or cardigan sweaters
- Vests with shirts
- Slacks, trousers or khakis
- Dresses or skirts of an appropriate length for women
- Dress shoes and socks or stockings

Please remember that all clothing must be neat and appropriate for the workplace. Clothing which may be entirely acceptable in casual settings or for social activities may be inappropriate for a professional who is expected to establish an atmosphere conducive to learning and respect.

Prohibited Attire- Some attire is unacceptable for work at any time. The following provides some examples, although it is not a complete list:

- Jeans, sweatpants, work pants, athletic attire or shorts
- T-shirts, rugby shirts, shirts without collars, sweatshirts, untucked shirts
- Sneakers, work boots, sandals, flip-flops, moccasins, slippers, crocs, etc.
- Inordinately revealing, tight or suggestive clothing
- Hats, caps, head scarves, doo-rags, bandanas, etc.
- T-shirts or shirts with a printed logo, message, sports insignia, product/place insignia, etc.
- Halter tops, tube tops, tank tops, cropped shirts, shirts with spaghetti straps, off the shoulder tops or low-cut tops
- Lycra stretch pants, leggings or spandex pants
- Shorts or skorts of any kind
- Short dresses or mini skirts
- Sweat clothes, jogging suits or workout clothes
- Any clothing that reveals the employee's stomach, full back, cleavage or chest, or otherwise Revealing/suggestive attire
- Beachwear including flip flops
- Flashy jewelry

Violations of these guidelines may subject employees to disciplinary action, up to and including termination of employment. If you report to work dressed or groomed inappropriately, you may be prevented from working until you return to work dressed and groomed in an appropriate manner.

10.5 CELL PHONE

While you are at work, you are expected to be performing your job duties and responsibilities. The use of any and all electronic devices including cell phones, smart phones, and blackberries are prohibited during the School day, except during meal and break periods. Flexibility will be provided in circumstances demanding immediate attention. However,

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the use of any such devices may not interfere with the normal course of the School day. Personal calls, both incoming and outgoing, must be kept to a minimum, should be confined to meal and break periods and must not interfere with your duties and responsibilities or School's policies. Personal cell phones should not be visible or used during the workday unless, during an approved break in a non-working area or as needed for an emergency.

10.6 PERSONAL USE OF SCHOOL-PROVIDED CELLULAR PHONES

Where job or School needs demand immediate access to an employee the School may issue a School-owned cell phone to an employee for work-related communications. To protect the employee from incurring a tax liability for the personal use of this equipment, such phones are to be used for business reasons only. Phone logs will be audited regularly to ensure appropriate use of the company phone.

Employees in possession of School equipment such as cellular phones are expected to protect the equipment from loss, damage or theft. Employees are required to immediately notify the School if the equipment is lost or damaged. The Employee may be responsible for the cost of replacing or repairing the phone. Upon resignation or termination of employment, or at any time upon request, the employee may be asked to produce the phone for return or inspection.

There should be no expectation of privacy for School provided cellular phones. The School reserves the right to search the phone at any time, with or without notice.

10.7 CAMERAS POLICY

Cameras and camera cell phones or PDAs may not be used in the workplace, except by an employee who is specifically required to take a photograph or make a video. Due to privacy concerns, employees are prohibited from putting photographs of students of the School on social media without the express permission of the Principal. Anyone improperly using electronic devices during work hours or placing photographs without permission on social media may be subject to disciplinary action.

10.8 ELECTRONIC RECORDING

Employees shall not electronically record by audio, video, or other means, any conversations or meetings unless each and every person present has been notified and consents to being electronically recorded. Persons wishing to record a meeting must obtain consent from anyone arriving late to any such meeting. Employees shall not electronically record telephone conversations unless all persons participating in the telephone conversation have consented to be electronically recorded. These provisions are not intended to limit or restrict electronic recording of publicly posted Board meetings, grievance hearings, and any other Board sanctioned meeting recorded in accordance with Board policy.

10.9 SUBSTANCE ABUSE

The School seeks to maintain a safe workplace and learning environment by eliminating the hazards to health and safety created by alcohol and other drug abuse. Therefore, all employees and contractors are prohibited from the use, manufacture, distribution, sale and/or possession of any illegal drug, controlled substance or alcoholic beverage during work hours (including lunch and break time) in the School, on School property or in a School vehicle. Employees are prohibited from being under the influence of, selling, offering to sell, trading, purchasing, using or possessing any illegal drug or alcohol while performing School business or job-related duties, while on School property or while operating School equipment or vehicles. [Note: School-sponsored activities that may include the service of alcoholic beverages are not included in this provision.]

Employees who engage in the above-prohibited activities in violation of this policy are subject to disciplinary action, up to and including termination of employment. Furthermore, any employee who violates this policy or who voluntarily seeks assistance may be required, in connection with, or in lieu of disciplinary actions, to participate in and successfully complete a School-approved drug and/or alcohol assistance or rehabilitation program as a condition of continued employment.

The School assures that any information concerning an individual's drug and/or alcohol use will remain confidential.

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Each employee taking a legal drug which could affect job safety or performance is responsible for notifying his/her supervisor without disclosing the identity of the substance and for providing a physician's certificate stating the substance does not adversely affect the employee's ability to safely and efficiently perform the employee's job duties and/or provide any work restrictions. This certificate must be provided to the Senior Director of Operations before the employee reports to his or her work area. If the School and the employee's physician have determined that the substance does not adversely affect the employee's ability to safely and efficiently perform the employee's job duties or determined that a reasonable accommodation can be made, the employee may commence work. An employee may not be permitted to perform his or her job duties unless such a determination or reasonable accommodation is made.

The School reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, the inspection of shelves, desks or other suspected areas of concealment, as well as an employee's personal property when the School has reasonable suspicion to believe that the employee has violated this substance abuse policy.

10.10 RELATIONSHIP WITH PARENTS

The success of the School depends upon the quality of the relationships between the School, our educators, parents, students and the general public. The parents' impression of the School and their interest and willingness to enroll their children in such an establishment depends to a large extent on the people who serve them. In a sense, regardless of your position, you are the School's ambassador. The more goodwill you promote, the more parents and students will respect and appreciate the School and the quality of the education that the School provides.

Below are several things you can do to help give parents and students a good impression of the School. These are the building blocks for our continued success.

1. Act competently and deal with parents and students in a courteous and respectful manner.

2. Communicate pleasantly and respectfully with other employees at all times.

3. Follow up on concerns and questions promptly, and provide professional replies to inquiries and requests.

4. Take great pride in your work and enjoy doing your very best.

5. The School strongly discourages relationships with parents

10.11 RELATIONSHIPS WITH STUDENTS

School employees are strictly prohibited from engaging in personal relationships with students, which are outside the scope of a professional adult/student relationship or which may give the appearance of being outside the scope of a professional adult/student relationship. This prohibition applies both on and off School grounds, including on social media unless prior permission is obtained from the School leader.

Employees who violate this policy may be subject to disciplinary action, up to and including immediate termination. Employees who violate this policy may also be subject to being reported to law enforcement authorities, if the conduct is believed to constitute a crime under state law. If disciplinary action is taken against an employee, a report will be made to law enforcement and/or a child abuse report will be made for violation of this policy. In addition, the parents of the student involved will be notified of the situation and the actions taken by the School.

10.12 STAFF RELATIONSHIPS

The School recognizes that employees may develop personal relationships in the course of their employment. However, in an effort to prevent favoritism, morale problems, disputes, misunderstandings and/or potential sexual harassment claims, supervisory employees are not permitted to date or engage in sexual relationships with subordinate employees. In the event that a dating or sexual relationship does develop between a supervisor and a subordinate, then the supervisor must promptly report the relationship to the Principal or his or her immediate supervisor. One of the parties may be required to have their job reassigned, if a position is available, or they may be required to choose

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which of them will resign. Violation of this policy may result in disciplinary action, up to and including termination of employment. Furthermore, co-workers are strongly discouraged from dating or pursuing romantic or sexual relationships with each other.

10.13 NEPOTISM

No individual may be hired if s/he has an immediate family member on The Academy Charter School Board of Trustees or in an administrative capacity (such as Principal, Senior Director of Operations, Executive Director), or in a supervisory capacity that exercises authority over the position sought. Any action that can be viewed as or gives the appearance of nepotism is not allowed. For the purpose of this section immediate family is defined as spouse, siblings, parents, grandparents, children, "in-laws", and grandchildren

10.14 FAMILY MANAGEMENT POLICY

Given the potentially sensitive nature of familial management, the School has developed a policy related to staff members managing family members of others on staff (e.g., spouses, siblings, parents, domestic partners, etc.). The School is committed to ensuring that all staff members have the resources and support needed to effectively support our students. The following outlines processes and policies to ensure that all staff members are afforded the tools required for success in their roles.

Management

- Employees cannot be directly managed by members of their own family
- Employees may be in a position where they are coached and supported by family members

Evaluation Structure

- Evaluations for all staff members must be completed by someone other than a family member
- All employees, but especially those that fall under the family management category, must have a rigorous, objective, formal evaluation once annually. All evaluations must be reviewed by Board of Trustees (as an objective "outside" entity), who will provide input
- All evaluations must be signed off by Board of Trustees before they are given to employees

Promotion

- Only non-family members can recommend an employee for promotion; the decision must be ultimately made by the Board of Trustees
- The Principal must discuss communication and transparency, while creating a plan to communicate any personnel changes to staff
- In cases of promotion, the Principal must perform the evaluation with significant input from the Board of Trustees.

Salary

- All salary recommendations for staff members who fit the family management criteria must come from the Principal, who may or may not choose to solicit input from the staff member's immediate supervisor

Confidentiality

- At the outset of each year, the Board of Trustees must discuss areas of School leadership that should remain internal to School leaders
- These topics could include, but are not limited to:
    - Salaries
    - Performance of staff members
    - Personal information related to other staff members

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10.15 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA affords parents and students over 18 years of age certain rights with respect to the student's education records. Employees are responsible for abiding by the School's FERPA policy which is noted below.

The Family Educational Rights & Privacy Act of 1974 and implementing regulations ("FERPA") is a Federal law designed to protect the privacy of a student's education records.

The School recognizes the need to safeguard the confidentiality of personally identifiable information regarding its eligible, thought to be eligible, and protected handicapped students (if not protected by the Individuals with Disabilities Education Act ("IDEA") in accordance with FERPA as well as the IDEA and its implementing regulations.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. "Educational agency", for purposes of this notice, means the School. For all students, the educational agency maintains education records that include but are not limited to:

a) Personally identifiable information ("PII") is confidential information that includes, but is not limited to, the students' name, name of parents and other family members, the address of the student or student's family, and personal information or personal characteristics which would make the student's identity easily traceable.
b) Directory information is information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the student's name, address, telephone number, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honor roll, recognition lists, awards received, and the most recent previous educational agency or institution attended.

FERPA affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. "Parent(s)" for purposes of this notice means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent in the absence of a parent or guardian. They are: Parents have the right to inspect and review a child's education record. The School will comply with a request to inspect and review education records without unnecessary delay and before any meeting regarding an Individualized Education Plan "IEP" or any due process hearing, but in no case more than forty five (45) days after the request has been made.

Requests should be submitted in writing, indicating the records the parents wish to inspect, to the Principal. Parents have the right to a response from the School to reasonable requests for explanations and interpretations of the records. Parents have the right to request copies of the records. While the School cannot charge a fee to search for or to retrieve information, it may charge a copying fee as long as it does not effectively prevent the parents from exercising their right to inspect and review the records. Parents have the right to appoint a representative to inspect and review their child's records. The School must receive a signed, dated and written consent from a parent that specifically states a representative may inspect and review their child's records. Such release must be sent to the Principal or designee and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one child, parents have the right only to inspect and review the information relating to their child.

If parents think information in an education record is inaccurate, misleading or violates the privacy or other rights of their child, they may request amendment of the record. Requests should be in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. The School will decide whether to amend the record and will notify the parents in writing of its decision.

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If the School refuses to amend a record, it will notify the parents of their right to a hearing to challenge the disputed information. Additional information regarding the hearing procedures will be provided to the parents or eligible student when notified of the right to a hearing.

The school will provide, upon request, a listing of the types and locations of education records maintained, the school official responsible for these records, and the personnel authorized to see personally identifiable information. Such personnel receive training and instruction regarding confidentiality. The school keeps a record of parties obtaining access to education records, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Parents have the right to consent or refuse to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations.

"Consent" means: the parent (s) have been fully informed regarding the activity requiring consent, in their native language or other mode of communication; they understand and agree in writing to the activity; and they understand that consent is voluntary and maybe revoked at any time, information may be disclosed without consent to school officials with legitimate educational interests. A school official is a person employed by the school, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); state agency representative, person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Directory information may be released without parent consent. Parents have the right to refuse to let an agency designate any or all of the above information as directory information. Parents are required to submit written notification to the Principal by September 30th, or within two weeks after enrolling at the School if later than September 30th, if they do not want the school to release Directory information.

Parents have a right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. Complaints may be filed with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

Parents are also encouraged to contact the Principal to discuss any concerns regarding FERPA.

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11. SAFETY AND SECURITY

11.1 HEALTH AND SAFETY

The health and safety of employees and others on School property are of critical concern to the School. We strive to attain the highest possible level of safety in all activities and operations. The School intends to comply with all health and safety laws applicable to School operations, and to adhere to the School's safety plan and related policies.

To this end, the School must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees should be conscientious about workplace safety, including proper operating methods and known dangerous conditions or hazards. You should report any unsafe conditions or potential hazards to the Principal or Senior Director of Operations immediately even if you believe that you have corrected the problem. If you suspect a concealed danger is present on the School's premises or in a product, facility, piece of equipment, process or business practice for which the School is responsible, you should immediately bring it to the attention of the Principal or Senior Director of Operations. The School should arrange for the correction of any unsafe condition or concealed danger immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. All employees should familiarize themselves with these rules and guidelines, as strict compliance will be expected. Contact the Principal or Senior Director of Operations for copies of current rules and guidelines. Failure to comply strictly with rules and guidelines regarding health and safety or negligent work performance that endangers health and safety will not be tolerated and may result in disciplinary action, up to and including termination.

Any student, teacher or staff member injury, accident or illness must be reported to the Principal or Senior Director of Operations as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

11.2 SECURITY

You should be alert at all times and should report the presence of any suspicious persons to the Principal, Senior Director of Operations and/or security personnel immediately. You should also maintain in your possession at all times your keys, computer, security passes and identification badge(s). Do not lend these items to anyone who is not authorized to possess them. Similarly, computer passwords, electronic door codes and any other security access information must not be disclosed to anyone who is not authorized to have that information.

11.3 PARKING

Employees are encouraged to use the parking areas designated for School employees. Employee should remember to lock their car every day and park within the specified areas.

Employees should exercise common sense and courtesy to prevent accidents, personal injuries, and damage to their vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have to the Principal or Senior Director of Operations.

The School is not responsible for any loss, theft or damage to your vehicle or any of its contents in the designated parking area(s) or elsewhere.

11.4 POLICY AGAINST WORKPLACE VIOLENCE

The School seeks to provide a safe workplace for employees and to provide a comfortable and secure atmosphere. The School expects all employees to conduct themselves in a non-threatening, non-abusive manner at all times. No direct, conditional or veiled threat of harm to any person or property will be considered acceptable behavior. Acts of violence or intimidation of others will not be tolerated. Any employee who commits or threatens to commit a violent act against any person while on the School's premises or while engaged in the School's activities may be subject to immediate discharge.

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Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on the School's premises, regardless of the relationship between the employee and the parties involved.
- All threats or acts of violence occurring off the School's premises by someone acting as a representative of the School.

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening to harm an individual or his/her family, friends, associates, or property.
- Intentional destruction of, or threatening to destroy, School property.
- Making harassing or threatening phone calls, sending threatening, or harassing emails.
- Harassing surveillance or stalking (following or watching someone).
- Unauthorized possession or use of firearms or weapons in the workplace or while engaged in School business.

School employees share the responsibility to identify and bring a stop to threatening or violent behavior. Any employee who is subjected to or threatened with violence, or who is aware of another individual who has been subjected to or threatened with violence, should immediately report this threat or act to the Principal or Senior Director of Operations or their designee. Employees must assume that any threat is serious. All reports will be carefully investigated and employee confidentiality will be maintained to the fullest extent possible, taking into consideration the need to address the substance of the report.

It is the intent of the School to provide a safe and secure workplace for employees, students and visitors. The School expressly forbids the possession of firearms while on the School's property or while engaged in the School's business. The School has "zero tolerance" for possession of any type of weapon, firearm, explosive, or ammunition.

The possession of firearms on the School's property or while engaged in the School's business may be cause for discipline. In enforcing this policy, the School reserves the right to request inspections of any employee and their personal effects. Any employee who refuses to allow inspection will be subject to the same disciplinary action as being found in possession of firearms.

An employee who witnesses or suspects another individual of violating this policy should immediately report this information to the Principal or Senior Director of Operations or their designee.

In order to ensure the safety and welfare of employees, and other people on the School's property, the School reserves the right, on reasonable suspicion that the School policy is being violated, to conduct searches or inspections of employees and their desks, personal effects, lockers, packages, purses, baggage, and any other property located on the School's premises. Entry on the School's premises by an employee constitutes consent to searches or inspections.

11.5 WEAPONS

The School believes that it is important to establish a clear policy that addresses weapons in the workplace. Specifically, the School prohibits all persons who enter School property from carrying a handgun, firearm, knife, chemical, explosive or detonating device or other weapon of any kind regardless of whether the person is licensed to carry the weapon.

The only exception to this policy will be police officers, security guards or other persons who have been given written consent by the School to carry a weapon on School property. Any employee who violates this policy will be subject to immediate termination.

11.6 CLASSROOM SAFETY

Classrooms and offices present their own safety hazards. Please be sure to:

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- Leave desk, file or cabinet drawers firmly closed when not in use
- Open only a single drawer of a file cabinet at a time
- Arrange the classroom/ office to avoid tripping hazards
- Keep aisles, stairways, exits, electrical panels, fire extinguishers, and doorways clear at all times
- Remember to lift things carefully and to use proper lifting techniques
- Keep your desk and work area neat and orderly at all times
- Do not leave tools, materials, or other objects on the floor which may cause others to trip or fall.
- Place all garbage and waste in the appropriate receptacles and containers
- Report anything that needs repairing or replacing to the Senior Director of Operations or maintenance immediately.

11.7 MANDATORY ABUSE INCIDENT REPORTING POLICY

This Mandatory Abuse Incident Reporting Policy is designed to ensure that all members of the school, report any allegations or reasonable suspicion of any incidents of sexual or physical abuse against students or neglect of students, including abuse and neglect that may take place within students' homes. Most school-based members that come in direct contact with the children to whom the school provides services are legally-mandated reporters for child abuse and neglect. Mandated reporters are not required to be certain that abuse or neglect has occurred in order to make a report.

School employees are required by most state laws to know the procedures for reporting suspected child abuse and/or neglect. State laws require that all professional employees report suspected child abuse to the proper authorities. Failure to do so may result in termination and/or prosecution.

All School employees that come in direct contact with children are required to immediately report directly to their supervisor or the Principal any reasonable suspicion of sexual or physical abuse or neglect of students. The employee must also receive confirmation that his or her supervisor or the Principal has reported the incident to the appropriate authorities. Such confirmation includes the case number, incident number or confirmation number from the State's child protection agency. If the employee's supervisor or the Principal fails to report the incident, State law mandates and School policy requires that the employee report the incident to the proper authorities.

In addition to adhering to State-mandated reporting requirements, the reporter must immediately contact the Executive Director and report the incident through one of the following means:

- Completing the Accident/Incident Report by requesting from the School Senior Director of Operations;

Non-Retaliation

The School prohibits any manager or other employee from retaliating or taking any adverse action against any employee for reporting reasonable suspicion of sexual or physical abuse or neglect.

Penalties for Violations

In addition to applicable criminal or civil penalties, any employee of the School who fails to comply with this policy shall be subject to disciplinary action, up to and including termination of employment. Such discipline may also apply to such actions as requesting others to violate this policy, failing to cooperate with any child abuse investigation or retaliating against an employee for making a report of child abuse.

Employees should also be aware that if, in the judgment of the Principal, they have engaged in abusive or inappropriate conduct directed at a student, the Principal may report the incident to the authorities and implement disciplinary action, up to and including termination

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12. SOCIAL MEDIA POLICY

12.1 POLICY STATEMENT

It is important that The Academy Charter School have sound practices in place to handle situations involving social media. Emerging online collaboration platforms are fundamentally changing the way Schools and individuals communicate, and this policy is designed to offer practical guidance for responsible, constructive communications via social media channels for employees and students.

The same principles and guidelines that apply to the activities of employees and students in general, as found in the Code of Conduct, apply to employee and student activities in social media channels and any other form of online publishing.

The Academy Charter School fully respects the legal rights of our employees and students. Yet, it is important to weigh free speech and privacy rights against inappropriate communications via social media. In general, what you do on your own time is a personal matter. However, activities in or outside of work or School that affect your job or student performance, the performance of others, or the School's interests are a proper focus for School policy.

12.2 DEFINITIONS

1. *Social Media Channels* - Blogs, micro-blogs, wikis, social networks (e.g., Facebook, MySpace, Twitter, LinkedIn, Instagram, Tumblr , Flickr, WhatsApp, SnapChat, Pinterest, Vine), electronic forums (chat rooms), video sharing Web sites (e.g. YouTube), social bookmarking services, user rating services and any other online collaboration, sharing or publishing platform, whether accessed through the web, a mobile device, text messaging, instant messaging, email or any other existing or emerging communications platform.

2. *Social Media Account* – A personalized presence inside a social networking channel, initiated at will by an individual. YouTube, Twitter, Facebook and other social networking channels allow users to sign-up for their own social media account, which they can use to collaborate, interact and share content and status updates. When a user communicates through a social media account, their disclosures are attributed to their User Profile.

3. *Social Media Disclosures* - Blog posts, blog comments, status updates, text messages, posts via email, images, audio recordings, video recordings or any other information made available through a social media channel. Social media disclosures are the actual communications a user distributes through a social media channel, usually by means of their social media account.

4. *External vs. Internal Social Media Channels* – External social media channels are social media services that do not reside at a domain. Internal social media channels are located at an owned domain, require a password to access and are only visible to employees and other approved individuals.

5. *Tweets and Retweets* – A tweet is a 140 character social media disclosure distributed on the Twitter micro-blogging service. Retweets are tweets from one Twitter user that are redistributed by another Twitter user. Retweets are how information propagates on Twitter.

6. *Authorized Personnel* – Includes classroom teachers, counselors, Principals, assistant Principals, Executive Directors, Directors of Operations, coaches and any other employee designated in writing by the Principal or Board of Trustees.

7. *Communicate* - Means to convey information; includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a communication; however, the employee may be subject to the terms of the social media policy. Unsolicited contact from a student through electronic means is not a communication.

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12.3 OBJECTIVES

1. Establish practical, reasonable and enforceable guidelines by which our employees and students can conduct responsible, constructive social media engagement in both official and unofficial capacities.

2. Promote a safe environment for employees and students to communicate information that is not proprietary and outline for employees and students what type of electronic communication is permissible.

3. Prepare our employees and students to utilize social media channels to help each other and the communities we serve.

4. Protect our employees and students from violating Municipal, State or Federal rules, regulations or laws through social media channels.

12.4 GUIDING PRINCIPLES

1. Teachers and other employees are banned from posting photographs of students or listing students as "friends" or "followers" on Social Media Channels and Tweeting or Retweeting to or about students through Social Media Channels. All Social Media Disclosures by employees regarding students on Social Media Channels are prohibited. An employee is not subject to this prohibition to the extent the employee has a pre-existing social or family relationship with the student. For example, an employee may have a pre-existing relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a student who is a member or participant in the same civic, social, recreational, or religious organization.

2. Only a teacher, coach, or other employee who has an extracurricular duty may communicate with students through text messaging. The employee may communicate only with students who participate in the extracurricular activity over which the employee has responsibility.

3. Only those authorized personnel can use social media to speak on behalf of the School, although employees may use social media and Social Media Channels to speak for themselves individually.

4. When you see misrepresentations made about the School by media, analysts, bloggers or other social media users, you may certainly use your blog, social networking account, or someone else's to point that out. But you may only do so if you follow the terms of this policy.

5. Different Social Media Channels have proper and improper uses. For example, members of social networks are expected to read, and when appropriate respond, to questions asked of them from another member of their social network. It is important for employees and students to understand what is recommended, expected and required when they discuss or relate topics, whether at work/School or on their own time. Teachers and other employees may not share information about their students in such instances.

6. Teachers and other employees may not have contact with students outside of School-approved email or a School webpage.

7. Employee communication via School-approved email and webpage shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests).

8. Employees shall not communicate with any student between the hours of 10:30 p.m. and 5:00 a.m., except in the case of an emergency. An employee may, however, make public posts to a social network site, blog, or similar application at any time.

9. Upon request from administration, an employee will provide the phone number(s), social network site(s) via External and Internal Social Media Channels, or other information regarding the method(s) of electronic media the employee uses to communicate with any one or more currently-enrolled students.

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10. Upon written request from a parent, the employee shall discontinue communicating with the parent's minor student through Social Media Channels, whether by email, text messaging, instant messaging, or any other form of one-to-one communication.

11. Employees and students are responsible for making sure that their online activities do not interfere with their fulfilling their job or study requirements or their commitments to the School.

12. An employee may request an exception from one or more of the limitations above by submitting a written request to the Principal or Board of Trustees.

12.5 PERSONAL USE OF SOCIAL MEDIA

As role models for the students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If an employee's use of electronic media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for maintaining privacy settings appropriate to the content.

12.6 ONLINE POSTING POLICY

The School expects all employees to practice high standards of professionalism and personal ethics when utilizing social networking (e.g., Facebook, Twitter, YouTube etc.) or other publicly available (e.g., non-password-protected web-based photo album, personal blog, etc.) websites. Employees are required to follow the guiding principles of the School's Social Media Policy. The School reserves the right to fully investigate any report of an inappropriate online posting.

12.7 COMPUTER, EMAIL, AND INTERNET USAGE

All School-provided equipment and services, including computers, cell phones, fax machines, copiers, email, and internet access are intended solely for School-related purposes and for use by the School employees. Employees of the School shall not use the School equipment or services to transmit, retrieve, reproduce, or store any communications of a defamatory, discriminatory, or harassing nature or materials that are of an obscene or offensive nature. Employees shall not use the School equipment or services to transmit messages with derogatory or inflammatory remarks about an individual or violate the School's policies or procedures. E-mail is not guaranteed to be private or confidential. The School reserves the right to monitor or review any information stored or transmitted on its equipment.

The School offers Internet access to its staff. The primary purpose of providing access to the Internet is to support the School's educational mission. The School expects that the staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The School makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the School's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the School's computer network or stored in the user's directory or on a disk drive. The School reserves the right to examine all data stored involved in the user's use of the School's Internet service, School-owned computers or other hardware.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

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Copyrighted materials belonging to entities other than the School may not be transmitted by employees on the Internet. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the School or legal action by the copyright owner.

The School reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including dismissal for violations of this policy. The School will advise appropriate law enforcement agencies of illegal activities conducted through the School's Internet service. The School also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

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13. SCHOOL PROPERTY

13.1 CONFIDENTIALITY AND WORK PRODUCT

The School has and will develop, compile and own certain confidential information, which has great value to the School's work (referred to collectively as "Confidential Information"). The School may disclose Confidential Information to the staff member in the course of his/her employment or in the process of applying for or commencing employment. Confidential Information includes not only information disclosed by the School but also information developed or learned by a staff member during the course of his employment with the School. Confidential Information is to be broadly defined, and includes all proprietary information which has or could have commercial value or other utility due to its confidentiality in the work in which the School is engaged or contemplates engaging or the unauthorized disclosure of which could be detrimental to the interests of the School, whether or not such information is identified as Confidential Information by the School. Confidential Information includes, but is not limited to, all information concerning databases, source code, object code and other computer programs, products, processes, formulae, trade secrets, innovations, inventions, specifications, data know-how, formats, marketing plans, business plans, strategies, forecasts, unpublished financial statements, budgets, projections, and customer and supplier identities, needs, characteristics and agreements.

Employees agree that at all times during or subsequent to employment, they will hold in trust, keep confidential and not disclose to any third party or make any use of the Confidential Information, except for the benefit of the School and in the course of their employment with the School. Staff members further agree not to cause the transmission, removal or transport of Confidential Information from the School's facilities, without prior written approval of the Principal.

13.2 COPYRIGHTS

Copyrights, payments and/or royalties that occur as a result of a project of any employee or employees of the School remain the property of the School. The Academy Charter Schools may assign copyrights, royalties, or other payments to the author, authors, or project participants.

13.3 BULLETIN BOARDS

Bulletin boards are reserved for the exclusive use of the School for posting work-related notices or notices that must be posted pursuant to local, state and federal law. From time to time, special notices and information for employees will be posted by the School on the bulletin boards. Please check the boards regularly for these notices.

13.4 ELECTRONIC RESOURCES POLICY

In order to ensure that Electronic Resources are used properly by School employees, independent contractors, agents and other users, the School has adopted this Electronic Resources Policy.

"Electronic Resources" refers to the School's computer network, telephone network and related software and hardware. Specifically, Electronic Resources, whether owned or leased, include, but are not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, software, data files and all internal and external computer and communications networks (i.e., internet services and e-mail systems) that may be accessed directly or indirectly from the School's computer network. It also includes all phone systems, telephone units, servers, voicemail systems and cell phones, whether owned or leased. From time to time in this Policy, "Users" refers to all people, whether School employees or otherwise, to whom the School or Little Bird provides Electronic Resources.

The Electronic Resources have been made available to the School for the purpose of carrying on School business. They are the property of the School. For purposes of this policy, these Electronic Resources are referred to, from time to time, as the School's Electronic Resources. Employees are permitted access to the School's Electronic Resources to assist them in the performance of their job responsibilities, subject to their compliance with this Policy. At all times, Users have the responsibility to use the School's Electronic Resources in a professional, ethical and lawful manner. Use of the School's Electronic Resources is a privilege that may be revoked at any time. In addition, violations of this Policy will be taken very seriously and may result in disciplinary action, up to and including termination of employment as well as civil and criminal liability.

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13.5 NO EXPECTATION OF PRIVACY

The Electronic Resources are made available to employees of the School solely to assist them in the performance of their job responsibilities. Users, therefore, should not and do not have an expectation of privacy in anything they create, store, send or receive on or with the School's Electronic Resources. The computer system, phone system and related hardware and software should be used solely for business purposes, except as otherwise expressly stated in this Policy.

13.6 WAIVER OF PRIVACY RIGHTS

By using the School's Electronic Resources, Users expressly waive any right of privacy in anything they create, store, send or receive on the computer system, phone system, over the Internet or any other computer network or with any other Electronic Resources provided by the School or Little Bird. Users consent to allowing personnel of School and/or Little Bird or their authorized and designated agents, to access and review all files, attachments, websites, e-mails, voicemails or any other transmissions or materials that they or others create, store, send or receive on the computer, over the Internet or any other School computer network, phone network or equipment. Users understand and agree that the School or Little Bird may use human or automated means to monitor the use of the Electronic Resources.

13.7 PROHIBITED ACTIVITIES

13.7.1 Prohibited Uses

The School's Electronic Resources are to be used by employees for business purposes and may not be used for dissemination or storage of commercial or personal advertisements, solicitations, gambling, internet shopping, video or music streaming, online dating, promotions, destructive programs (i.e., viruses or self-replicating code), political material or any other unauthorized use.

Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise unlawful or inappropriate may not be sent by e-mail or other forms of electronic communication (such as IM, newsgroups, chat groups, web browsers or blogs) or accessed, displayed or stored on School computers. Employees encountering or receiving this kind of material should immediately report the incident to the Principal, Senior Director of Operations or to the Little Bird Human Resources Department.

Electronic Resources must be used in a manner that does not violate the Family Education Rights and Privacy Act that the School is bound to follow.

13.7.2 Misuse of Software

Without prior written authorization from the School, users may not do any of the following: (1) copy School, Little Bird or third-party software for use on their home computers; (2) provide copies of software to any independent contractor or to any other third party; (3) modify, revise, transform, recast or adapt any software; (4) reverse-engineer, disassemble or decompile any software; (5) download from the Internet or otherwise install software on their School workstation, desktop or laptop computer, School-provided cell phone, blackberry or other device. Employees who become aware of any misuse of software or violation of copyright law should immediately report the incident to their supervisor. All software must be loaded by the IT department and must be for business purposes only.

13.7.3 Communication of Trade Secrets

Sending, transmitting or otherwise disseminating proprietary data, trade secrets or other confidential information of the School or its students and/or of Little Bird, its clients or vendors is strictly prohibited. Unauthorized dissemination of this information may result in disciplinary action being taken, up to and including termination of employment, in addition to substantial civil liability as well as severe criminal penalties under the Economic Espionage Act of 1996.

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13.8 PASSWORDS

13.8.1 Responsibility for Passwords

Users are responsible for safeguarding their passwords for access to any Electronic Resources. Individual passwords should not be printed, stored online or given to others. Users are responsible for all transactions made using their passwords. No User is permitted to access any Electronic Resources with another User's password or account.

13.8.2 Passwords Do Not Imply Privacy

The use of passwords to gain access to Electronic Resources or to encode particular files or messages does not imply that Users have an expectation of privacy in the material that they create, transmit or receive on these Electronic Resources. The network provider has access to all material stored on its Electronic Resources regardless of whether that material has been encoded with a particular user's password.

13.9 SECURITY

13.9.1 Accessing Other Users' Files

Users may not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. Ability to read, alter or copy a file belonging to another User does not imply permission to read, alter or copy that file. Users may not use the School's Electronic Resources to "snoop" or pry into the affairs of other Users by unnecessarily reviewing their files and/or e-mail.

13.9.2 Accessing Other Computers and Networks

A user's ability to connect to other computer systems through the network, VPN or otherwise does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems.

13.9.3 Security

Users may not attempt to circumvent the School's or Little Bird's data protection measures or to uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files or directories. Users who engage in this type of activity may be subject to immediate termination.

13.9.4 Portable Storage Devices

Portable storage devices (i.e., flash drives, zip drives, iPods or other storage devices) can be used for business purposes only and under the following conditions. Documents stored on a portable storage device should be copies of documents that exist in other locations on the School's network. Nothing should exist solely on a portable storage device.

Social security numbers, pay data and other confidential personnel information, health records (or any information that would violate HIPPA), student records and/or trade secrets or other confidential information relating to either the School or Little Bird must never be transported or saved on a portable storage device.

Vendors and visitors may not use a flash drive or other portable storage device on any School or Little Bird network computer.

If you lose a portable storage device containing School or Little Bird information, you should notify your supervisor immediately.

13.10 VIRUSES

13.10.1 Virus Detection

Viruses can cause substantial damage to computer systems. Each user is responsible for taking reasonable precautions to ensure that he or she does not introduce viruses to the network. To that end, all material received on flash drives,

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downloaded from the Internet or from computers or networks that do not belong to the School or Little Bird must be scanned for viruses and other destructive programs before being placed onto the computer system.

13.10.2 Accessing the Internet

To ensure security and avoid the spread of viruses, Users accessing the Internet through a computer attached to the School or Little Bird network must do so through an approved internet firewall.

13.11 ENCRYPTION SOFTWARE

13.11.1 Use of Encryption Software

Users may not install or use encryption software on any computers provided by the School without first obtaining written permission from the School or the Little Bird IT Department. Users may not use passwords or encryption keys that are unknown to the School or the IT Department.

13.11.2 Export Restrictions

The federal government has imposed restrictions on export of programs or files containing encryption technology (such as e-mail programs that permit encryption of messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside of the United States without prior written authorization from the IT Department.

13.12 E-MAIL

13.12.1 E-mail Usage

The School considers email to be any technology used to transfer business messages. Thus, for purposes of this policy, "email" may include text messages, instant messages and e-mail transmitted from smart phones or similar devices. Users are responsible for conducting themselves in an ethical and lawful manner when using e-mail. When creating e- mail messages, the School expects you to follow the same standards required in all written School-related communications.

As with all other School Electronic Resources, the e-mail systems, including the software, servers, work stations, School supplied smart phones or other portable devices, and all e-mail accounts maintained on the School's or Little Bird computer systems are the sole property of the School and/or Little Bird, and are provided solely for the purpose of conducting School-related business. The School and Little Bird retain the right to access, monitor, intercept, review and copy any and all e-mail messages composed, transmitted, received or stored with or on School Electronic Resources and a User's use of School Electronic Resources constitutes consent to such. Users, therefore, have no expectation of any right of privacy in their use of the School's e-mail systems.

Users must understand that e-mail access is provided for the purpose of increasing productivity and not for non- business-related activities. That means that the School expects you to use your e-mail account primarily for business- related purposes, i.e., to communicate with co-workers, and parents, to research relevant topics and to obtain useful information relevant to your work at the School. Whenever possible, non-business-related use should be limited to employee meal and break periods. Excessive use of e-mail for personal purposes or personal usage that interferes with the performance of your work or the work of other employees may subject you to discipline, up to and including termination. The following are specific provisions regarding prohibited and authorized use of your School e-mail account:

13.12.2 Prohibited Uses

Below are some examples of the uses that are prohibited under the e-mail usage policy. This is not intended to be an exhaustive list and employees are asked to use their best judgment when using the School's e-mail services. Users shall not use the School's e-mail services to create, view, save, receive or send material related to the following:

- Creating, exchanging or storing offensive, sexually explicit, profane or obscene messages of any kind, including, but not limited to, pornographic material.

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- Creating, exchanging or storing e-mail that promotes discrimination or may be harassing or offensive on the basis of race, gender, national origin, age, marital status, sexual orientation, religion, disability or any other category protected by law.

- Creating, exchanging or storing e-mail that contains a threatening or violent message or is intimidating or defamatory.

- Creating, exchanging or storing e-mail that is fraudulent.

- Exchanging proprietary information, trade secrets or other confidential information, including, but not limited to, confidential student or personnel information, to anyone not affiliated with the School or Little Bird or with employees who do not have the authority or need to see or receive such information.

- Creating, forwarding or exchanging SPAM, chain letters, solicitations or advertising.

- Users may not, under any circumstances, use “spoofing” or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards, newsgroups or chat groups. Without express permission of their supervisors, Users may not send unsolicited (“spamming”) e-mails to persons with whom they do not have a prior relationship or bona fide business purpose.

- Altering a message from another user without their permission.

- Improperly using someone else's e-mail account as your own.

- Opening e-mail from an unknown source without performing a virus scan.

- Creating, exchanging or storing e-mail containing material protected under copyright laws.

- Forwarding your School e-mail to your personal internet account (e.g., Yahoo or Hotmail) for usage outside of the School. E-mail can be accessed via the School’s webmail account and can be forwarded to authorized users.

- Do not bcc parties. In the spirit of transparency and openness, it is the School’s policy not to use the bcc function.

13.13 GUIDELINES FOR AUTHORIZED USE

- Passwords are your best defense against unauthorized use of your e-mail account. Do not compromise your account by giving your password to others or displaying it in public view.

- Users must also understand that any connection to e-mail offers an opportunity for non-authorized users to view or access School or Little Bird information. Therefore, it is important that all connections be secure, controlled and monitored.

- Long-term message retention is important only if it is relevant for business or legal purposes. If you desire to keep less important messages for longer than ninety days, please archive the e-mail to your allotted server storage space. The e-mail system is designed to delete messages older than ninety days.

- Avoid sending School-wide messages. E-mail “blasting" can cause a system to slow down and affect performance. If you have a School-wide message to deliver, you should send it to your Principal or his or her authorized designee who has access to the "all School" e-mail grouping.

- There are very few instances that require you to “reply all.” Respond only to the parties who require your response.

- Large e-mail attachments can drastically slow system performance. Attachments that exceed 20 MB in size will be removed by the server and not sent.

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- Users should take care in addressing e-mail messages so that they reach the desired recipient. Also, spelling and grammar should be checked by the e-mail sender before sending the message.

- Subscribing to distribution lists and other forms of e-mail subscription services related to your job function is allowed. If the service does not pertain to your job function seek approval from y the Principal before signing up.

- E-mail use must not interfere with the performance of your work responsibilities. It is a tool that should enhance productivity, not reduce it.

- Only cc those parties who truly need to be on the e-mail. A cc can shame the recipient even if that was not the intent.

13.13.1 E-mail Disposal

Unless directed to the contrary by your supervisor or the Principal, employees should discard inactive e-mail after ninety days. Information subject to federal and/or state laws and regulations governing mandatory retention of records and electronic communication may require you to maintain certain files or documents for a specified period of time. It is the employee's responsibility to know which records are subject to these conditions and to comply with these laws and regulations.

13.13.2 Drafting E-mails

Because they may appear informal, e-mail messages are sometimes treated like a conversation and are not as carefully thought out as a letter or memorandum. Like any other written document, an e-mail message can later be used to indicate what an employee knew or felt. You should keep this in mind when creating e-mail messages and other documents. Even after you delete an e-mail message or close a computer session, it is still be recoverable and may remain on the system.

13.13.3 Privileged Attorney-Client Communications

Confidential e-mail sent from or to in-house counsel or an attorney representing the School or Little Bird should include this warning header on each page: "The information contained in this e-mail has been sent by or to an attorney and may be confidential and/or legally privileged. It has been sent for the sole use of the intended recipient(s). If the reader of this message is not an intended recipient, you are hereby notified that any unauthorized review, use, disclosure, dissemination, distribution or copying of this communication or any of its contents is strictly prohibited. If you have received this communication in error, please contact the sender by reply e-mail and destroy all copies of the original message.

13.14 MISCELLANEOUS

Disclaimer for Liability for Use of the Internet: Neither the School nor Little Bird is responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information, some of which include offensive, sexually explicit and inappropriate material. Users accessing the Internet do so at their own risk.

Compliance with Applicable Laws and Licenses: In their use of the School's Electronic Resources, users must comply with all software licenses/copyrights and all other state, federal and international laws governing intellectual property and online activities. Users should not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files and downloaded information) through the e-mail system or by any other means unless they have confirmed in advance from appropriate sources that the School has the right to copy or distribute such material. Failure to observe a copyright may result in disciplinary action by the School as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the Principal, Senior Director of Operations or the Little Bird Human Resources Department.

No Additional Rights: This Policy is not intended to and does not grant users any contractual rights.

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13.15 VOICEMAIL

The School's phone and voicemail system are part of its Electronic Resources and their usage is subject to the Electronic Resources Policy set forth in this Handbook. Thus, these systems and the messages transmitted and stored on them are and remain at all times the property of the School and/or the provider of the system. As a result, voicemail messages are readily accessible to numerous persons. If, during the course of your employment, you transmit or record a message on the School's voicemail system, your messages may be subject to the investigation, search and review by others in accordance with this Policy. While the School respects the individual privacy of its employees, that privacy does not extend to an employee's work-related conduct or to any use of its technical resources, such as the voicemail system, regardless of purpose.

In your outgoing voicemail message you should state your name, title and the name of the School and indicate that you will return the call, but you may not include any personal message.

13.16 USE OFEQUIPMENT

The School believes strongly in providing staff with all of the tools that are needed to succeed. For employees, this means that the School will equip employees with a computer, a desk and other materials, as the School deems necessary. All School property including desks, storage areas, work areas, lockers, file cabinets, credenzas, computer systems, office telephones, cellular telephones, modems, facsimile machines, duplicating machines and vehicles is provided for School business use. All materials and equipment provided to the employee by the School are intended for School-related use only and are the property of the School. Except for items clearly intended for staff to use off- premises such as laptop computers, all the School's equipment, materials, and supplies should never leave the School's premises for employee use without the permission of the Principal or his/her designee.

The School reserves the right, at all times and without prior notice, to inspect and search any and all of its property for the purpose of retrieving or protecting its property, for determining whether any policy of the School has been violated, when an inspection and investigation is necessary to promote safety in the workplace or compliance with state and federal laws, or for any other legitimate business interest. These inspections may be conducted during or after business hours and in the presence or absence of the employee. By using the School's property, users expressly waive any right of privacy in anything they create, store, send, receive or maintain in School property, including, but not limited to, desks, storage areas, work areas, lockers, and file cabinets, facsimile and duplicating machines, vehicles and Electronic Resources.

Employees are expected to properly use and maintain in good working order all School property and equipment made available to them to perform their jobs. Employees who lose, steal or misuse the School's property may be personally liable for replacing or fixing the item and may be subject to disciplinary action, up to and including termination of employment.

Employees must strictly limit the use of the School's equipment for non-work-related purposes and such use may not interfere with an employee's duties and responsibilities or violate the School's policies.

In addition, in order to ensure the safety and security of staff and students, and to protect its legitimate interests, including, but not limited to, its interest in protecting confidential student and medical information, the School reserves the right to question, inspect or search any staff member or other individual entering or leaving the School premises or while on School premises, including any bags, briefcases, carrying cases or other items that they may be carrying. Please refer to the School's safety and security policies for moredetail.

Employees have no right of privacy as to any information or files maintained in or on the School's property or transmitted through the School networks. For purposes of inspecting, investigating or searching employees' files or documents, the School may override any applicable passwords, codes or locks in accordance with the best interests of the School, its employees, students, guests or visitors. All bills and other documentation related to the use of the School's equipment or property are the property of the School and may be reviewed and used for purposes that the School considers appropriate.

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Employees may access only files or documents that they have permission to access. Unauthorized review, duplication, dissemination, removal, damage or alteration of files or other property of the School or the improper use of information obtained by unauthorized means may be grounds for disciplinary action, up to and including termination.

13.17 CARE OF EQUIPMENT

It is understood that accidents happen, but employees are encouraged to take the best possible care of all the School's property. Whenever equipment or materials are damaged or malfunction, employees should notify the Senior Director of Operations or his/her designee immediately so that the School can address the problem quickly. All items and services purchased through the School remain the property of the School.

Staff must sign an "Acknowledgement of Receipt and Condition" for equipment intended for use off-premises when they first take possession of a piece of equipment and when they return it. The School may request that staff members return a piece of equipment or submit a piece of equipment for inspection.

13.18 USE OF STATIONERY AND MAIL SERVICES

All engraved or printed School stationery, envelopes and other work materials are for the School's business only. These materials may not be used for personal correspondence or non-business-related matters. When signing business letters on the School's letterhead, the employee's name and title or position must be used.

Employees are requested not to send or receive personal mail or packages using the School's mail services. Employees will be asked to reimburse the cost of postage for non-business-related materials sent through the School's mail services.

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14. SCHOOL COMMUNICATIONS

14.1 COMMUNICATION

The School believes communications are essential for successful work relationships and environment. Not only do you need to stay aware of changes in procedures, policies and general information, you also need to communicate your ideas, suggestions, personal goals or problems as they affect your work.

In addition to the exchanges of information and expressions of ideas and attitudes which occur daily, make certain you are aware of and utilize all the School' s methods of communication, including this Manual, discussions with supervisor, memoranda, staff meetings, newsletters, training sessions, and School e-mail, intranet, and employee portal.

You will receive other communication, such as your newsletters and articles, from time to time. We encourage you to share this information with your family and friends if needed.

In addition, you may receive letters from the School. There is no regular schedule for distribution of this information. The function of each letter is to provide you and your family with interesting news and helpful information which will keep you up-to-date on the events here at the School.

14.2 MEDIA AND PUBLIC RELATIONS

Employees may respond to inquiries from the media on the subject matter and only then in strict compliance with media policies set by The Academy Charter Schools in consultation with the Principal. Calls responding to a press release should be forwarded to the contact person listed on the press release. General questions of The Academy Charter Schools' services may be directed to the appropriate department head. Inquiries regarding any incident or other news report should be referred to the office of the Principal or his/her designee.

14.3 PERSONNEL INQUIRIES

No one in the School other than The Academy Charter Schools Board, the School Principal, the Director of Operation or his/her designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of the School.

14.4 GIFTS AND GRATUITIES

Employees of The Academy Charter Schools are prohibited from accepting gifts, money or gratuities in any form from persons receiving benefits or services from the School or from persons performing services under contract to the organization, or otherwise in a position to benefit from an employee action.

If speeches or any consulting services are given by an employee as a representative of The Academy Charter Schools, such donations shall be the property of the organization.

14.5 SOLCITATION

The School has established rules applicable to all employees to govern solicitation and distribution of written material during working time as well as entry onto the premises and work areas. All employees are expected to comply strictly with these rules.

1. No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom the solicitation is directed; and
2. No employee shall distribute or circulate any written or printed material in work areas at any time during his or her working time or during the working time of the employee or employees at whom the distribution is directed.

As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for the School. This excludes meal or other breaks, rest periods or other times during a shift when an employee is not engaged in performing services for the School.

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In addition, the School's Electronic Resources (including computer systems, the School's Intranet, e-mail, phone systems, voicemail, cell phones and blackberries, shall not be used for personal gain or advancement of individual views. Utilization of e-mail or other School-provided Electronic Resources for purposes of non-business solicitation or for personal gain or the promotion of events and causes is likewise prohibited.

14.6 BAN ON ACCEPTANCE OF GIFTS

School employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars annually—including but not limited to money, goods, food, entertainment, or services—directly or indirectly from: 1) individuals, Schools, or companies serving as vendors or potential vendors for the School; 2) elected officials or their representatives; 3) candidates for public office or their representatives; or 4) political party officials or their representatives. Exceptions may be made by the Principal or his/her designee, including instances where such gifts intended for and will be used by the School. Offers of such gifts are in excess of fifty dollars, even when refused, must be communicated immediately by the employee receiving such an offer to the Principal or his/her designee. Gifts received from students and parents as a show of gratitude should in no way impact or influence your responsibilities as a professional and decision making.

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15. SEPARATION

Except as otherwise specifically provided in a contractual employee's offer letter, all employees serve at the will of the Board of Trustees and their designee. The decision to terminate an employee is vested with the School. An employee may be terminated at any time for any or no reason, with or without "cause."

For purposes of these policies and procedures, each of the following constitutes "cause" for termination of employment:

- Violation of the School's policies or procedures or safety rules from time to time in effect;
- Use of corporal punishment;
- Use or sale of narcotics;
- Poor performance;
- Excessive absence;
- Excessive lateness;
- Intoxication; theft or dishonesty;
- Misuse of technology;
- Fighting;
- Abusive or foul language;
- Insubordination;
- Unauthorized possession, use or sale of alcohol or controlled substances on work premises or during working hours;
- Unauthorized possession, use or sale of weapons, firearms or explosives on work premises;
- Physical or sexual harassment or demeaning conduct or attitude towards a student, an employee, a visitor, or a vendor; or
- Any other conduct deemed inappropriate by the employee's manager.

These examples are not exclusive. Discharge decisions for "cause" will be based on an assessment of all relevant factors. An employee who is terminated or who resigns is not entitled to compensation for any unused vacation days.

Employees should remember that the School is free to terminate an employee's employment at any time for any reason or no reason. The behavior listed above illustrates the type of conduct which may result in disciplinary action, up to and including termination. The list is not meant to be all inclusive, nor is it intended to limit the authority and right of the School to take whatever action it deems in its sole discretion to be appropriate. No contract of employment is created by this policy.

15.1 RESIGNATION

The School will consider you to have voluntarily terminated your employment if you do any of the following:

- Resign
- Fail to return from an approved leave of absence on the date specified by the School, without communicating with the School regarding a legitimate need for additional leave
- Fail to report to work or call in for three (3) or more consecutive workdays.

To minimize disruption to the educational environment of our students, the School asks that you give at least two (2) weeks' notice in the event of your resignation. Any accrued but unused vacation time will be paid out following employment termination, provided the employee (i) is not terminated for cause and (ii) the employee submits a letter of resignation to the School.

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15.2 PHASING-OUT AND ELIMINATION OF POSITIONS

We carefully create positions for the School. From time to time, it may be necessary to phase out or eliminate certain positions previously held established within the School.

15.3 EXIT INTERVIEWS

Any employee who separates from the School will be asked to participate in an exit interview with the Principal. The exit interview is used to collect feedback about the employee's employment with the School and any other information that the employee thinks that the School should know. This feedback will help the School maintain successful policies and practices and focus on areas that need improvement.

15.4 RETURN OF OFFICE MATERIALS

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, computer, cell phone, parking permit, and School-owned materials and supplies in such employee's possession to the Principal or his/her designee. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists or other similar information, may be taken by such employee without the express written permission of the Principal or his/her designee.

15.5 ENTITLEMENT PAY DUE TO SEPARATION OF EMPLOYMENT

If at any point during the school year an instructional employee separates for any reason, an entitlement pay will be completed in order to reconcile the employee's compensation for the academic year. The intent of this provision is to align the percentage of the annual working days actually worked by the instructional employee with the percentage of the employee's annual salary actually received by the employee. The employee's final paycheck will include the balance of monies owed to the employee in accordance with the school academic calendar. However, in the event that the calculation results in the employee owing money to the school, the employee will be required to repay any overpayment that has been made to them. Pursuant to Section 103 of the New York Labor Law, refusal to repay any outstanding balance due will not result in disciplinary or retaliatory action by the school, however, if the employee does not repay these amounts the school would be within its legal rights to file a legal claim to recover the owed funds.

For the purpose of this calculation, any used sick and personal days provided by the school, will be counted as days worked by the employee. Days exhausted by an employee will count as non-worked days for the purpose of this calculation.

For information regarding the calculation of entitlement pay, please contact the Senior Director of Operations

15.6 TERMINATION OF BENEFITS

Benefits including (but not limited to) medical, pharmaceutical, vision and dental insurance will terminate at the end of the month, following an employee's last physical day of work. Employees will receive a COBRA package in the mail regarding their eligibility to extend health insurance coverage for an additional 18 months beyond the last day of coverage. Should an instructional staff decide to tender resignation during the summer months, the resignation will actually be effective as of the last date of the prior school year. Upon termination, employees are eligible to remain on the plan under COBRA coverage beginning 7/1 of the year in which they resign, and any back premiums are due to keep coverage in-force. COBRA payment will be the staff members responsibility.

An employee must notify the School Senior Director of Operations immediately once their intent to terminate employment is clear so that the appropriate and legally required COBRA continuation paperwork is provided.

15.7 CONTINUANCE OF HEALTH INSURANCE UNDER COBRA

Under the Consolidated Omnibus Budget Reconciliation Act of 1985, better known as COBRA, and New York State law if an employee terminates employment with the School, the employee is entitled to continue participating in the School's group health plan for a prescribed period of time, usually 18 months. In certain circumstances, such an employee's

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divorce or death, the length of coverage period may be longer for qualified dependents. COBRA coverage is not extended to employees terminated for gross misconduct.

If a former employee chooses to continue group benefits under COBRA, the employee must pay the entire cost of the applicable premium plus a 2% administrative fee. Coverage will cease if the former employee fails to make premium payments as scheduled, becomes covered by another group plan that does not exclude pre-existing conditions, or becomes eligible for Medicare. Former employees and dependents who are eligible for COBRA will receive information on their right to elect coverage.

For detailed information or questions on COBRA, please contact the Little Bird Human Resources Department.

15.8 REEMPLOYMENT

Depending on the circumstances, the School may consider a former employee for re-employment. Such applicants are subject to the School's usual pre-employment procedures. To be considered, an applicant must have been in good standing at the time of his or her previous termination of employment with the School.

15.9 POST-EMPLOYMENT INQUIRIES

The School does not respond to oral requests for references. In the event your employment with the School is terminated, either voluntarily or involuntarily, the School will provide only dates of employment, job titles and compensation in response to a written request. Your supervisor may be able to provide a reference to potential employers only if you have completed and signed a release form.

As an employee of the School, do not under any circumstances respond to any requests for information regarding another employee unless it is part of your assigned job responsibilities. If it is not, please forward the information request to your supervisor.

15.10 UNEMPLOYMENT COMPENSATION

The School is responsible for Unemployment Compensation as required by the reimbursement provisions for not-for-profit organizations in the State of New York. An employee should contact their local Unemployment Insurance Division to determine eligibility for unemployment benefits.

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16. SUMMARY

This handbook is a general guide to the employment policies of the School. Neither this manual, nor any benefit plan, is intended to create a contract for any purpose or duration, express or implied. This Handbook is not intended to guarantee employment or any particular conditions of employment, for a fixed period of time otherwise, or to restrict the right of the School, or the right of any employee, to terminate the employment relationship, at any time, for any reason or for no reason. No administrator, manager or supervisor has the authority to enter into a contract of employment with you – express or implied – that changes or alters the at-will employment relationship. Only the Principal, as a designee of the Board of Trustees, has the authority to enter into an employment agreement that alters the at-will employment relationship and any such agreement must be in writing and signed by the Principal or his/her designee.

Benefit plans offered by the School are defined in legal documents such as insurance contracts and/or Summary Plan Descriptions (SPDs). If you enroll in benefits and a question arises about the nature and extent of plan benefits or there is a conflict in language, the formal language of the plan documents (or, where applicable, state and local laws and regulations) govern and not the informal wording of this Handbook.

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ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE MANUAL

I have received a copy of the School's Employee Manual.

I acknowledge my obligation to read and understand its contents.

I understand that it is my responsibility to acquaint myself with the contents of this Manual, that this Handbook is not a contract of employment for any purpose or for any specified duration and that my employment with the School is "at-will," meaning that either the School or I may terminate my employment at any time, with or without notice and with or without reason, unless I have a written contract signed by the Board of Trustees or their designee. I further understand that no other communication from the School shall constitute a contract of employment for any specified duration or alter the "at-will" nature of employment. I hereby agree to abide by the rules, regulations and policies of the School.

This Handbook supersedes any previous employee manuals or handbooks that may have been issued by the School.

I agree to comply with all School policies and procedures contained within this Manual.

I acknowledge receipt of the Code of Ethics, the Conflicts of Interest Policy and the Whisteblower Policy.

I understand and acknowledge that I have read and am required to read and agree to comply with the School's Anti-Harassment Policy, the School's Policy Against Sexual Harassment and the School's Complaint Procedure.

If any term or provision or portion of this Manual is declared void or unenforceable it shall be severed and the remainder of this Manual shall be enforceable.

I further understand that nothing in the Employee Manual creates or is intended to create a promise or representation of continued employment with the School, and that my employment, position, and compensation with the School are at-will, and may be changed or terminated at the will of the School. I understand that I have the right to terminate my employment at any time, with or without cause or notice, and that the School has a similar right.

I understand and acknowledge that, if I have any questions concerning this Manual or do not understand any of its contents, I should contact the Senior Director of Operations.

_____ _____

Employee Name (Print) Employee Signature

_____

Date

Employee Note: You are required to sign this form and return it to the School's operations associate. If you are reviewing this Manual via the Internet, please print this page, sign and date it, and return it to the Director of Operations.

Thank you.

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Request 13

13(a) Partner Organizations

This request is not applicable.

Request 13

13(b) Partner Commitments

This request is not applicable.

Request 14

14(a) Board Members

Board Recruitment and Selection

Trustees to The Academy Charter School are recruited and selected based on multiple factors and criteria.

Board recruitment criteria may include the following:

1. Filling a board vacancy
2. Improving board balance, especially with respect to expertise
3. Increase board capacity, especially with respect to fundraising and community engagement

Trustee selection criteria include the following:

1. Mission alignment
2. Capacity and expertise to further committee work
3. Ability to leverage resources in support of Academy goals

Whereas these criteria for recruitment and selection are succinct, they do accurately reflect conditions when boards of trustees are either well set for success or about to face serious challenge. Trustees are vitally important contributors for the vision, stewardship, tenacity and integrity. We seek evidence of all these qualities in the run up to a partnership. The board's executive committee has historically assumed responsibility for confirming new trustees. Usually, with circumstances being favorable, the time from first contact to onboarding can take several months.

Board Expertise and Experience

The education corporation board of trustees comprises committed professionals, parents and experts in the fields of finance, law, school oversight, board governance, community relations and education administration. Several of our trustees have sustained relationships with The Academy since our inception over a decade ago. We continue to lean on the expertise of our former board chairperson and founder Bishop Barrington Goldson who brings organizational leadership, management, finance and community relations experience to our efforts. Bishop Goldson always brings an indefatigable energy in pursuit of ways to improve educational outcomes for children and operational effectiveness for the organization.

This past year, the education corporation elected Robert Stewart to chair the board. Trustee Stewart, currently serving as Chief Operations Officer for Calvary Tabernacle provides the board with vital insights and understands around operations, logistics, organizational planning, intra-organizational communication and messaging. Each of these skill sets have been pivotal in shaping the identity of the education corporation, and building systems of accountability to

inform the work of our Shared Services Team. In addition, Trustee Stewart incorporates deep personal knowledge of The Academy as a parent and a trustee with institutional memory that dates to our founding.

Board Planning and System Processes

Beyond unique individual leadership, our trustees have also encouraged the evolution of the education corporation through the thoughtful adoption of research-based, verifiable and replicable practices that set benchmarks and drive accountability for school leaders and the Shared Services Team supporting each Academy charter school. In planning to launch a charter school in Wyandanch, our trustees gathered at the Academy annual retreat, and set out the essential characteristics of the living organization. Trustees led small group discussions with school instructional and operations leaders, SST members and external experts for the purpose of distilling institutional drivers of quality that have emerged organically within the education corporation. Qualitative insights gathered by the board of trustees were subsequently married to the quantitative evaluation of launch viability by the SST and selected trustees ahead of larger discussions with the full board.

Engaging Parents and the Community in Governance

Two vacant positions to be filled at The Academy Charter School Wyandanch are for PTO Representative and Community Representative. Both positions established in the Bylaws provide vital stakeholders an opportunity to participate in governance of the school and the education corporation. Historically, parents and community leaders have been pivotal resources for the education corporation in anticipating and fully serving the needs of our respective communities. Long Island, generally, and Suffolk County communities like Wyandanch are undergoing tremendous shifts in demography and resource needs. The education corporation will continue to engage parents and community leaders directly through the board mechanism, as well as through direct engagement on campus and in the Wyandanch community through the opening of the school and throughout our initial charter term. The parent representative will be elected by a representative body of parents or guardians of children enrolled at TACS Wyandanch. The community leader representative will be appointed, subsequent to a recommendation by a sub-committee of the board of trustees following a period of application solicitation and review. The board of trustees, or their designees will draft a general description of the role and begin the review of candidates prior to the opening of school in August 2022. A candidate will be recommended to the board of trustees within 60-90 days.

Academy Charter School
School-based Governance Model

Trustees Name	Position on the Board (Officer) or Constituent Representative)	Committee Affiliations (if any)	Expertise and/or Role at School (Parent, Staff, Etc.)	Voting	Ex Officio

Response R-14ad – Governance
The Academy Charter School Wyandanch

Robert Stewart	Chairperson	Executive, Finance, Academic	Finance, Governance	Voting	No
Dawn West-Bloise	Vice-Chair	Executive, Finance and Asset Acquisition	Finance	Voting	No
Dale James	Treasurer	Executive, Finance	Finance, Strategic Planning	Voting	No
Beth McKenzie	Secretary	Executive, Community Relations	Community Relations, Academics	Voting	No
Dr. Roger Ball	Member	Academic	Academics	Voting	No
Carol Beckles	Member	People & Legal	Governance	Voting	No
Dorothy Burton, Esq.	Member	Governance, Grievance	Legal	Voting	No
Peter J. Goodman, Esq.	Member	Fundraising, Community Relations	Legal	Voting	No
Marie Graham, Esq., CPA	Member	Academic, Personnel	Legal, Finance	Voting	No
Roderick Roberts	Member	Fundraising, Community Relations	Community Relations	Voting	No
Stephen Rowley	Member	Governance, Grievance, Compliance	Finance	Voting	No
Barrington F.H. Goldson	*Emeritus*	Fundraising, Community Relations	Governance, Strategic Planning	Non-Voting	No
PTO Representative	Constituent Representative		Community Relations, School Operations	Non-Voting	Yes
Community Leader	Constituent Representative		Community Relations	Non-Voting	Yes

14(b) Ed Corp Board Roles and Responsibilities

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School Uniondale 2017 Charter Replication Application.

File Reference: Response R-13a, Responsibilities of the Board of Trustees, pgs. 1 – 2.

14(c) Education Corporation Board Design

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School Uniondale 2017 Charter Replication Application.

File Reference: Response R-13b, Education Corporation Board Design, pgs. 2 – 6.

14(d) Stakeholder Participation

The materials are incorporated by reference.

Document Reference: Please see The Academy Charter School Uniondale 2017 Charter Replication Application.

File Reference: Response R-13c, Stakeholder Participation, pgs. 6 – 8.

Request 14

14(e) Bylaws

BYLAWS
THE ACADEMY CHARTER SCHOOL WYANDANCH

ARTICLE I
Purposes
Section 1. Purpose. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c) 3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the Code"), including, but without limitation thereon: (a) to operate a public charter school in Wyandanch, New York pursuant to a charter agreement between the Corporation, and the Board of Trustees of the State University of New York; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income therefrom or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of New York.

Name and Office
Section 1. Name. This corporation is an education corporation and shall be known as **THE ACADEMY CHARTER SCHOOL WYANDANCH**, herein referred to as "THE ACADEMY CHARTER SCHOOL."

Section 2. Office. THE ACADEMY CHARTER SCHOOL shall have its principal office in the Hamlet of Wyandanch, State of New York and shall be deemed, for the purposes of venue in civil actions, to be an inhabitant and a resident thereof.

ARTICLE II
Board of Trustees
Section 1. Authority. The business and affairs of THE ACADEMY CHARTER SCHOOL shall be managed and controlled under the general direction of the Board of Trustees of THE ACADEMY CHARTER SCHOOL (the "Board of Trustees" and each member thereof, a "Trustee") in accordance with the purposes and limitations set forth herein and in the Charter, dated as of 5/12/09 between THE ACADEMY CHARTER SCHOOL and the Board of Regents of the State of New York.
Section 2. Powers. The Board of Trustees of THE ACADEMY CHARTER SCHOOL shall:

a) The business, affairs and property of the education corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by the board, except as others provided by law, the Articles of Incorporation or these bylaws. The board may delegate the management of the activities of the corporation to others, so long as the affairs of the corporation are managed, and its powers are exercised, under the Board's ultimate direction and control.
b) Formulate the general policy to be followed in the management of the affairs, property and business of THE ACADEMY CHARTER SCHOOL.
c) Create such special committees, from time to time, as may be deemed desirable by the Board of Trustees. The Chairperson of the Board of Trustees shall appoint the members of such committees.
d) Remove a Trustee for cause by a majority vote of the Board of Trustees.
e) All powers exercised by the Board of Trustees shall be consistent with the objectives and purposes for which THE ACADEMY CHARTER SCHOOL is formed and the provisions of Section 501(c)(3) of the Internal Revenue Code.

Section 3. Composition. In general, board members should be individuals of high moral character, demonstrate an interest in the welfare of children and be committed to improving education in the community. All board members must be committed to dedicating the necessary time and energy to ensure the effective and smooth operation of the school.

The Board of Trustees shall have the following members: (i) at least one educator with classroom and/or administration experience; (ii) at least one parent or guardian of a child attending the school (i.e. PTO President); (iii) at least one business leader with experience either in the for-profit or not-for-profit sector; (iv) at least one community leader; and (v) any other person over the age of 18 who lives in the community that can demonstrate knowledge of educational issues affecting the school's community. The members of the Board of Trustees shall have experience that demonstrates the following areas of expertise; (i) public relations; (ii) human resources; (iii) financial; (iv) fundraising; (v) legal; (vi) marketing; (vii)real estate; and/or (viii) strategic planning. To become a Trustee, a person shall be nominated by a current Trustee. Trustees shall be elected by a majority vote of the Trustees present at a meeting of the Board of Trustees, provided that those present constitute a quorum. Each Trustee shall be at least eighteen (18) years of age.
No parent, teacher or school administrator employed by the education corporation may serve on the education corporation's board of trustees. No employee may serve as chairperson of the board of trustees.

No more than 40 percent of trustees may be affiliated with any other single entity, other than another charter school education corporation. No more than two trustees may be affiliated with a not-for-profit charter management organization. Additionally,

a) termination of the contract with the not-for-profit management organization shall constitute cause for removal of such person(s) from the education corporation board, and upon such termination such person(s) may be removed from the board by vote of the board provided there is a quorum of at least a majority of the entire board present at the meeting;
b) such person(s) shall not hold the offices of education corporation board chair or treasurer;
c) when the education corporation board has proper grounds to go into executive session pursuant to the Open Meetings Law (POL §105), and the 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 board may, after such person(s) has had an opportunity to fully address the board, continue such executive session outside of the presence of such person(s); and,

d) such person(s) shall disclose the affiliation with the management entity each time an issue before the board involves the CMO, and such persons shall not vote on any matter involving the CMO.

Section 4. Term of Office. Trustees will be elected to serve terms of five (5) years dating from the day of their election and extending to the date of the annual meeting of the Trustees five (5) years thereafter. All Trustees shall be eligible for re-election.

Section 5. Number of Trustees. The number of Trustees constituting the entire Board of Trustees after the first annual meeting of the Board of Trustees shall be eleven (11), but in no event shall the entire Board consist of less than nine (9), or more than thirteen (13) Trustees, including the president of the Parent-Teacher Organization of THE ACADEMY CHARTER SCHOOL ("PTO"), who shall be a voting Trustee for the length of his or her term as president of the PTO. Per New York Public Officers Law § 104, the board shall provide notice of the fact that the education corporation board will consider reducing the number of trustees in the meeting notice and notifications sent to all trustees per the by-laws. Trustees shall approve the reduction in the number of trustees not only by a majority of the entire board, but also by a two-thirds (2/3) vote of the trustees present at a meeting where a quorum is present. Further, no decrease in the number of trustees may shorten the term of an incumbent trustee.

Section 6. Vacancies. Temporary vacancies shall be filled for the remainder of an unexpired term by vote of a majority of Trustees then in office.

Section 7. Compensation. Trustees shall not receive any salary, fees or other financial compensation for their service to THE ACADEMY CHARTER SCHOOL, but by resolution of the Board of Trustees, reasonable expenses related to attendance of special meetings of the Board of Trustees, if any, may be reimbursed. Nothing herein shall be construed to preclude any Trustee from serving THE ACADEMY CHARTER SCHOOL in any other capacity and receiving compensation therefore.

Section 8. Meetings. The Board of Trustees and the Corporation are subject to the New York Open Meetings Law, N.Y. Public Officers Law § 101, and other applicable laws. All meetings of the Board of Trustees shall be held at the premises of The Academy Charter School in accordance with law. The annual meeting of the Board shall be held at a date and time fixed by the Board, for the election of officers and appointment of Trustees and for the transaction of such business as may properly come before the meeting. Regular meetings of the Trustees shall be held at such time as shall from time to time be set and determined by the Board. Special meetings of the Board of Trustees may be called at any time by the Chairperson of the Board of Trustees, or upon a majority vote of the Trustees. Provided there is a quorum, every meeting of the Board of

Trustees held to discuss public business, including official meetings of committees and subcommittees, will be open to the general public in accordance with the New York Open Meeting Laws. The Board of Trustees may invite public comment during such meetings at times designated by the Chairperson of the Board of Trustees but the Board of Trustees may, at its discretion, limit public comments to ten (10) minutes per person or such lesser time period as the Board of Trustees may set. Times and locations of each meeting shall be set by the Board of Trustees. The draft calendar for board meetings follows:

The Board of Trustees shall meet at least monthly during THE ACADEMY CHARTER SCHOOL school year and as appropriate over the summer recess on dates to be determined in advance by the Board of Trustees.

Section 9. Proxies. Proxies are prohibited at meetings of the Board of Trustees.

Section 10. Executive Session. Notwithstanding any other section, upon a majority vote of the entire Board of Trustees in an open meeting on a motion which identifies the general area or areas of the subject or subjects to be considered, the Corporation may conduct a meeting that is not open to the public, an executive session, for the following reasons: (a) matters which will imperil public safety if disclosed, (b) any matter which may disclose the identity of a law enforcement agent or informer, (c) information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed, (d) discussions regarding proposed, pending or current litigation, (e) collective negotiations pursuant to article 14 of the New York Civil Service Law, (f) 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, (g) the preparation, grading or administration of examinations, and (h) 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 thereof. At an executive session, the Board of Trustees shall take no action by formal vote to appropriate public moneys.

Section 11. Notices. To the extent practicable, written notice of meetings of the Board of Trustees shall be given to Trustees at least five (5) days prior to the date set for such meeting. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting.

Section 12. Notice to the General Public. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent possible a written agenda stating all matters upon which action is proposed to be taken shall be given to each Trustee by electronic mail, personal delivery, facsimile, or regular mail, postage prepaid, at least 72 hours 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 given to him or her by telephone, confirmed in writing by facsimile, electronic mail, personal or overnight delivery, no less than 24 hours before the time at which such meeting is to be held. Additional Notice of meetings shall not be required if the Board has established a Board calendar including the time and date of each meeting. Notice of a meeting need not be given to any Trustee 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. Pursuant to N.Y. Public Officers Law § 104, public notice of the time and place of a meeting scheduled at least one week prior thereto shall be given to the news media and shall be conspicuously posted in one or more designated public locations at least seventy-two hours before such meeting. In addition, if at least a one week notice is not given, then the public notice of the time and place shall be given to the news media and shall be conspicuously posted in one or more designated public locations at a reasonable time prior thereto.

Section 13. Quorum. At all meetings of the Board of Trustees, a majority of the Trustees, shall be represented in person. A quorum is required for the transaction of business of THE ACADEMY CHARTER SCHOOL at all meetings of the Board of Trustees or any committee thereof.

Section 14. Voting. Each member of the Board of Trustees shall be entitled to one vote upon each matter submitted to a vote at meetings of the Board of Trustees. The majority vote of those Trustees present and entitled to vote at a duly organized meeting of the Board of Trustees shall decide any question put to a vote.

Section 15. Action Without a Meeting. Any action required or permitted to be taken by the Board of Trustees or any committee thereof may be taken without a meeting if all Trustees or members of the committee consent in writing to the adoption of a resolution authorizing such action to the extent permitted by the Public Officers Law of the State of New York. The resolution and written consents thereto shall be filed with the minutes of the proceedings of the Board of Trustees.

Section 16. Resignations. Any Trustee may resign at any time by giving written notice of his or her resignation to the Chairperson of the Board of Trustees. Any such resignation shall take effect at the time specified therein or, if the time when it shall become effective is not specified therein, immediately upon receipt. Unless otherwise specified therein, the acceptance of any such resignation shall not be necessary to make it effective.

Section 17. Removal. Trustees and officers of the education corporation may only be removed in accordance with the notice and voting procedures in Education Law § 226(8).

ARTICLE III
Officers

The Board of Trustees shall elect by majority vote, from among the Trustees, the following officers:

Section 1. Chairperson of the Board of Trustees. The Chairperson of the Board of Trustees shall preside over all meetings of the Board of Trustees. In his or her absence, the Secretary, or the Trustee in attendance possessing the most seniority in that office, in that order, shall preside. The same person cannot hold the office of chairperson and secretary. The Chairperson of the Board of Trustees shall appoint members of special committees, if any. He or she shall also perform such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 2. Secretary. The Secretary shall keep, or cause to be kept, the minutes of all Board of Trustee meetings. He or she shall be custodian of the records. He or she shall see that all notices are duly given in accordance with the provisions of these Bylaws and as required by law. He or she shall perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Section 3. Treasurer. The Treasurer shall have the custody of the funds and securities of THE ACADEMY CHARTER SCHOOL and shall cause to be kept full and accurate accounts of receipts and disbursements in books belonging to THE ACADEMY CHARTER SCHOOL, and shall deposit or cause to be deposited all monies and other valuable effects in the name and to the credit of THE ACADEMY CHARTER SCHOOL in such depositories as may be designated by the Board of Trustees. The Treasurer shall disburse the funds of THE ACADEMY CHARTER SCHOOL as may be ordered by the Board of Trustees taking proper vouchers for the disbursements, and shall render to the Chairperson and the Board of Trustees, at meetings and whenever they may require it, an account of all transactions as Treasurer and of the financial condition of THE ACADEMY CHARTER SCHOOL, provided that routine transactions may be delegated to the staff of THE ACADEMY CHARTER SCHOOL. The Treasurer shall perform such other duties as the Board of Trustees may from time to time prescribe or require.

ARTICLE IV
Standing Committees

Section 1. Committee Membership. An executive committee of the Board of Trustees, if established, shall consist of no less than five members as required by New York State Education Law § 226(2). The Executive Committee shall be vested with the responsibility of ensuring effective decision making by the board, including the following activities:

a) Planning board meeting agendas;
b) Making decisions on behalf of the full board;
c) Serving as a communication link with other board members; and
d) Assessing the charter school's short and long-term needs and presenting a long-range plan to the board.

All committees, other than the executive committee, shall consist of no less than three members.
Section 2. Academic and Personnel Committee. The Academic and Personnel Committee shall be vested with the responsibility of program planning, curriculum, professional development and fulfillment of the school's Accountability Plan. Specific responsibilities include:

a) Review instructional programs and student achievement
b) Monitor the management's progress in achieving the instructional program's; implementation and student outcomes;
c) Oversee the employee grievance procedures;
d) Review the status of certified teachers and teacher assistance;
e) Review the professional development plan and monitor the principal and management's progress in achieving goals; and

In practice,

a) Meet with and receive reports from the Chief Academic Officer and/or School Principal to discuss the academic program and its full implementation including student outcomes, certification status of staff, implementation of Consolidated Application and any problems identified;
b) Conduct regular walk-throughs of the school;
c) Provide a report at each board meeting; and
d) Make recommendations to the Board on the Chief Academic Officer's Performance.

Section 3. Grievance Committee. The Grievance Committee shall be vested with the responsibility for investigating and reviewing complaints received by the Board of Trustees from the community. The Grievance Committee, which shall consist of Trustees who are not parents, teachers and administrators of the school, shall make non-binding recommendations to the Board of Trustees.

Section 4. Fundraising and Finance Committee. The Fundraising and Finance Committee shall review the regular budget and other fiscal reports to be submitted by the designee of the board to the Board of Trustees on a quarterly basis, or at such other times as required by the Board of Trustees. The Treasurer shall be the chairperson of this committee. Specific responsibilities will include:

a) Determine the financial goals of the school and monitor progress in achieving those goals;
b) Establish sound financial policies and monitor whether the school's activities adhere to those policies;

c) Review the school's financial control systems in order to safeguard the resources of the school;
d) Arrange for a financial audit to be conducted by a licensed independent auditing firm at least annually;
e) Meet periodically with school financial management and/or School Principal and Business Manager to discuss financial results;
f) Review following year fiscal budget and provide guidance on the school's business objective;
g) Present recommendations to the rest of the Board after the budget is completed;
h) Oversee the hiring of the business manager;
i) Establish development goals and organizational structures;
j) Develop and get board approval for the annual fund development plan;
k) Involve board members in fundraising activities that match their skills and interests;
l) Identify and assist in recruiting fundraising volunteers (including parents)
m) Assist in the identification of major donors;
n) Make contact with major donors if a committee member is the right person to do so;
o) Advise on the school's communications plan as it relates to fundraising;
p) Monitor the progress of the annual campaign and keep the board informed; and
q) Establish a system of recognition for active board and other fundraising volunteers.

ARTICLE V
General Provisions

Section 1. Fiscal Year. The fiscal year of THE ACADEMY CHARTER SCHOOL shall be from July 1 through June 30.

Section 2. Books, List and Records. THE ACADEMY CHARTER SCHOOL shall keep, at its office in written form, correct and complete books and records of account and minutes of the meetings of the Board of Trustees and standing committees, and such special committees as from time to time may be designated by the Board of Trustees. When THE ACADEMY CHARTER SCHOOL receives a request for information under the Freedom of Information Act, it will respond in the following manner: (1) within five (5) business days of receipt of a written request, THE ACADEMY CHARTER SCHOOL will either make the information available to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied; (2) if an individual is denied access to a record, he or she may, within thirty (30) days, appeal such denial to the School Principal of THE ACADEMY CHARTER SCHOOL or his or her designee; (3) upon timely receipt of such an appeal, THE ACADEMY CHARTER SCHOOL will, within ten (10) business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record sought. THE ACADEMY CHARTER SCHOOL also will forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government of New York State. THE ACADEMY CHARTER SCHOOL may deny access to a requested record for a variety of reasons, including that: (1) such access would constitute an unwarranted invasion of personal privacy; (2) such records are compiled for law enforcement purposes; and, (3) such records are inter-agency or intra-agency materials which are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy.

Section 3. Conflict. To the extent there are any conflicts between the terms of the THE ACADEMY CHARTER SCHOOL charter and the terms of these Bylaws, the terms of the charter will control.

ARTICLE VI
Miscellaneous

Section 1. Checks, Notes and Contracts. The Board of Trustees is authorized to select such depositories as it shall deem proper for the funds of the Corporation. The Board of Trustees shall adopt Financial Policies and Procedures including policies concerning the number and identity of the Officers or employees of the Corporation whose signatures shall be required on checks, notes and contracts and establishing financial limits.

Section 2. Indemnification. The Corporation may, to the fullest extent now or hereafter permitted by law, indemnify against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney's fees, 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 or her testator or intestate was a Trustee, officer, employee or agent of the Corporation.

Section 3. Amendments. These Bylaws may be amended at any meeting of the Board of Trustees by a vote of the majority of the entire Board of Trustees. The charter entity shall be notified of amendments, with amendments subject to approval pursuant to Article 56 of the Education Law and through the process set forth by the charter entity.

ARTICLE VII
Standard of Care

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

Section 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 statement and other financial data, presented or prepared by:

(i) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

(ii) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(iii) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within

its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Section 7.1.and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Section 1 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. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

ARTICLE VIII
Conflicts of Interest

The following shall be the Conflicts of Interest Policy of the Corporation.

Section 1. 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 the School, 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.

Section 2. 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 an interest which is prohibited solely by reason of employment as an officer 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 thereunder, 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.

Section 3. 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.

Section 4. 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.

Section 5. Disclosure of Interests. 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.

Section 6. Violations of the Conflicts of Interest Policy. If the Board of Trustees or a committee has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Trustees or committee determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 7. Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain --

a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Trustees' or committee's decision as to whether a conflict of interest in fact existed.

b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 8. Compensation Committees. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

Section 9. Annual Statements. Each Trustee, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person --

Receipt. Has received a copy of the conflicts of interest policy.

Read and Understands. Has read and understands the policy.
Agrees to Comply. Has agreed to comply with the policy.
Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 10. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

Request 14

14(f) Code of Ethics

The Academy Charter School Wyandanch, its trustees, officers and employees shall abide by the Code of Ethics of the Education Corporation set forth herein conforms to those provisions of the Act and New York General Municipal and Not-For-Profit Corporation Laws made applicable by the Act, and includes standards with respect to disclosure of conflicts of interest regarding any matter brought before board of trustees of the Education Corporation (the "Education Corporation Board") regardless of whether the matter may involve a for-profit or not-for-profit entity or transaction. The Education Corporation shall disseminate the code in written form to each of its trustees, officers and employees. Modifications to the code of ethics shall require prior written approval of the Trustees.
Laws made applicable by the Act refers to:

New York Education Law § 2851(2)(v)
New York Education Law § 2854(1)(f)
New York General Municipal Law §§ 800-804, 804-a, 805, 805-a, 805-b, 806
New York Not-For-Profit Corporation Law §§ 715, 715-a

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

2. Not more than 40 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

4. The Board of Trustees and the school shall not engage in any “self-dealing transactions,” except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program. The Board of Trustees and employees of the school shall not engage in any less-than-arm’s-length (LTAL) transactions.
5. A Trustee, officer, or employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board’s interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.
6. Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
   a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
   b) Individuals associated with an educational entity (including but not limited to schools of education), some of whose faculty may be providing paid services directly or indirectly to such charter school;
   c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or
   d) Members of the faculty of the charter school.
8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.

9. Trustees, officers, or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.
10. Trustees shall avoid engaging in activities, at all times, that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
12. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
13. Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Trustees, officers, or employees who knowingly and intentionally violate any of the following prohibitions may be fined, suspended, or removed from office or employment by the education corporation.

Additional Provisions of the Education Corporation Code of Ethics:
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 ($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 be inferred that the gift was intended to influence him [or her], or could reasonably be expected 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;
No trustee, officer or employee shall 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] personal interests;[1]

No trustee, officer or employee shall receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any [charter education corporation school, committee or] agency of which he [or she] is an officer, [trustee]

[1] Please note the implications of this provision extend beyond the federal Family Educational Rights and Privacy Act (FERPA) restrictions discussed in the Institute's guidance, Confidentiality of Student Records, available at: www.newyorkcharters.org/category/operational-resources/compliance/. Trustees, officers and employees are advised to refer to the supplemental information provided by the Institute.

or employee or of any [school, committee or] agency over which he [or she] has jurisdiction, or to which he [or she] has the power to appoint any member, officer or employee; or,
No trustee, officer or employee shall receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before [the education corporation or] any [school, committee or] agency of his [or her] [corporation], whereby his [or her] compensation is to be dependent or contingent upon any action by such [corporation, committee or] 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.

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 Academy Charter School 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.

Pursuant to Section 2.3 of the Institute's Charter Agreement, all trustees must complete School Trustee Background Information. Such information to be submitted prior to election and annually thereafter to the board secretary shall include a written statement identifying any entity for which the corporation has a relationship with and for which the trustee is an officer, director, trustee, member, owner or employee. The trustee will also be required to identify any transaction with which they may have a conflict. Conflict statements by trustees must be submitted to the chair of the finance committee or the chair of the board.

Request 14

14(g) Complaint Policy

GUIDELINES FOR HANDLING COMPLAINTS

The Academy Charter School Wyandanch views our students and parents -- and their satisfaction -- as our number one priority. We aim to create an environment that invites praise and commendation for our successes, and constructive criticism for our occasional mistakes.

If you think our school or one of our employees is doing a great job, we would love to hear from you. On the other hand, in the event that you have a grievance regarding our school or an employee, we want an opportunity to address your concern.

Please use the following procedure if you would like to submit a complaint to TACS Wyandanch:

If Your Complaint Alleges That The School Violated Its Charter or A Provision of Law Relating To The Management Or Operation of The School, then:

1. Parents and guardians may also submit a written complaint building principal, or to the Board of Trustees of The Academy Charter School Mount Vernon. The address of the board of trustees is:

Board of Trustees
The Academy Charter School Wyandanch
To be determined
Wyandanch, New York 11798

(Complaints prior to the establishment of a
permanent address may be submitted to
the address below)

Board of Trustees
The Academy Charter School
117 North Franklin Street
Hempstead, New York 11550

Complaints will be reviewed by the building principal and/or Chief Academic Officer to determine the appropriate level for review and resolution.

2. To appeal a decision, the appealing parents/guardians shall submit a written request to the Chief Academic Officer specifying the reasons why the decision should be overruled. The appeal must be initiated by the appealing party and received by the principal within five (5) working days of the receipt of notification of the decision to retain the student. The principal and teacher(s) shall be provided an opportunity to state orally and/or in writing the reasons for the decision and provide supporting documentation related to the criteria on which the decision was based. Within five (5) working days of receiving the written request for appeal, the Chief Academic Officer shall determine whether or not to overrule the school committee's decision. A parent may also appeal the Chief Academic Officer's decision to the Board of Trustees, which will appoint a committee to review the decision. The decision of the Board shall be final.

The Board of Trustees will make every effort to respond to your complaint in a timely manner, usually within 60 days. The Board may, in its discretion, investigate your complaint on its own or the Board may delegate the investigation to a third party. To help insure a thorough and timely response, your complaint should include: (i) a detailed statement of the nature of your grievance (including the law or provision of the charter that you allege has been violated); (ii) if applicable, the names of the individuals involved, and the time, date and place the relevant incidents(s) occurred; (iii) copies of any relevant correspondence or documents; (iv) what action or relief you are seeking; and (v) your name, address and telephone number.

3. The Board of Trustees will provide you with a written response to your complaint, usually within 60 days, and a copy of the Guidelines of the Charter School Institute for handling Complaints (a copy is attached hereto). If you are unsatisfied with the response of the Board of Trustees of TACS Wyandanch, and your complaint alleges a violation of law or a provision of the school's charter, you may submit your written complaint to the Charter Schools Institute on behalf of the State University of New York Board of Trustees (The Charter Schools Institute is the New York state governmental entity that monitors TACS Wyandanch). The address of the Charter Schools Institute is:

Charter Schools Institute
Attn: Grievance Desk – Suite 700
41 State Street
Albany, New York 12207

Please note that the Charter Schools Institute does not have the power to review your complaint if you fail to allege a violation of law or a violation of the school's charter. To help insure a thorough and timely response from the Charter Schools Institute, your complaint should include: (i) a detailed statement of the nature of your grievance (including the law or

provision of the charter that you allege has been violated); (ii) what response, if any, you received from the Board of Trustees of TACS Wyandanch; (iii) copies of any correspondence between you and the Board of Trustees; (iv) what action or relief you are seeking; and (v) your name, address and telephone number.

To assist you in writing your grievance, the Charter Schools Institute has created a grievance form that is available on its website, which you can use when submitting grievances to it (http://www.newyorkcharters.org/wp-content/uploads/Grievance-Form.pdf). A copy of the form is attached hereto and is also available at TACS Wyandanch. The form is not mandatory; it is provided as a convenience to you.

4. The Charter Schools Institute will provide you with a written response. If you are unsatisfied with the Charter Schools Institute's response to your complaint, you have the right to "appeal" to the State Education Department of New York on behalf of the New York State Board of Regents. The address for the State Education Department is:

   Charter Schools Unit
   New York State Education Department
   Albany, New York 12234

The State Education Department has its own guidelines and procedures for reviewing complaints. Therefore, you should consult the State Education Department staff in the Charter Schools Unit before submitting your complaint to them.

Request 14

14(h) Board of Trustee Resumes

The applicant provides the committee affiliations of board members here as a convenience. Please see

TRUSTEE NAME	BOARD POSITION
ROBERT STEWART	Chairperson
DAWN WEST	Vice-Chairperson
DALE JAMES	Treasurer
BETH MCKENZIE	Secretary
DR. ROGER BALL	Member
CAROL BECKLES	Member
DOROTHY BURTON, ESQ.	Member
PETER J. GOODMAN, ESQ.	Member
MARIE GRAHAM, ESQ.	Member
RODERICK ROBERTS	Member
CLAUDETTE HARRISON	Member
STEPHEN ROWLEY	Member
BARRINGTON GOLDSON	*Emeritus*
PTO REPRESENTATIVE	Constituent Representative

Robert Stewart

[redacted]

Creative Director

[redacted]

Dawn West-Bloise

[redacted]



olk NY

epartment

o.

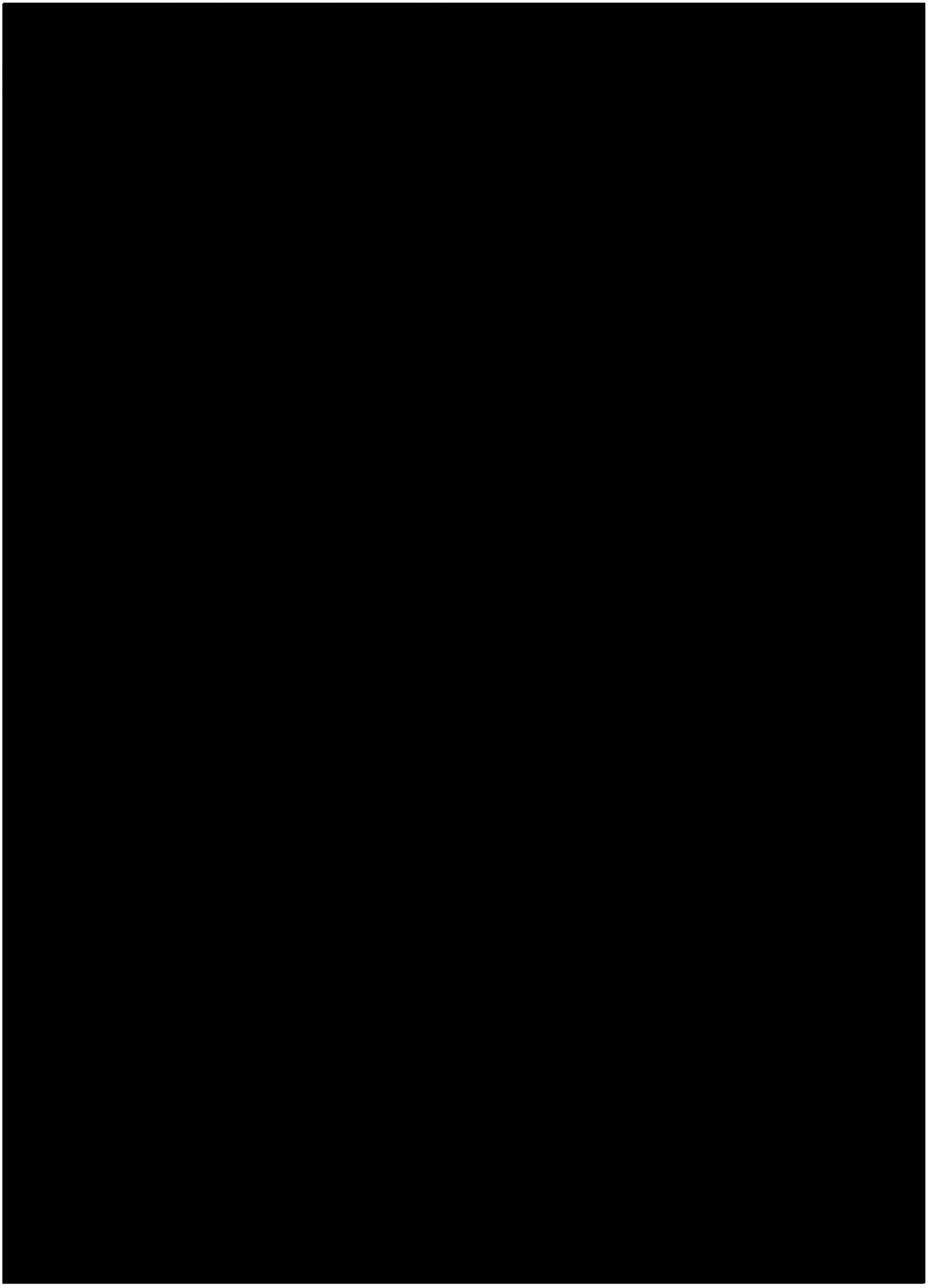
DALE JAMES, CFA, FRM

[redacted]

BETH A. McKENZIE

[redacted]

[redacted]



RogerBall,LMSW,MRE,PHD

[redacted]

[redacted]

Carol A. Hanson-Beckles

[redacted]

[redacted]

[redacted]



DOROTHY BURTON

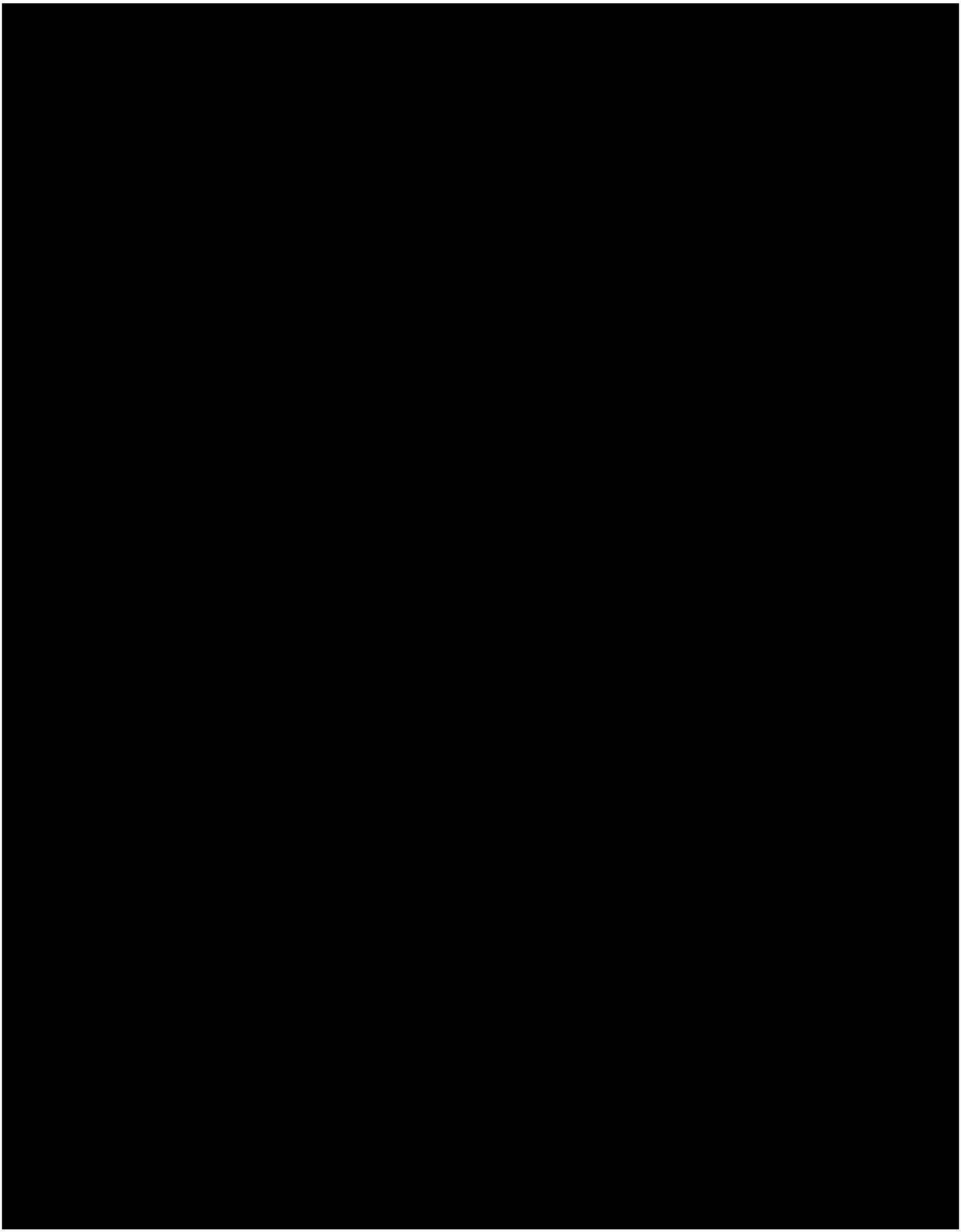
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Peter J. Goodman, Esq.

[redacted]

MARIE M. GRAHAM, ESQ., C.P.A.

[redacted]





CLAUDETTE HARRISON

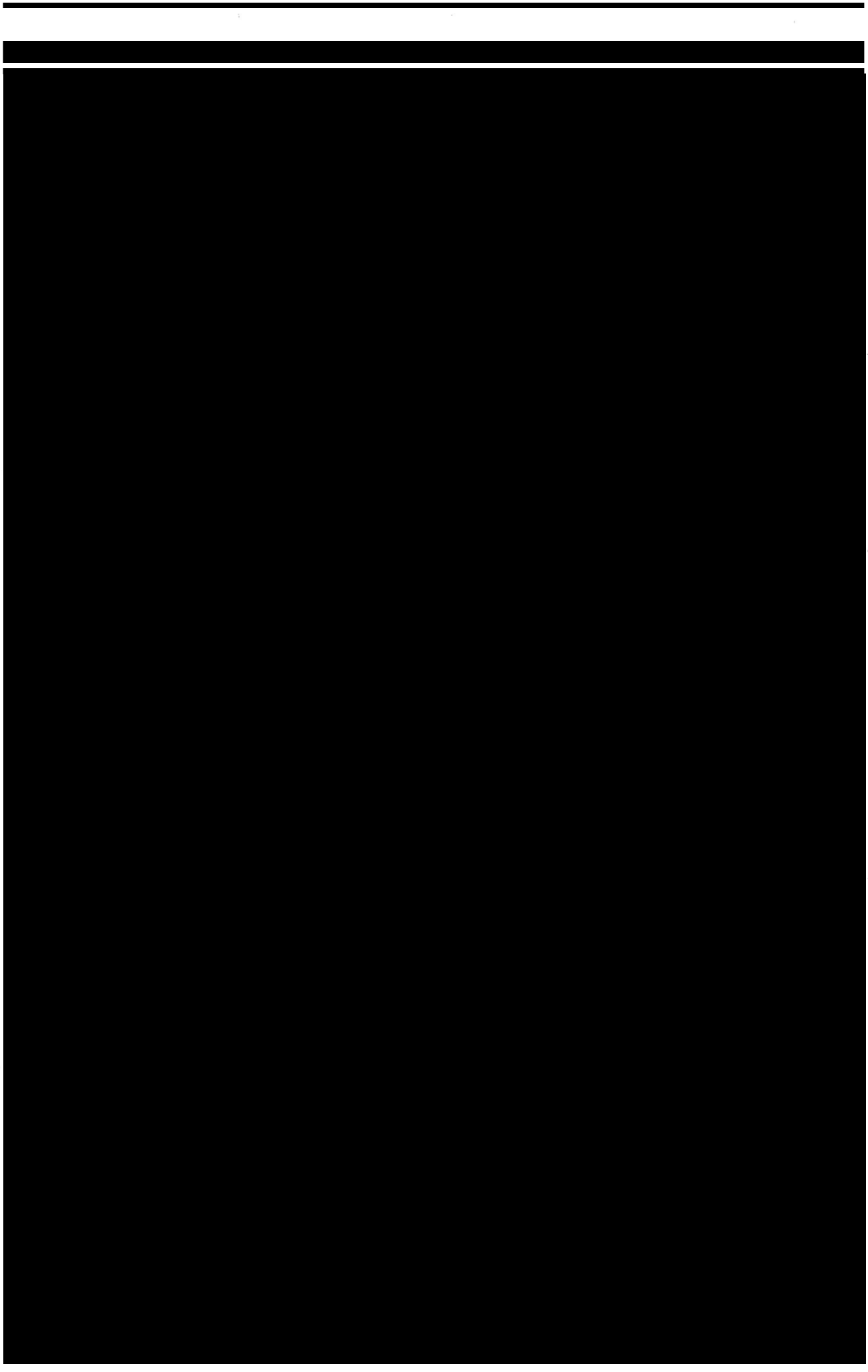
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STEPHEN ROWLEY

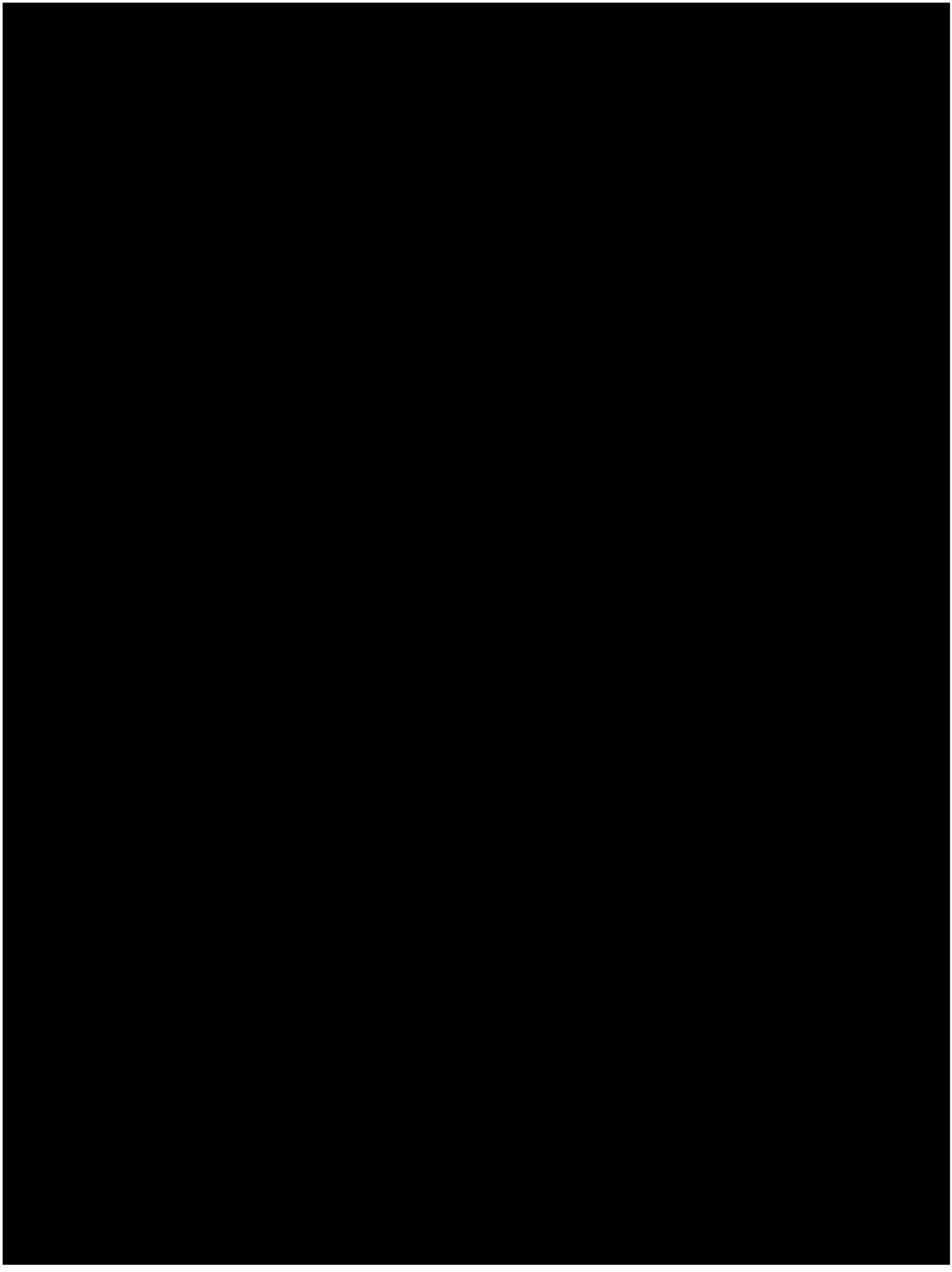
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BARRINGTON F. H. GOLDSON

[redacted]

[redacted]



[redacted]

Request 14

14(i) Board Member RFI Forms

The request is not applicable.

Request 15

15 District Relations

Our Current Environment

The Academy Charter School Wyandanch will use several strategies to establish and maintain an ongoing relationship with the local school district; TACS Wyandanch will also explore methods to partner with low-performing schools within the district through sharing effective practices and innovations at existing Academy Charter Schools in Hempstead and Uniondale. In addition, as TACS Hempstead and Uniondale currently operate elementary, middle, and secondary schools, the range of sharing opportunities to the Wyandanch Union Free School District (WUSFD) are not limited to expertise within the grade span (K-6) of our initial charter term.

Applicants seeking to establish independent educational corporations may face considerable opposition within certain districts across New York State, and particularly in Long Island. Wyandanch is no exception. From our vantage point, this complex situation suggests an array of challenges and perhaps several mutually beneficial scenarios. Whereas the district has been troubled for decades by a range of political and macro-economic factors which have little to do with student academic performance; and, has also been beset by administrative and institutional challenges that undermine student achievement, we recognize tremendous potential for collaboration between WUFSD, the Wyandanch Board of Trustees, and TACS Wyandanch.

In July 2020, a petition campaign to the New York State Department of Education and the New York State Board of Regents, “Say ‘NO’ to charter school in Wyandanch” was launched with the aim of obtaining 500 signatures. In the eight months since then, 417 individuals have signed on. Two years ago, a petition campaign calling for the removal of the Superintendent of Schools garnered over 800 signatures. This is not an insignificant number given the overall size of the district, however, at present, we are not able to vouch for the integrity of the list as there are no residency requirements attached to change.org petitions. The founding team interprets each of these actions as reflective of a deep-seated desire for better outcomes for all students in the district, while preserving the financial capacity of the district to deliver on its promise in years to come. We believe our approach and methods will mitigate some of the broader concerns of Wyandanch parents and families. In the first instance, our academic, operational, and financial models have proven effective and sustainable in communities very much like Wyandanch. Secondly, our founding team and shared services team comprise members of the Wyandanch community with a long-standing interest in seeing improved educational outcomes for their children and their neighbors. Moreover, we are sensitive to the emotional angst felt by students, teachers and community residents with the prospect of new charter schools. To that end, we have sought to use methods that may not comport with those crafted to achieve success in larger districts or by entities whose leadership was neither from nor connected to target communities. Our experience on Long Island’s Nassau County shapes and informs our community engagement in other communities. We are mindful and respectful of the particularities of local communities

and week to establish a broad base of community support. We find that our strongest support emerges within communities where academic achievement is depressed by a multiplicity of factors.

Our commitment has been and will be to operate within the laws of New York State, and to provide the best possible outcomes for the neediest children and families in our target communities. To date the founding team has neither sought nor obtained a written representation of the district's willingness to develop an ongoing relationship. We recognize and respect the institutional imperatives facing conscientious people across the district. We also choose not to impose our own morality on others. In fully respecting those who fundamentally or only marginally disagree with our approach, we have deliberately forged ahead with a non-confrontational methodology. Our principle aim is to inform and demonstrate the short and long-term viability of our model. Further, we seek to keep doors open for future collaboration with the district and other teaching and learning communities within and beyond Wyandanch.

Opportunities for Collaboration

Wyandanch reported, contrary to many of the cases where charter schools contribute to some financial stress, that the district may be in a period of increasing enrollment. Last year, the district enrolled as many as 300 immigrant students, many for whom English was a new language. We believe our model offers a unique opportunity to mitigate unique and potentially recurring enrollment challenges such as these. TACS Wyandanch will be rent private space within the Wyandanch community for one to two years. Beginning in the 2024-2025 school year or sooner, we hope to welcome students to a facility that is comparable in design, scope, and feel to TACS Hempstead and TACS Uniondale. We also welcome the opportunity to boost the academic performance of incoming English language learners and students with disabilities. Our model, developed under the leadership of our Chief Academic Officer has proven effective even under unique conditions such as the emergence enrollment of 400 limited English proficiency students in Hempstead.

The Academy Mission and Model

The education corporation's mission is to create world-class competitive scholars who will learn today, lead tomorrow, and serve in the future as we offer "an exceptional interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice." In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. The nature of the opposition, then, is not to the mission, but the method.

Traditionally, opposition is registered without respect to the merits of individual proposals. We are not optimistic about our ability to convince everyone. The education corporation is slated to serve nearly 3000 students over the next few years in grades K-12 at our various locations. More

than two-thirds of our students are proficient in ELA and math. Our proficiency rates exceed the state by more than 20 percent. We believe that our proposal has merit rooted in our tremendous track record of student achievement, our reduced financial imprint through private facility placement, the availability of transition aid in New York State, our commitment to prepare students to be economically and intellectually competitive, and our commitment to leadership and service anchored around the needs of communities.

We believe that the academic performance of Academy students is replicable in Wyandanch and other communities. Going forward, we have a strong commitment to offer our services in support of a rich collaboration with the district. In the true spirit of national charter school legislation, we hope to share our key design elements and lessons learned with our peers so we can all strengthen the competitive chances of Wyandanch's children. Areas of programmatic dissemination could include, and not be limited to, staffing and hiring, leadership development, literacy instruction, coaching, curriculum design, professional development, school culture, partnership development.

The Academy team looks forward to the opportunity to engage all members of the Wyandanch community, including WUFSD, the board of trustees, parents and families, and local institutions similarly committed to improving the life chances and outcomes for all students.

(a) Relationship Strategies

Strategies to Share Best Practices and Innovations

Strategic Goal	Initiative Name	Education Corporation Lead	Timeline
Increase Regional Cooperation	Middle Island Education Community	Chief Academic Officer (CAO)	Spring 2022
Strengthen Co-Curricular Parental Involvement	Nassau-Suffolk County Parents Co-Curricular Collective	CAO; Principal; Family Workers	Spring 2023
Increase Instructional Innovation in Science and Social Studies	3i Delta Group	Principal; CAO; Chief Technology Officer; Senior Director of Operations	Summer 2023
Share Professional Development Opportunities	TASC Open PD	CAO; Principal; Chief Development Officer (CDO)	Summer 2023

(b) School Partnerships

Strategies for Partnership Plans

Strategic Goal	Initiative Name	Education Corporation Lead	Timeline
Open Engagement	Network District Virtual Breakfast	Chief Executive Officer; CAO	Spring 2023
Community Outreach and Engagement	TACS Open Community	CDO	Spring 2023
Leverage Competition for Improved Performance	Regional Technology Expo	Principals	Summer 2025

The Academy Charter School is committed to building effective partnerships and will advocate for implementation of initiatives that meet with the capacity and inclinations of the district. We will also be persistent in communicating our interest and availability in contributing to the common good. For example, the concept of a Regional Technology Expo would bridge mixed teams of charter and district teams in shared activities throughout the year punctuated by a joint culminating activity. With our mutually expanding virtual learning platforms, events of this kind are increasing viable and cost-effective ways to improve teaching and learning.

In writing about the need for school districts and charter schools to author new relationships, researcher and activist Robin Blake rightly notes that "charter schools and districts alone don't own all the problems." [1] CRPE found, "Many of the challenges facing districts – legacy pension and healthcare costs chief among them – reflect broader issues of state legislative irresponsibility that affect many sectors beyond education."

[1] Blake, Robin. 2017. "*Better Together: Ensuring Quality District Schools in Times of Charter Growth and Declining Enrollment*." Center on Reinventing Public Education (CRPE).

Request 16

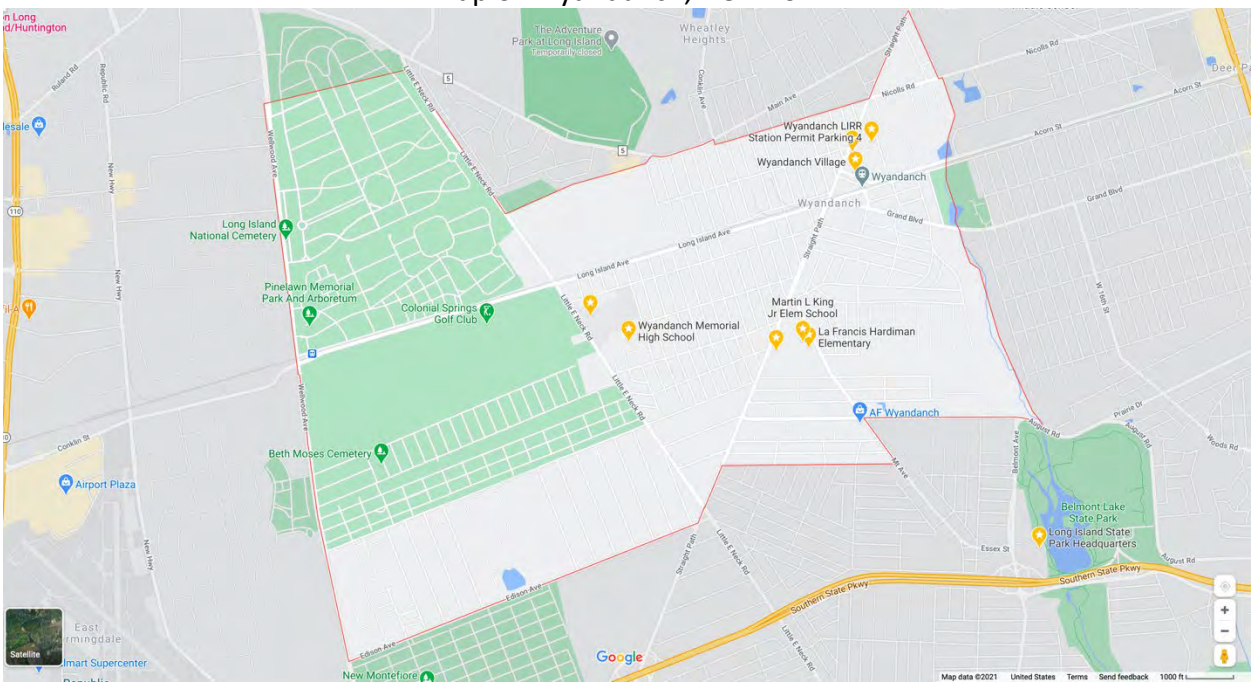
16(ac) Facilities

16(a) Facility Needs

Wyandanch in Perspective

The founding has initiated efforts to secure a leased facility suitable for serving up to 175 students beginning in August 2022. Our Chief Development Officer, an experienced charter school facility executive and our Chief Academic Officer have identified several facilities which may be suitable for instruction and the balance of the charter program with repairs and renovations. Wyandanch is a small community and current schools are clustered in two areas along two triangular segments of the hamlet. Starred locations in the middle, left of the map and satellite images are the Milton L. Olive Middle School and Wyandanch Memorial High School. Starred locations to the right of the high school include district offices and locations for the Martin Luther King, Jr. Elementary School and the La Francis Hardiman Elementary School. Low population density areas occupy areas around the respective schools. To the left of the schools, the large green areas comprise multiple cemeteries (bordering the Colonial Springs Golf Club). To the northeast of the schools is the newly developed Wyandanch Village, which comprises residential and commercial properties intended to stimulate commercial activity in the region. The Village features the only outdoor skating ring within the larger town of Babylon, and represents a resurgence of investment in the community.

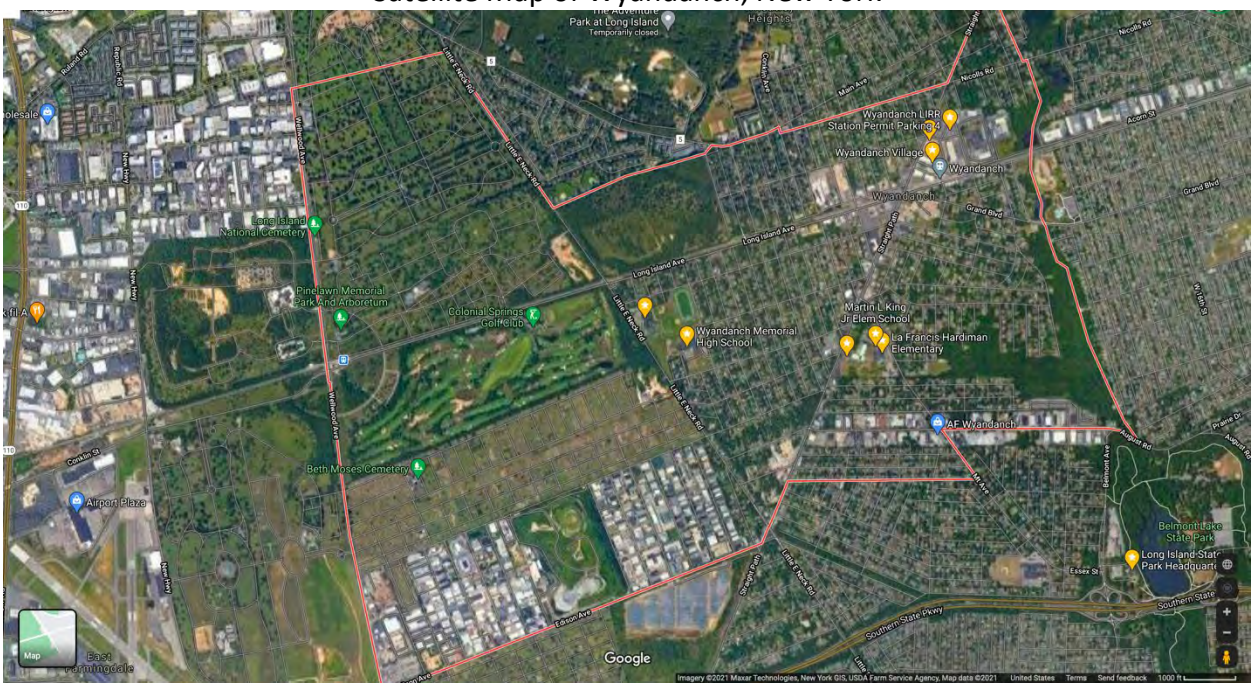
Map of Wyandanch, New York



Source: Google Maps Image, Hamlet of Wyandanch

Response R-16(ac) – Facilities
The Academy Charter School Wyandanch

Satellite Map of Wyandanch, New York



Source: Google Maps Satellite Image, Hamlet of Wyandanch

Properties along the emerging commercial strip and in areas providing green space are equally attractive at this juncture. Although TACS Wyandanch will enroll students from grades K-6 in the initial charter term, we believe an expansion to middle grades 7 and 8 will be an attractive option to parents.

Our Facility Needs

The founding team has not finalized the facility selection in the hamlet of Wyandanch to locate the school. An ideal space ranges from 26,000 square feet (approximately 55 square feet per student at full capacity) to 38,000 square feet (approximately 70 square feet per student at full capacity). The educational program that we require can be fully supported within such a space.

Our current model calls for the opening of 7 classes in grades K-2 beginning in Fall 2022. We will add three classes of grade K students the following year. A space of approximately 15,000 feet could accommodate our full program in Years 1 and 2. As was contemplated for Uniondale, should a full-growth space be unavailable in time for opening, trustees and administrators will evaluate plans to secure a location adequate for two years of school operations. In addition, as was the case in Hempstead, separate facilities may be identified in later years to house additional grades. For example, the Academy Charter School served grade K from a site separate from the primary building at 117 N. Franklin Street. While the separation was challenging, our team made practical adjustments to accommodate teachers and students.

16(b) Facility Selection

The education corporation and founding team have significant real estate and finance experience, including site selection, acquisition and bond financing. For example, the ACS Hempstead elementary school is presently housed in a single 35,000 square foot facility at 117 N. Franklin Street that serves grades K through 5. The building contains eighteen classrooms. Additionally, the new space provides an art room, science lab, music room, gymnasium, and cafeteria. This space provides us with the opportunity to further implement our school's educational program, while also providing our students with many amenities we did not enjoy at our previous location and that is not common in traditional public schools in the Hempstead school district. We envision comparable capacity in Wyandanch. Further, in addition to enjoying technology-rich classrooms, a gymnasium, and a library, The Academy has its own state of the art kitchen that gives our students the opportunity to enjoy freshly prepared meals. At the Uniondale facility, high school students have access to a newly designed commercial kitchen where they are beginning studies in the culinary arts. We would like to extend the same benefits to the Wyandanch school community.

Facilities under consideration now may be described as follows:

Facilities Under Consideration For Lease/Purchase for TACS Wyandanch

#	Description of Facility	Approximate Location	Notes
1	Commercial space formerly used for office rentals with size adequate for a 2-year lease agreement.	Wyandanch	Insufficient for 5-year lease term and full program implementation.
2	Adaptable large commercial space requiring extensive renovations. Adequate external space.	Wyandanch	Acceptable for 5-year lease term.
3	Intermediate size space with modern amenities and some flexibility on lease/own terms.	Wyandanch	Adequate for three-year lease and could serve exclusively as an elementary school, if grade 6 relocates in Year 5.

The team has not yet identified a facility for use, but has outlined the requirements to meet the needs of the educational program. We do not intend to seek space within a district school. Our trustees and team members recognize space is limited and soliciting space does not engender good will within communities. Our average classroom size is approximately 900 square feet. Our building design has emphasized creating large, well-lit, accessible spaces that support our co-teaching model. Our model requires additional space for teachers to work seamlessly with diverse small groups of learners. We intend to increase our usage of push-in strategies to support English language learners and students with disabilities. Therefore, our design necessitates space for 25 students and three or four adults to work in a manner that supports high-quality

instruction, intensive group work, re-teaching, mentoring of teaching assistants, collaboration with special education and ENL teachers and more. With our emphasis on STEAM, performing arts and sports, we will also be seeking spaces to accommodate these programmatic needs. In the event that tailor-made spaces are elusive, we may work with developers to make leasehold improvements that align with our model.

The education corporation will also comply with all health, safety, sanitation and building code requirements of NYSED. In addition to line items for rental expense, we have established line items for meeting compliance needs under repairs and maintenance based on costs set in the expansion of the middle and high school program expansions within the education corporation. The school will follow all existing procedures established within the education corporation to ensure compliance.

16(c) Facility Related Conflicts of Interest

The education corporation and its partners will lease and/or own a facility. As noted above, the precise timing of that lease/own structure is still to be determined. We have budgeted for lease agreements at Academy Charter School Wyandanch. At present, there are no conflicts of interest between education corporation members and any potential property owners. Our process to surface and avoid such conflicts is under the authority of our Chief People and Legal Officer (CPLO) and independent counsel to the school. The board of trustees receives reports on and engages in, as deemed necessary, negotiations and transactions based on Academy by-laws and code of ethics. Lead Shared Services Team members on this work will be our Chief Development Officer, Chief Financial Officer and CPLO. Further, trustees are expected to disclose the potential for any conflict of interest at a stage that does not jeopardize the independence of the board or contribute to the perception of impropriety by a trustee individually or the board. The school retains counsel to advise on matters that may pose a conflict, and on the exercise of recusal or other options which may include removal of a trustee for failing to the adhere to the code of ethics.

The administration team is presently working to identify a facility at a competitive market rate. An independent appraisal of fair market value will be provided to the Institute upon request. The education corporation assures that no trustees will have an ownership interest in the facility.

Request 16

16(d) Facilities Documents

The request is not applicable. No facility has been selected by the education corporation.

Request 17

17 – Food Services

The food services policy of the proposed charter school shall be aligned with TACS Hempstead, TACS Uniondale, and the education corporation. The Academy Charter School of Wyandanch will provide students breakfast, lunch and a morning and afternoon snack. TACS Wyandanch will participate in the Federal Free- and Reduced-Priced breakfast, lunch, and snack programs administered by the U.S. Department of Agriculture.

We will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

TACS Wyandanch will hire cafeteria staff to provide food services to students on site. The long-standing policy of the education corporation has been to hire staff to provide the best and freshest meals possible for students. We expect the school will have its own food service facilities, including kitchen and cafeteria accommodations that will be shared by all programs within the school.

On a related note, we are strongly encouraged by early returns in the culinary program at the TACS Uniondale campus. We believe that a comparable program may be developed among middle school students in Wyandanch should the school experience comparable success. The opportunity for students to have authentic farm to table experiences can be tremendously impactful in their overall learning. Our instructional leadership teams will be working to develop age appropriate programs for youth upon final selection of a site and resource coordination by the SST.

Ongoing responsibility for oversight and quality control of the education corporation food services program will be coordinated through the shared services teams' Senior Director of Operations and a school-based operations associate. Regular reports on program operations will be issued to the Chief Development Officer and incorporated into reporting to the Board of Trustees, as necessary.

Request 18

18 – Health Services

The health policy of The Academy Charter School Wyandanch will align with the existing policies of the education corporation, TACS Hempstead, and TACS Uniondale. This draft policy clarifies policy elements within the existing policy and incorporates language from various schools.

TACS Wyandanch shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. TACS Wyandanch shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in the district where TACS Wyandanch will be located. This will be done, if possible, through a contractual arrangement with the Wyandanch Union Free School District (WUFSD) office to supplement the level of health services mandated to be provided to TACS Wyandanch in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

COVID-19: The education corporation and TACS Wyandanch staff will work closely to coordinate screening, diagnostic, and reporting efforts to mitigate the spread of the virus. During the 2019-2020 school years, the education corporation allocated considerable funding to several measures intended to ensure the safety of all community members. Those measures included the purchase of sanitization stations at all points of entrance and egress from buildings; increased numbers of hand sanitizing stations; dedicated screening at building entrances; additional signage to remind staff and students of the importance of repeated hand washing; procurement of masks and face screens; hiring dozens of monitors to support on-site learning during remote instruction times; establishment of dedicated on-site instructional spaces to support families unable to work from home; and technology enhancements to support families unable or unwilling to participate in on-site instruction. Taken together, these many initiatives allowed The Academy Charter School in Hempstead and Uniondale to preserve instructional coherence, teacher retention, teacher and student attendance, and overall satisfaction. Comparable measures will be taken at TACS Wyandanch in the event that broader initiatives to establish effective vaccines for virus variants prove insufficient as we approach the Fall 2022 launch.

Staff: TACS Wyandanch will not hire a Nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). WUFSD will provide nursing services to the school. In the Nurse's absence these responsibilities will become that of the Principal or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities. Hearing and vision testing will be done on all new students by qualified individuals of the NYS Department of Health (NYSDOH). A review of

student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the NYSDOH, local school districts, and other appropriate authorities to provide these services.

TACS Wyandanch, in accordance with NYS law, requires that each student entering TACS Wyandanch have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitits B vaccine for children 11 to 15 years old]; Varicella [1 dose].

Before a child can be permitted to enter or attend TACS Wyandanch, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent A-91 Charter Application Module Appendix 2009 or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Defibrillator: TACS Wyandanch, in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in TACS Wyandanch and at any TACS Wyandanch-sponsored events at other locations. It shall be the responsibility to contact medical services through 911.

Medication Delivery System Procedures: TACS Wyandanch will establish a secure, easy to understand, and safe medication delivery system. The nurse, with support from the TACS Wyandanch Principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. TACS Wyandanch will avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

Pharmacies: (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures; (2) Any prescribed

medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of TACS Wyandanch staff; and (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist self-directed students with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders: TACS Wyandanch requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status. Written orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number. The nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery A-92 Charter Application Module Appendix 2009 should not be delayed pending this information, unless such information is essential to the safe administration of the medication. Special considerations: Medication orders must be renewed annually or when there is a change in medication or dosage: (1) The pharmacy label does not constitute a written order and cannot be used in lieu of a written order from a licensed prescriber; (2) When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed: (a) Contact parent regarding need for written order from a licensed prescriber; (b) Contact licensed prescriber to obtain verbal permission to administer medication; (c) Request fax or written orders to be received within 48 hours; (d) Contact parent and discontinue medication if written orders are not received in 48 hours; and (d) Document above steps. Parental Responsibility: (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container. Prescription medications: The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions .

OTC Medications: (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and (5) Education of families regarding the TACS Wyandanch medication protocols is an ongoing responsibility of TACS Wyandanch.

Medication Administration: (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised, so that they can advise TACS Wyandanch if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time; (2) If a student fails to come for a dose, the A-93 Charter Application Module Appendix 2009 administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, TACS Wyandanch will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly; (3) If students chronically fail to come for medications, the nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication; (4) Ongoing communication and collaboration between TACS Wyandanch and parents will occur to assist students in assuming personal responsibility for their health behaviors; (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, TACS Wyandanch will send a confirmation to the parent with a copy to the prescriber of TACS Wyandanch’s intention to discontinue the medication on the parent's request; and (6) When the dose of a medication is changed by a licensed prescriber’s written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of Medication: (1) No medication will be brought into TACS Wyandanch without informing the nurse and the building principal. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of TACS Wyandanch. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when either requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition. Carry and Self-administer Medication: If the TACS Wyandanch nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria: (1) Severity of health care problems, particularly asthmatic or allergic conditions; (2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer; (3) Parent statement requesting compliance with licensed prescriber's order; (4) Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school; (5) School nursing assessment that student is self-directed to carry and self- A-94 Charter Application Module Appendix 2009 administer her/his medication properly; and (6) Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented. Any student self-administering medication without proper authorization will be counseled by the nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents. Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products: TACS Wyandanch will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student’s health record.

Ongoing responsibility for oversight and quality control of the education corporation health services program will be coordinated through the shared services teams' Senior Director of Operations, building principal, and a school-based operations associate. Regular reports on program operations will be issued to the Chief Development Officer and incorporated into reporting to the Board of Trustees, as necessary.

Request 19

19 Transportation Services

The transportation policy of The Academy Charter School Wyandanch will be to ensure transportation services for all students pursuant to the provisions in Education Law §3635.[1] The local school district of residence is responsible for providing transportation within the provisions of the law. Often districts of reduced size do not provide transportation services. Wyandanch Union Free School District does not provide busing within Wyandanch.

Students attending The Academy Charter School Wyandanch from other cities, towns and hamlets that provide busing services will receive a schedule disseminated to parents at the beginning of the school year. Parents/guardians must contact their individual school district's transportation department for assistance immediately upon registering for TACS Wyandanch.

While this proposal does not anticipate enrollment from districts other than Wyandanch, the founding team will make arrangements mirroring existing agreements at TACS Hempstead and TACS Uniondale in the event students from other districts enroll. Under those agreements, students eligible to enroll but otherwise ineligible for public transportation from the district of location would receive transportation services from the sending district.

Ongoing responsibility for oversight and quality control of the education corporation transportation services program will be coordinated through the shared services teams' Senior Director of Operations and a school-based operations associate. Regular reports on program operations will be issued to the Chief Development Officer and incorporated into reporting to the Board of Trustees, as necessary.

[1] http://www.p12.nysed.gov/schoolbus/education_law/html/Education_Law_3635-1e.html

Request 20

20 – Insurance

The Academy Charter School will carry comprehensive insurance coverage for The Academy Charter School Wyandanch. The education corporation presently insures through a number of agencies to ensure competitive pricing. Policies held include:

- Commercial General Liability
    - Damages to Rented Premises
    - Medical Expenses
    - Personal and Adverse Injury
    - General Aggregate
    - Products
- Automobile Liability
    - Hired Autos
    - Non-Owned Autos
- Commercial Package Liability
- Criminal Liability or Commercial Crime Insurance
- Cyber Liability Insurance
- Educator's Liability
- Excess Liability
- Workers' Compensation

Commercial General Liability is comprehensive insurance for the education corporation and schools that provides coverage for bodily injury, personal injury, or property damage caused by school operations (or related commerce) products, or injuries that occur on the premises.

Automobile Liability is typically insured at up to $1,000,000 (Combined Single Limit). Whereas premiums for this type of policy are higher, coverage is more expansive. The education corporation makes use of various vehicles throughout the year, particularly for high school and middle school events. Team members may have cause to rent autos for limited usage in support of TACS Wyandanch. Coverage is for hired and non-owned autos only.

Commercial Package Liability is a policy that combines multiple policies and is intended as a cost-saver for medium-sized employers.

Cyber Liability is a more recent addition to the coverage portfolio that insures significant technology investments made by the education corporation; and provides protection against cyber thieves and ransomware attacks. As part of the education corporation response to COVID-19, significant purchases of hardware and software were made to ensure full community access

to our new virtual learning environment. Cyber liability mitigates risk taken on by the Academy to build an equitable foundation for families that may have been lacking computing, connecting, and cam resources to receive continuous and comprehensive instruction.

Educators Liability provides coverage for teachers and the education corporation in the event of some definite injury involving wrongful conduct that gives rise to civil liability.

Excess Liability provides coverage at higher than average limits to minimize the consequences of catastrophic events. The Academy policy provides protection up to $10,000,000 for each occurrence and in the aggregate.

Workers' Compensation provides wage replacement and medical benefits to employees injured in the line of duty, in lieu of the right to bring legal actions against the employer. The Academy provides for insurance up to $1,000,000 for each incident.

A Certificate of Liability Insurance for FY 2019 is attached.

Anticipated annual insurance premiums are presented in the proposal budget. Please see Response R-21e – Budget Template.xlsx.

Request 21

21(a) Budget Narrative

Our budget for the proposed charter school is grounded in core Academy principles: sound and conservative budgeting, clear and robust alignment with the instructional program, and measured growth based on the continuing development of internal staff and faculty capacity. Over the full charter term, we use a budgeted enrollment that is 9 students below our projected enrollment. At present, both Academy Charter Schools are fully enrolled and have waiting lists of more than 300 students, each. We recognize that opening a new school in a new community comprises an element of risk, and that risk is reflected in our model and spread over the first full charter term. Our outreach teams have had limited opportunities to engage the Wyandanch community due to COVID restrictions on Over the next few months, we will continue to engage parents, families, community residents, elected officials, preschool administrators, business owners, and others to achieve our targets. Given the timeline between charter review and school launch, there will be additional opportunities for substantive engagement, particularly through targeted and broad social media campaigns. The Wyandanch Union Free School District has a Final 2020-21 Basic Tuition of $18,501, which is only 93.5% of the Hempstead allocation, and 85.5% of the Uniondale budget. These are not insignificant differences.

We assume 2021-22 per pupil revenues of $18,501, and that all enrolled students will be residents of Wyandanch. Annual budgeted enrollment begins with 172 K-2 students in Year 1, growing to 245, 319, 392 and 466 through Year 5. TACS Wyandanch will have an average class size of 25 students, and 7 classes in Year 1 (adding three classes each year). At the end of our first charter term, we project revenues of. $9,768,584 over expenses of $9,649,607, and an ending cash balance of nearly $118,977, after financing adjustments. Our Long Island-based Shared Services Team is not reflected in the budget as there will be no monetary exchanges between the schools. Salaries of C-suite team members will be paid through funding provided by the Charter School Growth Fund. Supporting documentation is attached in the R-23b – Supplemental Attachments. Although The Academy has received funding over a number of years, we continue to budget conservatively as though funding may not be available. This proposed budget similarly omits CSGF funding. We recognize the sizable costs associated with renting in a community where development and interest are spiking around a transportation node. Nonetheless, we remain committed to our negotiation process in a community where commercial rents range from $35-$60 per square foot.

Start-up Budget Plan

With our pre-opening period running from July 1, 2021 through June 30, 2022, our budget assumes $187,250 in CSP Grant funds. To prepare the launch for TACS Wyandanch, the Academy will establish a six-month residency for onboarding the principal. A candidate for the position has not been selected, and our search efforts will begin in earnest upon approval of this application

by the SUNY Board of Trustees. We further propose to provide administrative support in the amount of $15,000 for purposes of hosting meetings, conducting lotteries, parent meetings, and the launch of PowerSchool. $25,960 is budgeted for related personnel costs including taxes and benefits. An additional $27,000 is budgeted for contracted services including financial management and legal support for TACS Wyandanch. Additional key expenses are $49,000 for school operations and $15,000 for facility and insurance payments. Insurance, as a monthly expense beginning with the incorporation of the entity, runs from January to June. Facilities expense, however, begins in July 2021. Our Shared Services Team is actively looking for adequate spaces in the district. At this time, a lease option for 1-2 years is ideal. We project a balanced budget for the end of the 2022 fiscal year in June, although monthly operating expenses pick up beginning in January 2022.

First Year Operational Budget and Cash Flow

TACS Wyandanch assumes revenues of $3,8010,396 over expenses of $3,852,131 and a modest deficit of $41,735. Assumed revenue sources in addition to the per pupil allocation are Title revenues of $64,356 (Title I), $12,574 (Title II), and School Food Services revenues ($142,206). We also assume a programmatic allocation of $400,000 for CSP in Year 1. No additional funding is assumed based on philanthropic contributions from foundations, charities or individuals. Similarly, we do not assume any additional revenue from fundraising activities. On the expense side, no fundraising expense is budgeted. The education corporation, however, may initiate fundraising activities on behalf of the school. Should a formal fundraising plan be launched under our Chief Development Officer, our budget will be revised accordingly. Also, given previous donations from CSGF and available balances, TACS Wyandanch will be able to cover any projected Year 1 shortfalls.

Beginning with our first district allocation (estimated at $530,362) and a modest CSP allocation ($33,333), we assume opening month revenues of $563,695 against expenses of $189,230. Significantly, the month of June 2023 see expenses rise from $313,705 to $544,782. These added costs will result in a project Year 1 operating deficit of $41,735. Cash flow adjustments from depreciation and property and equipment expenditures will reverse a project deficit to a surplus of $59,803.

Year 1 salaries for the principal are set at $110,000. Two instructional support positions will be hired at $65,000. One administrative assistant is budgeted at $45,000. TACS Wyandanch will hire 8 lead teachers and 7 teacher assistants (one per class), as well as a special education teacher, two specialty teachers, two aides, a therapist and counselor. The instructional team of 22 staff is budgeted at $1.29M. Non-instructional personnel costs begin at $1.69M and grow to $4.8M at full enrollment.

Our three highest non-instructional costs are all facility related costs. Rental expense of $30,000 per month amounts to $360,000 in Year 1. We project this number to grow as enrollment grows.

We believe this rental expense estimate is conservative and that more affordable options may be identified by our team. $120,000 is budgeted for utilities costs, and another $110,000 is set aside for repairs and maintenance costs.

The Year 1 budget employs conservative fiscal projections around enrollment revenue, facilities expense and other significant drivers within the budget. It is consistent with our proposed academic program and provides the instructional team with the resources required for a successful school launch in Fall 2022. Staff recruitment is omitted from the Pre-Operating budget and Year 1 budget as much of that work will begin in earnest well before July 2021, and will be conducted by the Shared Services Team in collaboration with the principal.

Five Year Budget Plans

Over the course of this first charter term, there are a few notable drivers on the revenue and expense side. Net income projections, before and after adjustments, are dramatically different. Our conservative budgeting approach projects only relatively modest surpluses each school year. Our revenue projection is within the historic range of growth experienced by charter schools over the past decade. Our team recognizes there are no revenue-side guarantees, yet we have adopted a conservative expectation that comparable scenarios over a sustained period are useful. We assume CSP funding in the amount of $400,000 in Year 1, and $212,750 thereafter. As noted previously, we recognize the application may not be funded to the $800,000 level by CSP. Without any CSP supplemental funds, the bottom line in Year 1 and 2 would point toward negative ending cash balances of above $350,000 each year. Our model aligns to program design priorities and serves populations targeted under CSP. As such, our projections are within the likely funding arc of the proposed charter school. On balance, we believe our model's alignment to CSP and our conservative budgeting practices create sufficient latitude to allow our current projections to stand as "likely to occur" under present conditions.

21(b) Financial Planning

The financial planning, guidance and oversight process are the principal responsibilities of the board treasurer, board chairperson, and the Group Chief Financial Officer of the SST. Working in tandem, the GFCO leads SST and school-based needs assessment, reporting and oversight to ensure the SST and the board of trustees have timely, accurate and actionable information about the short-term and long-term financial condition of the school. The GCFO builds monthly and quarterly briefings for the board of trustees on school finances, and initiates the annual planning cycle. Trustees serving on the finance committee of the board meet regularly with the GCFO outside of scheduled meetings. Systems of broader accountability and transparency have been developed and are in place. We anticipate the creation of new positions across the organization may result in a review of existing policies and practices.

Internal Controls

In order to confirm that management reports accurately reflect the School finances, all PO's, non-cash Revenue Forms, and School-based account activity must be forward to BoostED Financial Accounting. (The Accounting department refers to this as "Accruals.") The Accounting department will depreciate fixed assets, calculate management fees, book any interest expense and address any other items required to ensure accurate financial statements for the School. Financial reports for the preceding month will be mailed from the Accounting Department to the Campus Director of Finance (CDiF), Principal and School Operations team by the 25th of each month. These reports include:

- YTD Profit & Loss – Budget vs. Actual
- YTD Profit & Loss – Budget vs. Actual Variance Analysis
- Balance Sheet – Current vs. Prior Year-End
- Balance Sheet - Current vs. Prior Year- End Variance Analysis
- Statement of Cash Flows
- Capital Expenditures
- Accounts Receivable, if applicable

Reviewing Reports

The CDiF, Principal and School Operations team review these reports and do the following:

- Provide feedback and substantiation to correct any misallocation for misclassification of items.
- Evaluate levels of spending vs. current budget to estimate future expenditures or request budget amendments (see section 13, Budgeting for more details.)
- Evaluate the necessity of each expenditure and implement procedures to correct for any inappropriate or unnecessary expenditure.
- Provide feedback for designing the next year's budget usual actual expenditures as guidelines.

Steps for Evaluating Reports

In order to properly assess reports, the CDiF, Principal and School Operations teams follow these steps:

1) Scan report for items that are unusually over or under budget or otherwise might need attention based on related circumstances.

2) Look to corresponding categories on the General Ledger Trial Balance for a line byline detail of what made up the month's expenses of revenues.

3) Look to the Payroll Report, Purchase Orders, Accounting Department Check Requests Expense Reimbursements and other documents, which provide further detail on the lines for the General Ledger Trial Balance.
If these reports are found to be inaccurate in any respect, feedback is given to the BoostED Financial Accounting Department personnel

Financial Oversight
As the ultimate governing authority of the school the Board of Trustees exercise, "final authority for policies and operational decisions of the school," [Educational Law §2854(1)(f)]. Primary responsibilities include:

- Developing and approving school policies, such as curriculum design, budget policies, Board of Trustee's code of ethics, and personnel policies
- Monitoring effectiveness of the educational program and educational outcomes
- Approving the hiring/firing of the principal
- Receiving and reviewing reports on academic, operational and financial performance
- Maintaining open communication with parents, the community and the general public
- Adhering to the Open Meetings Law [Education Law §2854(I)(e) [Article 7 of the Public Officers Law §100 et. Seq]
- Fundraising for the school

The board's Executive committee facilitates effective decision-making by the Board. Comprised of the Board's officers and additional members by nomination, the executive committee is responsible for planning Board meeting agendas; making decisions on behalf of the Board; serving as a communication link with other Board members; assessing the charter school's short and long-term needs and presenting a long-range plan to the Board.

The board's Finance and Fundraising committee work closely with the business manager to oversee the financial viability of the school. The committee will meet periodically to review fiscal budgets for the upcoming year and provide guidance on the school's business objective. After the budget is completed, they will present to the rest of the Board and make a recommendation for approval. This committee will also oversee the hiring of the schools business manager position. When needed, the committee will arrange and obtain financing for the school for expansion, and will organize fundraising events.

The Board will hold monthly Board meetings at which the Committees and the principal report on the educational, financial and operational functions of the school. Meetings will be open to the public and the Board expects that parents and other concerned community members will attend.

21(c) Fiscal Audits

The school will establish financial policies and procedures governing compliance with the Act and the conduct of annual audits. Each year, the board of trustees will contract an outside agency to conduct an independent audit by a certified public accountant of the school's financials. The school is also subject to scheduled and ad-hoc audits by the New York State Education Department, Charter School Institute, New York State Office of Auditing, Department of Labor, and other government agencies.

The board chairperson and board treasurer shall provide organizational leadership on obtaining services an auditor. Trustees shall also designate staff members including the Group Chief Financial Officer to initiate audit preparation work as determined by mutual agreement. The board shall make public the results of independent audits each year.

21(d) Dissolution Procedures

In accordance with Education Law §2851(2)(t), in case of the dissolution of The Academy Charter School Wyandanch, the Education Corporation board of trustees will delegate to the Shared Services Team the responsibility for managing the dissolution process. The process will include notification to families of children enrolled in the school. The Shared Services Team or school-based staff designees will sent an enrollment roster to sending districts and transfer student records to each sending district. The school will notify parents and/or guardians of the closure process.

Unrestricted assets of the school, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to the Education Corporation. The budget for The Academy Charter School Wyandanch includes a line item to fund dissolution through an escrow account funded in Years 1 through 3. These funds will be set aside in perpetuity, and will be used only in the event of dissolution or school closure, and specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.

In the event of dissolution of a single school, the principle procedures the school would follow are:

1. Convene a meeting of the board of trustees and key administrators to assign roles for the winding down of the business of the education corporation.
2. Confirm the financial position of the school and the available of sufficient funds held in escrow to manage and effect the dissolution.
3. Consult with legal counsel on the status and obligations of the education corporation.

4. Convene a meeting with our larger stakeholder communities to share the process of dissolution and their forward-looking options, including placement in the continuing school, lottery procedures (if necessary), and records transfers.
5. Notify bondholders, if applicable, of the status of the education corporation and the status of each school operated by the education corporation.

The detailed steps in the SUNY Closure Plan are effective, but will require a dedicated person to ensure high-fidelity fulfillment of the items on the list. Our trustees may hire an independent party/organization to lead the dissolution process subsequent to the fulfillment of all trustee and administrative duties required by the authorizer, the New York State Education Department and the laws of New York State. The Education Corporation and its designees will adhere to the detailed steps outlined in the SUNY Closure Plan to ensure the timely and proper transfer of students and student records, and to safeguard school assets through the dissolution or closure process.



2021 New School Proposal
Budget(s) & Cash Flow(s) Template

The Academy Charter School - Wyandach

Contact Name:	Paul J. Augello, Jr., CPA
Contact Title:	
Contact Email:	[redacted]
Contact Phone:	
First Academic Year:	2022-23
Pre-Opening Period:	July 1, 2021 - June 30, 2022

THE ACADEMY CHARTER SCHOOL - WYANDACH
2022-23 through 2026-27

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**AGE RANGE**
Kindergarten	Elementary School	74	73	73	73	73	
1st Grade	Elementary School	49	74	74	73	73	
2nd Grade	Elementary School	49	49	74	74	74	
3rd Grade	Elementary School		49	49	74	74	
4th Grade	Elementary School			49	49	74	
5th Grade	*Elementary School*				49	49	
6th Grade	Middle School					49	
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		172	245	319	392	466	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	2	3	3	3	3
2nd Grade	Elementary School	2	2	3	3	3
3rd Grade	Elementary School		2	2	3	3
4th Grade	Elementary School			2	2	3
5th Grade	Elementary School				2	2
6th Grade	Middle School					2
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		7	10	13	16	19

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
Kindergarten	Elementary School	25	24	24	24	24
1st Grade	Elementary School	25	25	25	24	24
2nd Grade	Elementary School	25	25	25	25	25
3rd Grade	Elementary School	0	25	25	25	25
4th Grade	Elementary School	0	0	25	25	25
5th Grade	Elementary School	0	0	0	25	25
6th Grade	Middle School	0	0	0	0	25
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0

11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	172	245	319	392	417
Total Middle School Enrollment	-	-	-	-	49
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**172**	**245**	**319**	**392**	**466**
Change in Net Enrollment from Prior Year (Count)	172	73	74	73	74
Change in Net Enrollment from Prior Year (Percent)	100.0%	42.4%	30.2%	22.9%	18.9%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	172	245	319	392	466
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	WYANDANCH UFSD	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET			$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)		172	245	319	392	466
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

THE ACADEMY CHARTER SCHOOL - WYANDACH

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2022-23	2023-24	2024-25	2025-26	2026-27
	Grades	K-2	K-3	K-4	K-5	K-6
	Enrollment	172	245	319	392	466

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.0	0.0	0.0	0.0	0.0	
Instructional Management	1.0	1.0	1.0	1.0	2.2	Yr 1-4 - (1) Principal (ES), Yr 5- Plus (1) Principal (MS)
Deans, Directors & Coordinators	1.0	1.0	1.0	2.3	3.3	Yr 1-3 - (1) Coach, Yr 4 - Plus (1) Dean of Sch Culture, Yr 5 - Plus (1) Dean of Sch Culture
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	0.0	1.0	1.0	1.0	2.0	Yr 2-4 - (1) DOO, Yr 5 - Plus (1) DOO
Administrative Staff	1.0	1.0	2.0	2.0	3.0	Yr 1-2 - (1) Admin Asst, Yr 3 - Plus (1) Admin Asst, Yr 5 - Plus (1) Admin Asst
TOTAL ADMINISTRATIVE STAFF	3.0	4.0	5.0	6.3	10.5	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	9.0	12.0	15.0	19.0	22.0	Yr 1 - (7) Reg, (2) Title I, Yr 2 - Plus (3) Reg, Yr 3 - Plus (3) Reg, Yr 4 - Plus (3)
Teachers - SPED	3.0	3.0	4.0	4.0	5.0	Yr 1-3 - (3) SpEd, Yr 3 - Plus (1), Yr 5 - Plus (1)
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	3.0	6.0	9.0	12.0	15.0	Yr 1 - (3) TA, Yr 2 - Plus (3) , Yr 3 - Plus (3), Yr 4 - Plus (3) , Yr 5 - Plus (3)
Specialty Teachers	4.0	5.0	6.0	7.0	8.0	Yr 1 - (1) Music, (1) PE, (2) ESL, Yr 2 - Plus (1), Yr 3 - Plus (1), Yr 4 - Plus (1),
Aides	1.0	1.0	1.0	1.0	1.0	Yrs 1-5 - (1) School Aide
Therapists & Counselors	1.0	1.0	2.0	2.0	3.0	Yr 1-2 - (1) Soc Worker, Yr 3 - Plus (1) Guidance Counselor, Yr 5 - Plus (1)
Other	1.0	1.8	2.6	3.4	4.2	Yr 1 - Various After Sch, Summer School
TOTAL INSTRUCTIONAL	22.0	29.8	39.6	48.4	58.2	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	1.0	1.0	1.0	1.0	1.0	OT
Custodian	1.0	1.0	1.5	2.0	3.0	Yrs 1-2 - (1) Custodians, Yr 3 - Plus (1), Yr 5 - Plus (1)
Security	1.0	1.0	1.5	2.0	3.0	Yrs 1-2 - (1) Security,Yr 3 - Plus (1), Yr 5 - Plus (1)
Other	2.0	2.0	3.0	3.0	4.0	Yrs 1-2 - (2) Food Svcs, Yr 3 - Plus (1), Yr 5 - Plus (1)
TOTAL NON-INSTRUCTIONAL	5.0	5.0	7.0	8.0	11.0	
TOTAL PERSONNEL SERVICE FTE	30.0	38.8	51.6	62.7	79.7	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2022-23	2023-24	2024-25	2025-26	2026-27
	Grades	K-2	K-3	K-4	K-5	K-6
	Enrollment	172.00	245.00	319.00	392.00	466.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

WAGES	Description of Assumptions

THE ACADEMY CHARTER SCHOOL - WYANDACH

ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 110,000	$ 110,000	$ 113,300	$ 116,699	$ 120,200	$ 253,805	Yr 1-4 - (1) Principal (ES), Yr 5- Plus (1) Principal (MS)
Deans, Directors & Coordinators	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 156,028	$ 225,709	Yr 1-2 - (1) ELA Coach, (1) Math Coach, Yr 3 - Plus (1) Dean of Sch Culture, Yr 5 - Plus (1) Dean of Sch Culture
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 85,000	$ -	$ 85,000	$ 87,550	$ 90,177	$ 177,882	Yr 2-4 - (1) DOO, Yr 5 - Plus (1) DOO
Administrative Staff	$ 45,000	$ 45,000	$ 46,350	$ 92,741	$ 95,523	$ 143,388	Yr 1-2 - (1) Admin Asst, Yr 3 - Plus (1) Admin Asst, Yr 5 - Plus (1) Admin Asst
TOTAL ADMINISTRATIVE STAFF		$ 220,000	$ 311,600	$ 365,948	$ 461,927	$ 800,784	

INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 65,000	$ 585,000	$ 797,550	$ 1,016,477	$ 1,306,971	$ 1,541,180	Yr 1 - (7) Reg, (1) Title I, Yr 2 - Plus (3) Reg, Yr 3 - Plus (3) Reg, Yr 4 - Plus (3) Reg, (1) Title I, Yr 5 - Plus (3) Reg
Teachers - SPED	$ 65,000	$ 195,000	$ 200,850	$ 271,876	$ 280,032	$ 353,433	Yr 1 - (1) SpEd, Yr 3 - Plus (1), Yr 5 - Plus (1)
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ 40,000	$ 120,000	$ 243,600	$ 370,908	$ 502,035	$ 637,096	Yr 1 - (7) TA, Yr 2 - Plus (3) , Yr 3 - Plus (3), Yr 4 - Plus (3) , Yr 5 - Plus (3)
Specialty Teachers	$ 65,000	$ 260,000	$ 332,800	$ 407,784	$ 485,018	$ 564,568	Yr 1 - (1) Music, (1) PE, Yr 2 - Plus (1), Yr 3 - Plus (1), Yr 4 - Plus (1), Yr 5 - Plus (1)
Aides	$ 20,000	$ 20,000	$ 20,600	$ 21,218	$ 21,855	$ 22,510	Yrs 1-5 - (2) School Aides
Therapists & Counselors	$ 65,000	$ 65,000	$ 66,950	$ 133,959	$ 137,977	$ 207,117	Yr 1-2 - (1) Soc Worker, Yr 3 - Plus (1) Guidance Counselor, Yr 5 - Plus (1) Guidance Counselor
Other	$ 50,000	$ 50,000	$ 91,500	$ 134,245	$ 178,272	$ 223,621	Yr 1 - Various After Sch, Summer School
TOTAL INSTRUCTIONAL		$ 1,295,000	$ 1,753,850	$ 2,356,466	$ 2,912,159	$ 3,549,524	

NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ 10,000	$ 10,000	$ 10,300	$ 10,609	$ 10,927	$ 11,255	OT
Custodian	$ 50,000	$ 50,000	$ 51,500	$ 78,045	$ 105,386	$ 158,548	Yrs 1-2 - (2) Custodians, Yr 3 - Plus (1), Yr 5 - Plus (1)
Security	$ 50,000	$ 50,000	$ 51,500	$ 78,045	$ 105,386	$ 158,548	Yrs 1-2 - (2) Security,Yr 3 - Plus (1), Yr 5 - Plus (1)
Other	$ 35,000	$ 70,000	$ 72,100	$ 109,263	$ 112,541	$ 150,917	Yrs 1-2 - (2) Food Svcs, Yr 3 - Plus (1), Yr 5 - Plus (1)
TOTAL NON-INSTRUCTIONAL		$ 180,000	$ 185,400	$ 275,962	$ 334,241	$ 479,268	

TOTAL PERSONNEL SERVICE WAGES		$ 1,695,000	$ 2,250,850	$ 2,998,376	$ 3,708,327	$ 4,829,576	

THE ACADEMY CHARTER SCHOOL - WYANDACH
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2021 - June 30, 2022

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		**187,250**	
Total Expenses		**186,900**	
Net Income		**350**	

		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation		187,250	CSP Grant for 1 Year Pre-Opening (July 2021 - June 2022)
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		**187,250**	
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		**187,250**	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	0.50	55,000	Principal - (January - June 2022) - 6 months residency - onboarding with a mentor Principal
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	0.40	15,000	Admin - 4 months (March - June 2022) - Preparation, working alongside SST operation staff responsibilities included hosting meeting, application, lottery, parent meetings, PowerSchool set up, and etc.
TOTAL ADMINISTRATIVE STAFF	**0.90**	70,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	

THE ACADEMY CHARTER SCHOOL - WYANDACH
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2021 - June 30, 2022

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		**187,250**	
Total Expenses		**186,900**	
Net Income		**350**	
		START-UP PERIOD	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	**-**	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	**-**	
SUBTOTAL PERSONNEL SERVICE COSTS	**0.90**	**70,000**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		5,600	Calc. @ Principal (6 Months), Plus Admin (4 Months)
Fringe / Employee Benefits		17,500	Calc. @ Principal (6 Months), Plus Admin (4 Months)
Retirement / Pension		2,800	Calc. @ Principal (6 Months), Plus Admin (4 Months)
TOTAL PAYROLL TAXES AND BENEFITS		**25,900**	
TOTAL PERSONNEL SERVICE COSTS	**0.90**	**95,900**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		5,000	Legal - July 2021 - June 2022 - Assisting with legal requirements, contracts/agreements review
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		5,000	To assist with Title funding application - July 2021 - June 2022
Other Purchased / Professional / Consulting		17,000	Fin Mgmt, HR/Benefit, Admin, Other Prof Svcs - Various Pre-Opening assistance, financial budget and reporting, benefits set up and payroll processing.
TOTAL CONTRACTED SERVICES		**27,000**	
SCHOOL OPERATIONS			
Board Expenses		5,000	Board Expenses - July 2021 - June 2022
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		2,000	Equipment - July 2021 - June 2022
Telephone		-	
Technology		-	
Student Testing & Assessment		-	

THE ACADEMY CHARTER SCHOOL - WYANDACH
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2021 - June 30, 2022

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**187,250**	
Total Expenses	**186,900**	
Net Income	**350**	

	START-UP PERIOD	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	17,000	Office Sup @ $10k, Postage @ $5k, Printing@ $2k - Office setup materials
Staff Development	10,000	PD Contracted Svcs - January - June 2022 - Instructional coach training, onboarding
Staff Recruitment	-	
Student Recruitment / Marketing	10,000	Advertising - July 2021 - June 2022 - Fliers, Advertising, Students/Family Outreach
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	5,000	Other G&A - July 2021 - June 2022
TOTAL SCHOOL OPERATIONS	**49,000**	
FACILITY OPERATION & MAINTENANCE		
Insurance	5,000	Insurance - July 2021 - June 2022
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	10,000	Rent - Temporary rental space Wyandach - January - June 2022
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**15,000**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**186,900**	
NET INCOME	**350**	

PRE-OPENING CASH FLOW 1-YEAR

THE ACADEMY CHARTER SCHOOL - WYANDACH

***NOTE:**
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2021 - June 30, 2022

Total Revenue	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**187,250**
Total Expenses	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**21,808**	**21,808**	**26,946**	**26,946**	**26,946**	**26,946**	**186,900**
Net Income	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**(6,204)**	**(6,204)**	**(11,342)**	**(11,342)**	**(11,342)**	**(11,342)**	**350**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**-**
Net Income	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**350**	**350**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	187,250
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	187,250
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	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**187,250**
EXPENSES													
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	0.50	-	-	-	-	-	-	9,167	9,167	9,167	9,167	9,167	55,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.40	-	-	-	-	-	-	-	-	3,750	3,750	3,750	3,750	15,000
TOTAL ADMINISTRATIVE STAFF	0.90	-	-	-	-	-	-	9,167	9,167	12,917	12,917	12,917	12,917	70,000
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR

THE ACADEMY CHARTER SCHOOL - WYANDACH

***NOTE:**
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2021 - June 30, 2022

		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue		15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	187,250
Total Expenses		5,917	5,917	5,917	5,917	5,917	5,917	21,808	21,808	26,946	26,946	26,946	26,946	186,900
Net Income		9,688	9,688	9,688	9,688	9,688	9,688	(6,204)	(6,204)	(11,342)	(11,342)	(11,342)	(11,342)	350
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	9,688	19,375	29,063	38,750	48,438	58,125	51,921	45,717	34,375	23,033	11,692	-
Net Income		9,688	19,375	29,063	38,750	48,438	58,125	51,921	45,717	34,375	23,033	11,692	350	350
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	0.90	-	-	-	-	-	-	9,167	9,167	12,917	12,917	12,917	12,917	70,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	733	733	1,033	1,033	1,033	1,033	5,600
Fringe / Employee Benefits		-	-	-	-	-	-	2,292	2,292	3,229	3,229	3,229	3,229	17,500
Retirement / Pension		-	-	-	-	-	-	367	367	517	517	517	517	2,800
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	3,392	3,392	4,779	4,779	4,779	4,779	25,900
TOTAL PERSONNEL SERVICE COSTS	0.90	-	-	-	-	-	-	12,558	12,558	17,696	17,696	17,696	17,696	95,900
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Other Purchased / Professional / Consulting		1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	17,000
TOTAL CONTRACTED SERVICES		2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000
SCHOOL OPERATIONS														
Board Expenses		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		167	167	167	167	167	167	167	167	167	167	167	167	2,000
Telephone		-	-	-	-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense		1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	17,000
Staff Development		-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	-	-	-

PRE-OPENING CASH FLOW 1-YEAR

THE ACADEMY CHARTER SCHOOL - WYANDACH

NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2021 - June 30, 2022

Total Revenue	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**187,250**
Total Expenses	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**21,808**	**21,808**	**26,946**	**26,946**	**26,946**	**26,946**	**186,900**
Net Income	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**(6,204)**	**(6,204)**	**(11,342)**	**(11,342)**	**(11,342)**	**(11,342)**	**350**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**-**
Net Income	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**350**	**350**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Student Recruitment / Marketing	833	833	833	833	833	833	833	833	833	833	833	833	10,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	417	417	417	417	417	417	417	417	417	417	417	417	5,000
TOTAL SCHOOL OPERATIONS	3,250	3,250	3,250	3,250	3,250	3,250	4,917	4,917	4,917	4,917	4,917	4,917	49,000
FACILITY OPERATION & MAINTENANCE													
Insurance	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	417	417	417	417	417	417	2,083	2,083	2,083	2,083	2,083	2,083	15,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**21,808**	**21,808**	**26,946**	**26,946**	**26,946**	**26,946**	186,900
NET INCOME	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**(6,204)**	**(6,204)**	**(11,342)**	**(11,342)**	**(11,342)**	**(11,342)**	**350**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**(6,204)**	**(6,204)**	**(11,342)**	**(11,342)**	**(11,342)**	**(11,342)**	**350**
Beginning Cash Balance	**-**	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	-
ENDING CASH BALANCE	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**350**	**350**

YEAR 1 BUDGET AND ASSUMPTION		THE ACADEMY CHARTER SCHOOL - WYANDACH PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2022 - JUNE 30, 2023						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		**3,800,076**	**10,320**	**-**	**-**	**-**	**3,810,396**	
Total Expenses		**2,750,454**	**473,547**	**-**	**-**	**628,130**	**3,852,131**	
Net Income		**1,049,622**	**(463,227)**	**-**	**-**	**(628,130)**	**(41,735)**	
Budgeted Student Enrollment		**172**	**-**				**172**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	Basic Tuition (2020-21)							
PRIMARY School District: WYANDANCH UFSD	18,501	3,182,172					3,182,172	
Other District 1:	-	-					-	
Other District 2:	-	-					-	
Other District 3:	-	-					-	
Other District 4:	-	-					-	
Other District 5:	-	-					-	
Other District 6:	-	-					-	
Other District 7:	-	-					-	
Other District 8:	-	-					-	
Other District 9:	-	-					-	
Other District 10:	-	-					-	
Other District 11:	-	-					-	
Other District 12:	-	-					-	
Other District 13:	-	-					-	
Other District 14:	-	-					-	
Other School Districts' Revenue: (Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue (Weighted Avg.)	18,501	3,182,172					3,182,172	
Special Education Revenue			-				-	
NYC DoE Rental Assistance		-	-	-	-	-	-	
Grants								
Stimulus		-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3,182,172	-	-	-	-	3,182,172	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	-	-			-	
Title I		63,984	-	-			63,984	
Title Funding - Other		12,536	-	-			12,536	Title IIA , III-ELL, IV
School Food Service (Free Lunch)		141,384	-	-			141,384	Government Subsidies
Grants								
Charter School Program (CSP) Planning & Implementation		400,000	-	-	-	-	400,000	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		617,904	-	-	-	-	617,904	
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	-	-	-	
Fundraising		-	-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		-	10,320	-	-	-	10,320	NYSTL TextBooks
OTHER		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	10,320	-	-	-	10,320	
TOTAL REVENUE		**3,800,076**	**10,320**	**-**	**-**	**-**	**3,810,396**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	-	-	-	-	-	-	-	
Instructional Management	1.00	103,400	6,600	-	-	-	110,000	94% Reg Ed, 6% SpEd - Principal
Deans, Directors & Coordinators	1.00	61,100	3,900	-	-	-	65,000	94% Reg Ed, 6% SpEd - Coaches
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	-	
Administrative Staff	1.00	42,300	2,700	-	-	-	45,000	94% Reg Ed, 6% SpEd - Admin
TOTAL ADMINISTRATIVE STAFF	3.00	206,800	13,200	-	-	-	220,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	9.00	549,900	35,100	-	-	-	585,000	94% Reg Ed, 6% SpEd -Regular Teachers/Title I
Teachers - SPED	3.00	-	195,000	-	-	-	195,000	100% SpEd
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	3.00	112,800	7,200	-	-	-	120,000	94% Reg Ed, 6% SpEd - TA
Specialty Teachers	4.00	244,400	15,600	-	-	-	260,000	94% Reg Ed, 6% SpEd - Specialty
Aides	1.00	-	-	-	-	20,000	20,000	100 % M&G - School Aides
Therapists & Counselors	1.00	61,100	3,900	-	-	-	65,000	94% Reg Ed, 6% SpEd - Social Workers
Other	1.00	47,000	3,000	-	-	-	50,000	94% Reg Ed, 6% SpEd - After School
TOTAL INSTRUCTIONAL	22.00	1,015,200	259,800	-	-	20,000	1,295,000	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	1.00	-	-	-	-	10,000	10,000	Overtime
Custodian	1.00	-	-	-	-	50,000	50,000	100 % M&G - Custodian
Security	1.00	-	-	-	-	50,000	50,000	100 % M&G - Security
Other	2.00	-	-	-	-	70,000	70,000	100 % M&G - Food Service
TOTAL NON-INSTRUCTIONAL	5.00	-	-	-	-	180,000	180,000	
SUBTOTAL PERSONNEL SERVICE COSTS	30.00	1,222,000.00	273,000	-	-	200,000	1,695,000	

YEAR 1 BUDGET AND ASSUMPTION		THE ACADEMY CHARTER SCHOOL - WYANDACH PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2022 - JUNE 30, 2023						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**3,800,076**	**10,320**	**-**	**-**	**-**	**3,810,396**	
Total Expenses		**2,750,454**	**473,547**	**-**	**-**	**628,130**	**3,852,131**	
Net Income		**1,049,622**	**(463,227)**	**-**	**-**	**(628,130)**	**(41,735)**	
Budgeted Student Enrollment		**172**	**-**				**172**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		97,760	21,840	-	-	16,000	135,600	
Fringe / Employee Benefits		330,733	73,887	-	-	54,130	458,750	
Retirement / Pension		48,880	10,920	-	-	8,000	67,800	
TOTAL PAYROLL TAXES AND BENEFITS		477,373	106,647	-	-	78,130	662,150	
TOTAL PERSONNEL SERVICE COSTS	30.00	1,699,373	379,647	-	-	278,130	2,357,150	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	20,000	20,000	100% M&G
Legal		-	-	-	-	20,000	20,000	100% M&G
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		159,481	10,180	-	-	-	169,661	94% Reg Ed, 6% SpEd
Payroll Services		-	-	-	-	-	-	
Special Ed Services		-	5,000	-	-	-	5,000	100% SpEd - Contracted SpEd
Titlement Services (i.e. Title I)		9,400	600	-	-	-	10,000	94% Reg Ed, 6% SpEd - Title Funding
Other Purchased / Professional / Consulting		60,800	4,800	-	-	119,400	185,000	76% Reg Ed, 6% SpEd, 18%M&G -Computer Maint, , Temp Staff, Erate, Other Prof, Contracted Sub - 100% M&G Fin Mgmt, HR/Ben, Admin
TOTAL CONTRACTED SERVICES		229,681	20,580	-	-	159,400	409,661	
SCHOOL OPERATIONS								
Board Expenses		7,600	600	-	-	1,800	10,000	76% Reg Ed, 6% SpEd , 18% M&G
Classroom / Teaching Supplies & Materials		14,100	900	-	-	-	15,000	94% Reg Ed, 6% SpEd - Teacher Disc, Classroom Supplies
Special Ed Supplies & Materials		-	10,320	-	-	-	10,320	100% SpEd - NYSTL
Textbooks / Workbooks		56,400	3,600	-	-	-	60,000	94% Reg Ed, 6% SpEd - Text & Materials
Supplies & Materials other		-	-	-	-	-	-	
Equipment / Furniture		26,600	2,100	-	-	6,300	35,000	76% Reg Ed, 6% SpEd, 18% M&G - Equipment/Copier
Telephone		18,240	1,440	-	-	4,320	24,000	76% Reg Ed, 6% SpEd, 18% M&G - Telephone
Technology		3,800	300	-	-	900	5,000	76% Reg Ed, 6% SpEd, 18% M&G - Software
Student Testing & Assessment		4,700	300	-	-	-	5,000	94% Reg Ed, 6% SpEd
Field Trips		9,400	600	-	-	-	10,000	94% Reg Ed, 6% SpEd
Transportation (student)		9,400	600	-	-	-	10,000	94% Reg Ed, 6% SpEd
Student Services - other		28,200	1,800	-	-	-	30,000	94% Reg Ed, 6% SpEd - Student Activities, Athletic Activites, Other Dir Ed
Office Expense		34,200	2,700	-	-	8,100	45,000	76% RegEd, 6% SpEd, 18% M&G - Office Supplies, Postage, Printing/Copying
Staff Development		49,400	3,900	-	-	11,700	65,000	76% RegEd, 6% SpEd, 18% M&G - PD, Conference, Tuition Reimb
Staff Recruitment		-	-	-	-	-	-	
Student Recruitment / Marketing		15,200	1,200	-	-	3,600	20,000	76% Reg Ed, 6% SpEd, 18% M&G - Advertising, Recruitment
School Meals / Lunch		7,600	600	-	-	1,800	10,000	76% Reg Ed, 6% SpEd, 18% M&G - Other Food Payments
Travel (Staff)		7,600	600	-	-	1,800	10,000	76% Reg Ed, 6% SpEd, 18% M&G - Transportation Staff
Fundraising		-	-	-	-	-	-	
Other		12,160	960	-	-	2,880	16,000	76% Reg Ed, 6% SpEd, 18% M&G - Other G&A, Subscription & Dues, Interest
TOTAL SCHOOL OPERATIONS		304,600	32,520	-	-	43,200	380,320	
FACILITY OPERATION & MAINTENANCE								
Insurance		30,400	2,400	-	-	7,200	40,000	76% Reg Ed, 6% SpEd, 18% M&G - General Liability
Janitorial		22,800	1,800	-	-	5,400	30,000	76% Reg Ed, 6% SpEd, 18% M&G - Ops Supplies
Building and Land Rent / Lease / Facility Finance Interest		273,600	21,600	-	-	64,800	360,000	76% Reg Ed, 6% SpEd, 18% M&G - Rent
Repairs & Maintenance		83,600	6,600	-	-	19,800	110,000	76% Reg Ed, 6% SpEd, 18% M&G - Renovations & Repair, Maintenance & Sec
Equipment / Furniture		7,600	600	-	-	1,800	10,000	76% Reg Ed, 6% SpEd, 18% M&G - Fixtures and Furnishings
Security		-	-	-	-	-	-	
Utilities		91,200	7,200	-	-	21,600	120,000	76% Reg Ed, 6% SpEd, 18% M&G - Electric, Gas, Water, Other O&M
TOTAL FACILITY OPERATION & MAINTENANCE		509,200	40,200	-	-	120,600	670,000	
DEPRECIATION & AMORTIZATION		7,600	600	-	-	1,800	10,000	76% Reg Ed, 6% SpEd, 18% M&G - Depreciation
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	-	-	-	25,000	25,000	Escrow @ $25k per year from Years 1-3
TOTAL EXPENSES		**2,750,454**	**473,547**	**-**	**-**	**628,130**	**3,852,131**	
NET INCOME		**1,049,622**	**(463,227)**	**-**	**-**	**(628,130)**	**(41,735)**	
ENROLLMENT - *School Districts Are Linked To Above Entries*								
PRIMARY School District: WYANDANCH UFSD		172					172	
Other District 1:		-					-	
Other District 2:		-					-	
Other District 3:		-					-	
Other District 4:		-					-	
Other District 5:		-					-	
Other District 6:		-					-	
Other District 7:		-					-	
Other District 8:		-					-	
Other District 9:		-					-	
Other District 10:		-					-	
Other District 11:		-					-	
Other District 12:		-					-	
Other District 13:		-					-	

YEAR 1 BUDGET AND ASSUMPTION	THE ACADEMY CHARTER SCHOOL - WYANDACH PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2022 - JUNE 30, 2023						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**3,800,076**	**10,320**	**-**	**-**	**-**	**3,810,396**	
Total Expenses	**2,750,454**	**473,547**	**-**	**-**	**628,130**	**3,852,131**	
Net Income	**1,049,622**	**(463,227)**	**-**	**-**	**(628,130)**	**(41,735)**	
Budgeted Student Enrollment	**172**	**-**				**172**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	**172**					**172**	
REVENUE PER PUPIL	**22,093**					**22,153**	
EXPENSES PER PUPIL	**15,991**					**22,396**	

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*		THE ACADEMY CHARTER SCHOOL - WYANDACH PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2022 - JUNE 30, 2023												
Total Revenue		**563,695**	**33,333**	**586,518**	**56,156**	**586,518**	**56,156**	**586,518**	**56,156**	**586,518**	**56,156**	**586,518**	**56,156**	**3,810,396**
Total Expenses		**189,230**	**224,338**	**313,705**	**313,705**	**313,705**	**384,136**	**313,705**	**313,705**	**313,705**	**313,705**	**313,705**	**544,782**	**3,852,131**
Net Income		**374,465**	**(191,005)**	**272,812**	**(257,550)**	**272,812**	**(327,981)**	**272,812**	**(257,550)**	**272,812**	**(257,550)**	**272,812**	**(488,627)**	**(41,735)**
Cash Flow Adjustments		**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**101,538**
Beginning Cash Balance		**-**	**382,926**	**200,383**	**481,657**	**232,569**	**513,842**	**194,323**	**475,597**	**226,509**	**507,783**	**258,694**	**539,968**	**-**
Ending Cash Balance		**382,926**	**200,383**	**481,657**	**232,569**	**513,842**	**194,323**	**475,597**	**226,509**	**507,783**	**258,694**	**539,968**	**59,803**	**59,803**
		JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE		*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	Basic Tuition (2020-21)													
PRIMARY School District: WYANDANCH UFSD	18,501	530,362	-	530,362	-	530,362	-	530,362	-	530,362	-	530,362	-	3,182,172
Other District 1:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Avg.)	18,501	530,362	-	530,362	-	530,362	-	530,362	-	530,362	-	530,362	-	3,182,172
Special Education Revenue		-	-	-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		530,362	-	530,362	-	530,362	-	530,362	-	530,362	-	530,362	-	3,182,172
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-
Title I		-	-	6,398	6,398	6,398	6,398	6,398	6,398	6,398	6,398	6,398	6,398	63,984
Title Funding - Other		-	-	1,254	1,254	1,254	1,254	1,254	1,254	1,254	1,254	1,254	1,254	12,536
School Food Service (Free Lunch)		-	-	14,138	14,138	14,138	14,138	14,138	14,138	14,138	14,138	14,138	14,138	141,384
Grants														
Charter School Program (CSP) Planning & Implementation		33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	400,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		33,333	33,333	55,124	55,124	55,124	55,124	55,124	55,124	55,124	55,124	55,124	55,124	617,904
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	10,320
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	10,320
TOTAL REVENUE		**563,695**	**33,333**	**586,518**	**56,156**	**586,518**	**56,156**	**586,518**	**56,156**	**586,518**	**56,156**	**586,518**	**56,156**	**3,810,396**
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	12,692	8,462	8,462	8,462	8,462	12,692	8,462	8,462	8,462	8,462	8,462	8,462	110,000
Deans, Directors & Coordinators	1.00	7,500	5,000	5,000	5,000	5,000	7,500	5,000	5,000	5,000	5,000	5,000	5,000	65,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	1.00	5,192	3,462	3,462	3,462	3,462	5,192	3,462	3,462	3,462	3,462	3,462	3,462	45,000
TOTAL ADMINISTRATIVE STAFF	3.00	25,385	16,923	16,923	16,923	16,923	25,385	16,923	16,923	16,923	16,923	16,923	16,923	220,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	9.00	-	22,500	45,000	45,000	45,000	67,500	45,000	45,000	45,000	45,000	45,000	135,000	585,000
Teachers - SPED	3.00	-	7,500	15,000	15,000	15,000	22,500	15,000	15,000	15,000	15,000	15,000	45,000	195,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	3.00	-	4,615	9,231	9,231	9,231	13,846	9,231	9,231	9,231	9,231	9,231	27,692	120,000
Specialty Teachers	4.00	-	10,000	20,000	20,000	20,000	30,000	20,000	20,000	20,000	20,000	20,000	60,000	260,000
Aides	1.00	2,308	1,538	1,538	1,538	1,538	2,308	1,538	1,538	1,538	1,538	1,538	1,538	20,000
Therapists & Counselors	1.00	-	2,500	5,000	5,000	5,000	7,500	5,000	5,000	5,000	5,000	5,000	15,000	65,000
Other	1.00	-	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	50,000
TOTAL INSTRUCTIONAL	22.00	2,308	48,654	100,769	100,769	100,769	148,654	100,769	100,769	100,769	100,769	100,769	289,231	1,295,000
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	1.00	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Custodian	1.00	5,769	3,846	3,846	3,846	3,846	5,769	3,846	3,846	3,846	3,846	3,846	3,846	50,000
Security	1.00	5,769	3,846	3,846	3,846	3,846	5,769	3,846	3,846	3,846	3,846	3,846	3,846	50,000

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*		THE ACADEMY CHARTER SCHOOL - WYANDACH PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2022 - JUNE 30, 2023												
Total Revenue		**563,695**	**33,333**	**586,518**	**56,156**	**586,518**	**56,156**	**586,518**	**56,156**	**586,518**	**56,156**	**586,518**	**56,156**	**3,810,396**
Total Expenses		**189,230**	**224,338**	**313,705**	**313,705**	**313,705**	**384,136**	**313,705**	**313,705**	**313,705**	**313,705**	**313,705**	**544,782**	**3,852,131**
Net Income		**374,465**	**(191,005)**	**272,812**	**(257,550)**	**272,812**	**(327,981)**	**272,812**	**(257,550)**	**272,812**	**(257,550)**	**272,812**	**(488,627)**	**(41,735)**
Cash Flow Adjustments		**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**101,538**
Beginning Cash Balance		**-**	**382,926**	**200,383**	**481,657**	**232,569**	**513,842**	**194,323**	**475,597**	**226,509**	**507,783**	**258,694**	**539,968**	**-**
Ending Cash Balance		**382,926**	**200,383**	**481,657**	**232,569**	**513,842**	**194,323**	**475,597**	**226,509**	**507,783**	**258,694**	**539,968**	**59,803**	**59,803**
		JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
Other	2.00	8,077	5,385	5,385	5,385	5,385	8,077	5,385	5,385	5,385	5,385	5,385	5,385	70,000
TOTAL NON-INSTRUCTIONAL	5.00	20,449	13,910	13,910	13,910	13,910	20,449	13,910	13,910	13,910	13,910	13,910	13,910	180,000
SUBTOTAL PERSONNEL SERVICE COSTS	30.00	48,141	79,487	131,603	131,603	131,603	194,487	131,603	131,603	131,603	131,603	131,603	320,064	1,695,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		3,851	6,359	10,528	10,528	10,528	15,559	10,528	10,528	10,528	10,528	10,528	25,605	135,600
Fringe / Employee Benefits		38,229	38,229	38,229	38,229	38,229	38,229	38,229	38,229	38,229	38,229	38,229	38,229	458,750
Retirement / Pension		1,926	3,179	5,264	5,264	5,264	7,779	5,264	5,264	5,264	5,264	5,264	12,803	67,800
TOTAL PAYROLL TAXES AND BENEFITS		44,006	47,768	54,021	54,021	54,021	61,568	54,021	54,021	54,021	54,021	54,021	76,637	662,150
TOTAL PERSONNEL SERVICE COSTS	30.00	92,147	127,255	185,624	185,624	185,624	256,055	185,624	185,624	185,624	185,624	185,624	396,701	2,357,150
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	20,000	20,000
Legal		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	16,966	16,966	16,966	16,966	16,966	16,966	16,966	16,966	16,966	16,966	169,661
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Titlement Services (i.e. Title I)		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Other Purchased / Professional / Consulting		15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	15,417	185,000
TOTAL CONTRACTED SERVICES		18,333	18,333	35,299	35,299	35,299	35,299	35,299	35,299	35,299	35,299	35,299	55,299	409,661
SCHOOL OPERATIONS														
Board Expenses		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Classroom / Teaching Supplies & Materials		-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Special Ed Supplies & Materials		-	-	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	10,320
Textbooks / Workbooks		-	-	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	60,000
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	2,917	35,000
Telephone		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000
Technology		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Student Testing & Assessment		-	-	500	500	500	500	500	500	500	500	500	500	5,000
Field Trips		-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Transportation (student)		-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Student Services - other		-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Office Expense		3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Staff Development		5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000
Staff Recruitment		-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
School Meals / Lunch		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Travel (Staff)		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	16,000
TOTAL SCHOOL OPERATIONS		20,000	20,000	34,032	34,032	34,032	34,032	34,032	34,032	34,032	34,032	34,032	34,032	380,320
FACILITY OPERATION & MAINTENANCE														
Insurance		3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Janitorial		2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Building and Land Rent / Lease / Facility Finance Interest		30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	360,000
Repairs & Maintenance		9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
Equipment / Furniture		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Security		-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities		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
TOTAL FACILITY OPERATION & MAINTENANCE		55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	670,000
DEPRECIATION & AMORTIZATION		833	833	833	833	833	833	833	833	833	833	833	833	10,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL EXPENSES		**189,230**	**224,338**	**313,705**	**313,705**	**313,705**	**384,136**	**313,705**	**313,705**	**313,705**	**313,705**	**313,705**	**544,782**	3,852,131
NET INCOME		**374,465**	**(191,005)**	**272,812**	**(257,550)**	**272,812**	**(327,981)**	**272,812**	**(257,550)**	**272,812**	**(257,550)**	**272,812**	**(488,627)**	**(41,735)**
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back Depreciation		833	833	833	833	833	833	833	833	833	833	833	833	10,000
Other		15,962	15,962	15,962	15,962	15,962	15,962	15,962	15,962	15,962	15,962	15,962	15,962	191,538
Total Operating Activities		16,795	16,795	16,795	16,795	16,795	16,795	16,795	16,795	16,795	16,795	16,795	16,795	201,538
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures		(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)
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities		(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)
FINANCING ACTIVITIES														
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities		-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments		**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**8,462**	**101,538**
NET INCOME		**382,926**	**(182,543)**	**281,274**	**(249,088)**	**281,274**	**(319,519)**	**281,274**	**(249,088)**	**281,274**	**(249,088)**	**281,274**	**(480,165)**	**59,803**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	THE ACADEMY CHARTER SCHOOL - WYANDACH PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2022 - JUNE 30, 2023												
Total Revenue	563,695	33,333	586,518	56,156	586,518	56,156	586,518	56,156	586,518	56,156	586,518	56,156	3,810,396
Total Expenses	189,230	224,338	313,705	313,705	313,705	384,136	313,705	313,705	313,705	313,705	313,705	544,782	3,852,131
Net Income	374,465	(191,005)	272,812	(257,550)	272,812	(327,981)	272,812	(257,550)	272,812	(257,550)	272,812	(488,627)	(41,735)
Cash Flow Adjustments	8,462	8,462	8,462	8,462	8,462	8,462	8,462	8,462	8,462	8,462	8,462	8,462	101,538
Beginning Cash Balance	-	382,926	200,383	481,657	232,569	513,842	194,323	475,597	226,509	507,783	258,694	539,968	-
Ending Cash Balance	382,926	200,383	481,657	232,569	513,842	194,323	475,597	226,509	507,783	258,694	539,968	59,803	59,803
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	-	382,926	200,383	481,657	232,569	513,842	194,323	475,597	226,509	507,783	258,694	539,968	-
ENDING CASH BALANCE	382,926	200,383	481,657	232,569	513,842	194,323	475,597	226,509	507,783	258,694	539,968	59,803	59,803

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		THE ACADEMY CHARTER SCHOOL - WYANDACH					DESCRIPTION OF ASSUMPTIONS
NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					*NOTE: State assumptions that are being made in the section provided below.*
Total Revenue		**3,810,396**	**5,071,487**	**6,443,672**	**8,066,974**	**9,768,584**	
Total Expenses		**3,852,131**	**4,971,891**	**6,376,657**	**7,734,360**	**9,649,607**	
Net Income (Before Cash Flow Adjustments)		**(41,735)**	**99,596**	**67,016**	**332,614**	**118,977**	
Budgeted Student Enrollment		**172**	**245**	**319**	**392**	**466**	
		Year 1 2022-23	**Year 2 2023-24**	**Year 3 2024-25**	**Year 4 2025-26**	**Year 5 2026-27**	
REVENUE		**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES							Assumes 2% Increase in Per Pupil from Years 3 - 5
Per Pupil Revenue	Basic Tuition (2020-21)						
WYANDANCH UFSD	18,501	3,182,172	4,532,745	5,901,819	7,252,392	8,621,466	Year 1 - 172 FTE @ $18,501 = $3,182,172 Year 2 - 245 FTE @ $18,501 = $4,532,745 Year 3 - 319 FTE @ $18,871 = $6,019,855 Year 4 - 392 FTE @ $19,248 = $7,545,389 Year 5 - 466 FTE @ $19,633 = $9,149,169
PRIMARY School District:							
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg.)	18,501	3,182,172	4,532,745	5,901,819	7,252,392	8,621,466	
Special Education Revenue		-	-	118,036	292,997	527,703	Additional Base Per Pupil Revenue that formula did not capture
NYC DoE Rental Assistance		-	-	-	-	-	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3,182,172	4,532,745	6,019,855	7,545,389	9,149,169	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	
Title I		63,984	91,406	118,827	146,249	173,671	Title I
Title Funding - Other		12,536	17,909	23,280	28,653	34,027	Title IIA, III-ELL, IV
School Food Service (Free Lunch)		141,384	201,977	262,570	323,163	383,757	
Grants							
Charter School Program (CSP) Planning & Implementation		400,000	212,750	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		617,904	524,042	404,677	498,065	591,455	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		10,320	14,700	19,140	23,520	27,960	NYSTL
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		10,320	14,700	19,140	23,520	27,960	
TOTAL REVENUE		**3,810,396**	**5,071,487**	**6,443,672**	**8,066,974**	**9,768,584**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	110,000	113,300	116,699	120,200	253,805	
Deans, Directors & Coordinators	1.00	65,000	66,950	68,959	156,028	225,709	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	85,000	87,550	90,177	177,882	
Administrative Staff	1.00	45,000	46,350	92,741	95,523	143,388	
TOTAL ADMINISTRATIVE STAFF	3.00	220,000	311,600	365,948	461,927	800,784	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	9.00	585,000	797,550	1,016,477	1,306,971	1,541,180	
Teachers - SPED	3.00	195,000	200,850	271,876	280,032	353,433	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	3.00	120,000	243,600	370,908	502,035	637,096	
Specialty Teachers	4.00	260,000	332,800	407,784	485,018	564,568	
Aides	1.00	20,000	20,600	21,218	21,855	22,510	
Therapists & Counselors	1.00	65,000	66,950	133,959	137,977	207,117	
Other	1.00	50,000	91,500	134,245	178,272	223,621	
TOTAL INSTRUCTIONAL	22.00	1,295,000	1,753,850	2,356,466	2,912,159	3,549,524	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		THE ACADEMY CHARTER SCHOOL - WYANDACH					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**3,810,396**	**5,071,487**	**6,443,672**	**8,066,974**	**9,768,584**	
Total Expenses		**3,852,131**	**4,971,891**	**6,376,657**	**7,734,360**	**9,649,607**	
Net Income (Before Cash Flow Adjustments)		**(41,735)**	**99,596**	**67,016**	**332,614**	**118,977**	
Budgeted Student Enrollment		**172**	**245**	**319**	**392**	**466**	
		Year 1 2022-23	**Year 2 2023-24**	**Year 3 2024-25**	**Year 4 2025-26**	**Year 5 2026-27**	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	1.00	10,000	10,300	10,609	10,927	11,255	
Custodian	1.00	50,000	51,500	78,045	105,386	158,548	
Security	1.00	50,000	51,500	78,045	105,386	158,548	
Other	2.00	70,000	72,100	109,263	112,541	150,917	
TOTAL NON-INSTRUCTIONAL	5.00	180,000	185,400	275,962	334,241	479,268	
SUBTOTAL PERSONNEL SERVICE COSTS	30.00	1,695,000	2,250,850	2,998,376	3,708,327	4,829,576	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		135,600	180,068	239,870	296,666	386,366	
Fringe / Employee Benefits		458,750	609,190	811,508	1,003,655	1,307,120	
Retirement / Pension		67,800	90,034	119,935	148,333	193,183	
TOTAL PAYROLL TAXES AND BENEFITS		662,150	879,292	1,171,313	1,448,654	1,886,669	
TOTAL PERSONNEL SERVICE COSTS	30.00	2,357,150	3,130,142	4,169,689	5,156,981	6,716,245	
CONTRACTED SERVICES							
Accounting / Audit		20,000	22,000	24,000	26,000	28,000	Yrs 2-5 - $2k increase
Legal		20,000	22,000	24,000	26,000	28,000	Yrs 2-5 - $2k increase
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		169,661	241,668	320,955	402,290	487,797	Based on additional students enrolled
Payroll Services		-	-	-	-	-	
Special Ed Services		5,000	7,122	9,459	11,856	14,376	Based on additional students enrolled
Titlement Services (i.e. Title I)		10,000	11,000	12,000	13,000	14,000	Yrs 2-5 - $1k increase
Other Purchased / Professional / Consulting		185,000	208,244	231,917	255,711	279,751	Various increases - Computer Maint, Fin Mgmt, HR/Ben, Admin, Temp Staff, Erate, Other Prof, Contracted Sub
TOTAL CONTRACTED SERVICES		409,661	512,034	622,331	734,857	851,924	
SCHOOL OPERATIONS							
Board Expenses		10,000	12,000	14,000	16,000	18,000	Yrs 2-5 - $2k increase
Classroom / Teaching Supplies & Materials		15,000	21,366	28,376	35,567	43,127	Teacher Discretionary, Classroom Supplies
Special Ed Supplies & Materials		10,320	14,700	19,523	24,470	29,671	SpEd offsets revenue
Textbooks / Workbooks		60,000	85,465	113,505	142,269	172,508	Based on additional students enrolled
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		35,000	42,000	49,000	56,000	63,000	Yrs 2-5 - Equipent- $2k increase, Copier $5k increase
Telephone		24,000	26,000	28,000	30,000	32,000	Yrs 2-5 - $2k increase
Technology		5,000	7,000	9,000	11,000	13,000	Yrs 2-5 - $2k increase
Student Testing & Assessment		5,000	7,122	9,459	11,856	14,376	Based on additional students enrolled
Field Trips		10,000	14,244	18,917	23,711	28,751	Based on additional students enrolled
Transportation (student)		10,000	12,000	14,000	16,000	18,000	Yrs 2-5 - $2k increase
Student Services - other		30,000	38,488	47,834	57,422	67,502	Yrs 1 - 5 - Student and Athletic Activities - increase based on additional students enrolled. Yrs 1-5 - Other Direct Ed @ $10k
Office Expense		45,000	54,000	63,000	72,000	81,000	Yrs 2-5 - Office Supplies - $5k increase, Postage $2k increase, Printing & Copying $2k increase
Staff Development		65,000	92,587	122,964	154,125	186,884	PD, Conference, Tuition Reimb - Based on additional employees
Staff Recruitment		-	-	-	-	-	
Student Recruitment / Marketing		20,000	29,244	38,917	48,711	58,751	Yrs 2-5 -Advertising - $5k increase, Recruitment increase based on additional students
School Meals / Lunch		10,000	12,000	14,000	16,000	18,000	Yrs 2-5 - $2k increase
Travel (Staff)		10,000	12,000	14,000	16,000	18,000	Yrs 2-5 - $2k increase
Fundraising		-	-	-	-	-	
Other		16,000	20,244	24,917	29,711	34,751	Yrs 1-5 - Other G&A - $5k, Subs & Dues - increase based on additional students enrolled, Interest @ $1k Yrs 1-5
TOTAL SCHOOL OPERATIONS		380,320	500,460	629,412	760,842	897,321	
FACILITY OPERATION & MAINTENANCE							
Insurance		40,000	56,977	75,670	94,846	115,005	Increase based employees and students increases
Janitorial		30,000	35,000	40,000	45,000	50,000	Yrs 2-5 - $5k increase Operational Supplies
Building and Land Rent / Lease / Facility Finance Interest		360,000	410,000	460,000	510,000	560,000	Yrs 2-5 - Rent $50k increase
Repairs & Maintenance		110,000	135,000	160,000	185,000	210,000	Yrs 2-5 - $5k increase Renovations & Repairs, Yrs 2-5 $20k increase Repairs & Maintenance
Equipment / Furniture		10,000	12,000	14,000	16,000	18,000	Yrs 2-5 - $2k increase Fixtures and Furnishing
Security		-	-	-	-	-	
Utilities		120,000	135,278	150,555	165,834	181,112	Utilities calculated to accommodate increase in occupancy. Yrs 1-5 Other O&M @ $10k
TOTAL FACILITY OPERATION & MAINTENANCE		670,000	784,255	900,225	1,016,680	1,134,117	
DEPRECIATION & AMORTIZATION		10,000	20,000	30,000	40,000	50,000	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		25,000	25,000	25,000	25,000	-	Escrow @ $25k per year from Years 1-4
TOTAL EXPENSES		**3,852,131**	**4,971,891**	**6,376,657**	**7,734,360**	**9,649,607**	
NET INCOME		**(41,735)**	**99,596**	**67,016**	**332,614**	**118,977**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: WYANDANCH UFSD		172	245	319	392	466	
Other District 1:		-	-	-	-	-	
Other District 2:		-	-	-	-	-	
Other District 3:		-	-	-	-	-	
Other District 4:		-	-	-	-	-	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	THE ACADEMY CHARTER SCHOOL - WYANDACH	DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD	
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*	2022-23 THROUGH 2026-27	***NOTE:** State assumptions that are being made in the section provided below.*

Total Revenue	**3,810,396**	**5,071,487**	**6,443,672**	**8,066,974**	**9,768,584**	
Total Expenses	**3,852,131**	**4,971,891**	**6,376,657**	**7,734,360**	**9,649,607**	
Net Income (Before Cash Flow Adjustments)	**(41,735)**	**99,596**	**67,016**	**332,614**	**118,977**	
Budgeted Student Enrollment	**172**	**245**	**319**	**392**	**466**	
	Year 1 2022-23	**Year 2 2023-24**	**Year 3 2024-25**	**Year 4 2025-26**	**Year 5 2026-27**	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	**172**	**245**	**319**	**392**	**466**	
REVENUE PER PUPIL	**22,153**	**20,700**	**20,200**	**20,579**	**20,963**	
EXPENSES PER PUPIL	**22,396**	**20,293**	**19,990**	**19,731**	**20,707**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	10,000	20,000	30,000	40,000	50,000	
Other	191,538	67,285	89,303	81,982	94,442	
Total Operating Activities	201,538	87,285	119,303	121,982	144,442	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(100,000)	(100,000)	(100,000)	(100,000)	(100,000)	
Other	-	-	-	-	-	
Total Investment Activities	(100,000)	(100,000)	(100,000)	(100,000)	(100,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**101,538**	**(12,715)**	**19,303**	**21,982**	**44,442**	
NET INCOME	**59,803**	**86,881**	**86,319**	**354,596**	**163,419**	
Beginning Cash Balance	-	59,803	146,684	233,003	587,598	
ENDING CASH BALANCE	**59,803**	**146,684**	**233,003**	**587,598**	**751,017**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: WYANDANCH UFSD							
A	**B**	**C**	**D** (B X C)	**E**	**F** (D + E)	**G**	**H** (F ÷ G)
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for WYANDANCH UFSD School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2022-23)	172	18,501	3,182,172	628,224	3,810,396	-	#DIV/0!
Year 2 (2023-24)	245	18,501	4,532,745	538,741	5,071,486	-	#DIV/0!
Year 3 (2024-25)	319	18,501	5,901,819	541,855	6,443,674	-	#DIV/0!
Year 4 (2025-26)	392	18,501	7,252,392	814,583	8,066,975	-	#DIV/0!
Year 5 (2026-27)	466	18,501	8,621,466	1,147,116	9,768,582	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	**B**	**C**	**D** (B X C)	**E**	**F** (D + E)	**G**	**H** (F ÷ G)
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for Select from drop-down list → School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 2 (2023-24)	-	-	-	-	-	-	#DIV/0!
Year 3 (2024-25)	-	-	-	-	-	-	#DIV/0!
Year 4 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 5 (2026-27)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	



2021 New School Proposal
Budget(s) & Cash Flow(s) Template

The Academy Charter School Corp

Contact Name:	Paul J. Augello, Jr., CPA
Contact Title:	[redacted]
Contact Email:	
Contact Phone:	
First Academic Year:	2022-23
Pre-Opening Period:	July 1, 2021 - June 30, 2022

THE ACADEMY CHARTER SCHOOL CORP
2022-23 through 2026-27

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**AGE RANGE**
Kindergarten	Elementary School	319	318	318	318	318	
1st Grade	Elementary School	294	319	319	318	318	
2nd Grade	Elementary School	294	294	319	319	319	
3rd Grade	Elementary School	245	294	294	319	319	
4th Grade	Elementary School	309	245	294	294	319	
5th Grade	*Elementary School*	167	309	245	294	294	
6th Grade	Middle School	191	191	309	245	294	
7th Grade	Middle School	191	191	191	309	245	
8th Grade	Middle School	191	191	191	191	309	
9th Grade	High School	279	353	353	353	353	
10th Grade	High School	260	260	333	333	333	
11th Grade	High School	221	221	221	294	294	
12th Grade	High School	98	220	220	221	294	
Ungraded							
TOTAL		3,059	3,406	3,607	3,808	4,009	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
Kindergarten	Elementary School	12	12	12	12	12
1st Grade	Elementary School	11	12	12	12	12
2nd Grade	Elementary School	11	11	12	12	12
3rd Grade	Elementary School	9	11	11	12	12
4th Grade	Elementary School	12	9	11	11	12
5th Grade	Elementary School	8	12	9	11	11
6th Grade	Middle School	8	8	12	9	11
7th Grade	Middle School	8	8	8	12	9
8th Grade	Middle School	5	8	8	8	11
9th Grade	High School	10	13	13	13	13
10th Grade	High School	10	13	13	13	13
11th Grade	High School	10	10	10	13	13
12th Grade	High School	7	10	10	10	13
Ungraded						
TOTAL		121	137	141	148	154

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
Kindergarten	Elementary School	27	27	27	27	27
1st Grade	Elementary School	27	27	27	27	27
2nd Grade	Elementary School	27	27	27	27	27
3rd Grade	Elementary School	27	27	27	27	27
4th Grade	Elementary School	26	27	27	27	27
5th Grade	Elementary School	21	26	27	27	27
6th Grade	Middle School	24	24	26	27	27
7th Grade	Middle School	24	24	24	26	27
8th Grade	Middle School	38	24	24	24	28
9th Grade	High School	28	27	27	27	27
10th Grade	High School	26	20	26	26	26
11th Grade	High School	22	22	22	23	23
12th Grade	High School	14	22	22	22	23
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	1,628	1,779	1,789	1,862	1,887
Total Middle School Enrollment	573	573	691	745	848
Total High School Enrollment	858	1,054	1,127	1,201	1,274
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**3,059**	**3,406**	**3,607**	**3,808**	**4,009**
Change in Net Enrollment from Prior Year (Count)	3,059	347	201	201	201
Change in Net Enrollment from Prior Year (Percent)	100.0%	11.3%	5.9%	5.6%	5.3%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	3,059	3,406	3,607	3,808	4,009
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**	*Number entered does not equal the count of district names entered.*

PRIMARY SENDING SCHOOL DISTRICT	HEMPSTEAD UFSD	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET			$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)		1,637	1,666	1,695	1,725	1,754
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	UNIONDALE UFSD	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)		1,027	1,272	1,370	1,468	1,566
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

AMITYVILLE UFSD	16	16	16	16	16
BALDWIN UFSD	11	11	11	11	11
CARLE PLACE UFSD	1	1	1	1	1
CENTRAL ISLIP UFSD	1	1	1	1	1
ELMONT UFSD	9	9	9	9	9
FRANKLIN SQUARE UFSD	2	2	2	2	2
FREEPORT UFSD	14	14	14	14	14
GLEN COVE CITY SD	3	3	3	3	3
LAWRENCE UFSD	1	1	1	1	1
LEVITTOWN UFSD	1	1	1	1	1
LINDENHURST UFSD	1	1	1	1	1
LONG BEACH CITY SD	4	4	4	4	4
LYNBROOK UFSD	3	3	3	3	3
MALVERNE UFSD	11	11	11	11	11
MINEOLA UFSD	1	1	1	1	1
NYC CHANCELLOR'S OFFICE	35	35	35	35	35
ROOSEVELT UFSD	71	71	71	71	71
SEWANHAKA CENTRAL HS DISTRICT	6	6	6	6	6
VALLEY STREAM 13 UFSD	3	3	3	3	3
VALLEY STREAM 30 UFSD	2	2	2	2	2
VALLEY STREAM CENTRAL HS DISTRICT	4	4	4	4	4
WEST HEMPSTEAD UFSD	5	5	5	5	5
WESTBURY UFSD	16	16	16	16	16
WYANDANCH UFSD	174	247	321	394	468

THE ACADEMY CHARTER SCHOOL CORP

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2022-23	2023-24	2024-25	2025-26	2026-27
	Grades	K-12	K-12	K-12	K-12	K-12
	Enrollment	3059	3406	3607	3808	4009

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	2.0	2.0	2.0	2.0	2.0	(1) CEO, (1) Chief Development Officer (CDO)
Instructional Management	14.0	17.0	17.0	17.0	17.9	Corp - (1) CAO, (7) Principal, (4) Asst Principal (1) Assoc CAO; Wyandanch - (1) Principal
Deans, Directors & Coordinators	32.0	34.1	34.1	35.0	35.8	Corp - (1) Chief Inst. Tech & Innovation, (1) Community Liaison, (8) Dean of Sch Culture,(1) Dir of Intervention Svcs, (1) Dir of Assessment, (1) Dir of Athletics, (1) Dir of Curriculum, (1) Dir of Specials, (1) Dir of Student Support, (1) Early College Counselor, (1) ELA AIS, (2) ELA Coach, (1) ELA Instructional Coach, (1) ENL Coordinator, (1) Info Comm, (3) Inst. Coach, (1) Library Media, (2) Math Coach, (1) Student Info Specialists, (1) Substitute Teacher; Wyandanch - (1) Coach
CFO / Director of Finance	2.0	2.0	2.0	2.0	2.0	(1) CFO, (1) Comptroller
Operation / Business Manager	12.0	12.8	12.8	12.8	13.5	Corp - (1) Chief People and Legal Officer, (1) Chief Strategic Dev Officer, (1) CMO Officer, (1) Director of Facilities, (2) DOO, (1) Employee Engagement Associate, (1) HR Generalists, (1) Human Capital Dir, (1) Payroll Specialty, (1) Student Records Officer Community Liaison; Wyandanch - Yr3 (1) DOO
Administrative Staff	17.0	18.9	19.7	19.6	20.5	Corp (5) Admin Asst, (3) Executive Admin Asst, (3) Office Asst, (1) Office Mngr, (4) Receptionist; Wyandanch - (1) Admin Asst
TOTAL ADMINISTRATIVE STAFF	79.0	86.6	87.5	88.4	91.8	

INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	162.0	191.6	201.3	208.9	214.7	Corp - (152) Regular, (1) Title I; Wyandanch - (7) Reg, (2) Title I
Teachers - SPED	10.0	13.0	13.9	13.9	14.8	Corp - (7) SPED; Wyandanch - (3) SPED
Substitute Teachers	4.0	4.0	4.0	4.0	4.0	Corp - (4) Substitutes
Teaching Assistants	47.0	52.1	56.2	60.3	64.5	Corp - (44) Teacher Assistants; Wyandanch - (3) TA
Specialty Teachers	45.0	54.1	56.1	58.2	59.2	Corp - (5) Art, (1) Chorus, (1) Computer Science, (1) CS/STEM, (1)
Aides	1.0	1.0	1.0	1.0	1.0	
Therapists & Counselors	19.0	20.3	23.0	24.7	29.1	Corp - (11) Counselors, (1) Behavioral Specialist, (1) K-2 School Aide, (5)
Other	1.0	1.1	1.1	1.0	1.0	Summer Sch, After Sch, Bonus, Other Salaries
TOTAL INSTRUCTIONAL	289.0	337.0	356.6	372.0	388.4	

NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	1.0	1.0	1.0	1.0	1.0	Over Time
Custodian	34.0	42.3	43.0	43.8	45.2	Corp - (1) Custodian Supervisor, (29.5) Custodians, (3) Lead Custodians;
Security	36.0	43.4	44.1	44.8	46.1	(35) Securities; Wyandanch - (1) Security
Other	29.5	34.1	35.1	35.1	36.1	Corp - (1) Asst Dir of Dining Svcs, (3) Asst Chef,(1) Cook, (1) Dir of Food Svcs, (1) Diswasher, (2) Aide, (18.5) Food Asst; Wyandanch - (2) Food Svcs
TOTAL NON-INSTRUCTIONAL	100.5	120.8	123.2	124.6	128.4	

THE ACADEMY CHARTER SCHOOL CORP						
TOTAL PERSONNEL SERVICE FTE	468.5	544.5	567.3	585.1	608.6	

THE ACADEMY CHARTER SCHOOL CORP

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2022-23	2023-24	2024-25	2025-26	2026-27
	Grades	K-12	K-12	K-12	K-12	K-12
	Enrollment	3059.00	3406.00	3607.00	3808.00	4009.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	0.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ 212,792	$ 425,584	$ 438,352	$ 451,502	$ 465,047	$ 478,999	(1) CEO, (1) CDO
Instructional Management	$ 132,695	$ 1,857,724	$ 2,307,455	$ 2,376,679	$ 2,447,979	$ 2,651,418	Corp - (1) CAO, (7) Principal, (4) Asst Principal (1) Assoc CAO; Wyandach - (1) Principal
Deans, Directors & Coordinators	$ 87,507	$ 2,800,219	$ 3,064,226	$ 3,156,153	$ 3,335,838	$ 3,500,913	Corp - (1) Chief Inst. Tech & Innovation, (1) Community Liaison, (8) Dean of Sch Culture,(1) Dir of Intervention Svcs, (1) Dir of Assessment, (1) Dir of Athletics, (1) Dir of Curriculum, (1) Dir of Specials, (1) Dir of Student Support, (1) Early College Counselor, (1) ELA AIS, (2) ELA Coach, (1) ELA Instructional Coach, (1) ENL Coordinator, (1) Info Comm, (3) Inst. Coach, (1) Library Media, (2) Math Coach, (1) Student Info Specialists, (1) Substitute Teacher; Wyandach - (1) Coach
CFO / Director of Finance	$ 153,831	$ 307,661	$ 316,891	$ 326,398	$ 336,189	$ 346,275	(1) CFO, (1) Comptroller
Operation / Business Manager	$ 110,241	$ 1,322,892	$ 1,447,585	$ 1,491,012	$ 1,539,362	$ 1,666,814	Corp - (1) Chief People and Legal Officer, (1) Chief Strategic Dev Officer, (1) CMO Officer, (1) Director of Facilities, (2) DOO, (1) Employee Engagement Associate, (1) HR Generalists, (1) Human Capital Dir, (1) Payroll Specialty, (1) Student Records Officer Community Liaison; Wyandach - Yr3 (1) DOO
Administrative Staff	$ 53,469	$ 908,965	$ 1,035,240	$ 1,111,297	$ 1,141,017	$ 1,223,975	Corp (5) Admin Asst, (3) Executive Admin Asst, (3) Office Asst, (1) Office Mngr, (4) Receptionist; Wyandach - (1) Admin Asst
TOTAL ADMINISTRATIVE STAFF		$ 7,623,045	$ 8,609,748	$ 8,913,041	$ 9,265,432	$ 9,868,394	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 72,045	$ 11,671,306	$ 14,150,446	$ 15,276,889	$ 16,282,196	$ 17,191,661	Corp - (152) Regular, (1) Title I; Wyandach - (7) Reg, (2) Title I
Teachers - SPED	$ 73,403	$ 734,031	$ 977,052	$ 1,071,364	$ 1,103,504	$ 1,201,610	Corp - (7) SPED; Wyandach - (3) SPED
Substitute Teachers	$ 45,049	$ 180,197	$ 185,603	$ 191,171	$ 196,906	$ 202,813	Corp - (4) Substitutes
Teaching Assistants	$ 40,179	$ 1,888,428	$ 2,148,081	$ 2,377,523	$ 2,615,849	$ 2,862,324	(44) Teacher Assistants; Wyandach - (3) TA
Specialty Teachers	$ 66,235	$ 2,980,560	$ 3,669,977	$ 3,917,076	$ 4,173,589	$ 4,363,796	Corp - (5) Art, (1) Chorus, (1) Computer Science, (1) CS/STEM, (1) Culinary, (1) Drama, (2) ELA AIS, (2) ENL, (3) ESL, (2) Gym, (1) Health, (1) K-2 Art, (3) K-2 ESL, (1) K-2 Music, (1) K-2 PE, (1) K-2 Tech, (1) Medical Science, (1) Movement/Dance Teacher, (5) Music, (4) PE, (1) Science Lab, (1) STEM, (1) Tech 6-8; Wyandach - (1) Soc Worker, Yr 3 - Plus (1) Guidance Counselor, Yr 5 - Plus (1) Guidance Counselor
Aides	$ 20,000	$ 20,000	$ 20,600	$ 21,218	$ 21,855	$ 22,510	
Therapists & Counselors	$ 57,691	$ 1,096,134	$ 1,202,018	$ 1,396,079	$ 1,532,961	$ 1,837,950	Corp - (11) Counselors, (1) Behavioral Specialist, (1) K-2 School Aide, (5) Nurse, Wyandach - (1) Guidance Counselors, (1) Nurse
Other	$ 2,065,137	$ 2,065,137	$ 2,312,092	$ 2,349,454	$ 2,333,808	$ 2,395,823	Summer Sch, After Sch, Bonus, Other Salaries
TOTAL INSTRUCTIONAL		$ 20,635,793	$ 24,665,868	$ 26,600,774	$ 28,260,668	$ 30,078,487	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	Director of After School
Librarian	$ 10,000	$ 10,000	$ 10,300	$ 10,609	$ 10,927	$ 11,255	Over Time

THE ACADEMY CHARTER SCHOOL CORP

Custodian	$ 34,356	$ 1,168,101	$ 1,488,498	$ 1,558,153	$ 1,629,898	$ 1,728,795	Corp - (1) Custodian Supervisor, (29.5) Custodians, (3) Lead Custodians; Wyandach - (1) Custodian
Security	$ 36,747	$ 1,322,909	$ 1,634,306	$ 1,708,335	$ 1,784,583	$ 1,888,122	(35) Securities; Wyandach - (1) Security
Other	$ 36,366	$ 1,072,799	$ 1,273,908	$ 1,347,125	$ 1,387,539	$ 1,464,165	Corp - (1) Asst Dir of Dining Svcs, (3) Asst Chef,(1) Cook, (1) Dir of Food Svcs, (1) Diswasher, (2) Aide, (18.5) Food Asst; Wyandach - (2) Food Svcs
TOTAL NON-INSTRUCTIONAL		$ 3,573,809	$ 4,407,012	$ 4,624,223	$ 4,812,948	$ 5,092,337	
TOTAL PERSONNEL SERVICE WAGES		$ 31,832,647	$ 37,682,628	$ 40,138,037	$ 42,339,048	$ 45,039,219	

THE ACADEMY CHARTER SCHOOL CORP
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2021 - June 30, 2022

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**187,250**	
Total Expenses	**186,900**	
Net Income	**350**	

	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	187,250	CSP Grant for 1 Year Pre-Opening (July 2021 - June 2022)
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	**187,250**	
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	**187,250**	

THE ACADEMY CHARTER SCHOOL CORP
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2021 - June 30, 2022

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**187,250**	
Total Expenses	**186,900**	
Net Income	**350**	

	START-UP PERIOD

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	0.50	55,000	Principal - (January - June 2022) - 6 months residency - onboarding with a mentor Principal
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	0.40	15,000	Admin - 4 months (March - June 2022) - Preparation, working alongside SST operation staff responsibilities included hosting meeting, application, lottery, parent meetings, PowerSchool set up, and etc.
TOTAL ADMINISTRATIVE STAFF	**0.90**	70,000	
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	**0.90**	**70,000**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		5,600	Calc. @ Principal (6 Months), Plus Admin (4 Months)
Fringe / Employee Benefits		17,500	Calc. @ Principal (6 Months), Plus Admin (4 Months)

THE ACADEMY CHARTER SCHOOL CORP
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2021 - June 30, 2022

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		**187,250**	
Total Expenses		**186,900**	
Net Income		**350**	
		START-UP PERIOD	
Retirement / Pension		2,800	Calc. @ Principal (6 Months), Plus Admin (4 Months)
TOTAL PAYROLL TAXES AND BENEFITS		**25,900**	
TOTAL PERSONNEL SERVICE COSTS	**0.90**	**95,900**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		5,000	Legal - July 2021 - June 2022 - Assisting with legal requirements, contracts/agreements review
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		5,000	To assist with Title funding application - July 2021 - June 2022
Other Purchased / Professional / Consulting		17,000	Fin Mgmt, HR/Benefit, Admin, Other Prof Svcs - Various Pre-Opening assistance, financial budget and reporting, benefits set up and payroll processing.
TOTAL CONTRACTED SERVICES		**27,000**	

THE ACADEMY CHARTER SCHOOL CORP
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2021 - June 30, 2022

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**187,250**	
Total Expenses	**186,900**	
Net Income	**350**	

	START-UP PERIOD	
SCHOOL OPERATIONS		
Board Expenses	5,000	Board Expenses - July 2021 - June 2022
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	2,000	Equipment - July 2021 - June 2022
Telephone	-	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	17,000	Office Sup @ $10k, Postage @ $5k, Printing@ $2k - Office setup materials
Staff Development	10,000	PD Contracted Svcs - January - June 2022 - Instructional coach training, onboarding
Staff Recruitment	-	
Student Recruitment / Marketing	10,000	Advertising - July 2021 - June 2022 - Fliers, Advertising, Students/Family Outreach
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	5,000	Other G&A - July 2021 - June 2022
TOTAL SCHOOL OPERATIONS	**49,000**	
FACILITY OPERATION & MAINTENANCE		
Insurance	5,000	Insurance - July 2021 - June 2022
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	10,000	Rent - Temporary rental space Wyandach - January - June 2022
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**15,000**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	

THE ACADEMY CHARTER SCHOOL CORP
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2021 - June 30, 2022

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**187,250**	
Total Expenses	**186,900**	
Net Income	**350**	

	START-UP PERIOD	
TOTAL EXPENSES	**186,900**	
NET INCOME	**350**	

PRE-OPENING CASH FLOW 1-YEAR	THE ACADEMY CHARTER SCHOOL CORP												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2021 - June 30, 2022												
Total Revenue	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**187,250**
Total Expenses	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**21,808**	**21,808**	**26,946**	**26,946**	**26,946**	**26,946**	**186,900**
Net Income	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**(6,204)**	**(6,204)**	**(11,342)**	**(11,342)**	**(11,342)**	**(11,342)**	**350**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**-**
Net Income	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**350**	**350**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	187,250
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	187,250
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	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**187,250**

PRE-OPENING CASH FLOW 1-YEAR

THE ACADEMY CHARTER SCHOOL CORP

NOTE:
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2021 - June 30, 2022

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	187,250
Total Expenses	5,917	5,917	5,917	5,917	5,917	5,917	21,808	21,808	26,946	26,946	26,946	26,946	186,900
Net Income	9,688	9,688	9,688	9,688	9,688	9,688	(6,204)	(6,204)	(11,342)	(11,342)	(11,342)	(11,342)	350
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	9,688	19,375	29,063	38,750	48,438	58,125	51,921	45,717	34,375	23,033	11,692	-
Net Income	9,688	19,375	29,063	38,750	48,438	58,125	51,921	45,717	34,375	23,033	11,692	350	350

	FTE No. of Positions	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	0.50	-	-	-	-	-	-	9,167	9,167	9,167	9,167	9,167	9,167	55,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	0.40	-	-	-	-	-	-	-	-	3,750	3,750	3,750	3,750	15,000
TOTAL ADMINISTRATIVE STAFF	0.90	-	-	-	-	-	-	9,167	9,167	12,917	12,917	12,917	12,917	70,000
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	0.90	-	-	-	-	-	-	9,167	9,167	12,917	12,917	12,917	12,917	70,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	733	733	1,033	1,033	1,033	1,033	5,600
Fringe / Employee Benefits		-	-	-	-	-	-	2,292	2,292	3,229	3,229	3,229	3,229	17,500
Retirement / Pension		-	-	-	-	-	-	367	367	517	517	517	517	2,800
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	3,392	3,392	4,779	4,779	4,779	4,779	25,900
TOTAL PERSONNEL SERVICE COSTS	0.90	-	-	-	-	-	-	12,558	12,558	17,696	17,696	17,696	17,696	95,900
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		417	417	417	417	417	417	417	417	417	417	417	417	5,000
Other Purchased / Professional / Consulting		1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	17,000
TOTAL CONTRACTED SERVICES		2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000

PRE-OPENING CASH FLOW 1-YEAR

THE ACADEMY CHARTER SCHOOL CORP

***NOTE:**
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2021 - June 30, 2022

Total Revenue	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**187,250**
Total Expenses	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**21,808**	**21,808**	**26,946**	**26,946**	**26,946**	**26,946**	**186,900**
Net Income	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**(6,204)**	**(6,204)**	**(11,342)**	**(11,342)**	**(11,342)**	**(11,342)**	**350**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**-**
Net Income	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**350**	**350**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	167	167	167	167	167	167	167	167	167	167	167	167	2,000
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	17,000
Staff Development	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	833	833	833	833	833	833	833	833	833	833	833	833	10,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	417	417	417	417	417	417	417	417	417	417	417	417	5,000
TOTAL SCHOOL OPERATIONS	3,250	3,250	3,250	3,250	3,250	3,250	4,917	4,917	4,917	4,917	4,917	4,917	49,000
FACILITY OPERATION & MAINTENANCE													
Insurance	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	417	417	417	417	417	417	2,083	2,083	2,083	2,083	2,083	2,083	15,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**21,808**	**21,808**	**26,946**	**26,946**	**26,946**	**26,946**	186,900
NET INCOME	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**(6,204)**	**(6,204)**	**(11,342)**	**(11,342)**	**(11,342)**	**(11,342)**	**350**

PRE-OPENING CASH FLOW 1-YEAR	THE ACADEMY CHARTER SCHOOL CORP												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2021 - June 30, 2022												
Total Revenue	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**15,604**	**187,250**
Total Expenses	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**5,917**	**21,808**	**21,808**	**26,946**	**26,946**	**26,946**	**26,946**	**186,900**
Net Income	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**(6,204)**	**(6,204)**	**(11,342)**	**(11,342)**	**(11,342)**	**(11,342)**	**350**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**-**
Net Income	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**350**	**350**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**9,688**	**(6,204)**	**(6,204)**	**(11,342)**	**(11,342)**	**(11,342)**	**(11,342)**	**350**
Beginning Cash Balance	**-**	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**-**
ENDING CASH BALANCE	**9,688**	**19,375**	**29,063**	**38,750**	**48,438**	**58,125**	**51,921**	**45,717**	**34,375**	**23,033**	**11,692**	**350**	**350**

YEAR 1 BUDGET AND ASSUMPTION			THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2022 - JUNE 30, 2023						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue			**67,352,805**	**488,340**	**-**	**-**	**-**	**67,841,145**	
Total Expenses			**48,800,647**	**4,397,862**	**-**	**-**	**9,495,683**	**62,694,192**	
Net Income			**18,552,158**	**(3,909,522)**	**-**	**-**	**(9,495,683)**	**5,146,953**	
Budgeted Student Enrollment			**3,059**	**-**				**3,059**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2020-21)							
PRIMARY School District:	HEMPSTEAD UFSD	19,770	32,363,490					32,363,490	Year 1 is based on blended enrollment (Hempstead - $20,507/student), (Uniondale - $21,183/student), (Wyandach - $18,501/student). Please see line 39 for additional per pupil revenue.
Other District 1:	UNIONDALE UFSD	21,638	22,222,226					22,222,226	
Other District 2:	AMITYVILLE UFSD	18,356	293,696					293,696	
Other District 3:	BALDWIN UFSD	16,286	179,146					179,146	
Other District 4:	CARLE PLACE UFSD	20,896	20,896					20,896	
Other District 5:	CENTRAL ISLIP UFSD	22,124	22,124					22,124	
Other District 6:	ELMONT UFSD	15,331	137,979					137,979	
Other District 7:	FRANKLIN SQUARE UFSD	14,082	28,164					28,164	
Other District 8:	FREEPORT UFSD	17,026	238,364					238,364	
Other District 9:	GLEN COVE CITY SD	19,148	57,444					57,444	
Other District 10:	LAWRENCE UFSD	21,438	21,438					21,438	
Other District 11:	LEVITTOWN UFSD	18,062	18,062					18,062	
Other District 12:	LINDENHURST UFSD	15,101	15,101					15,101	
Other District 13:	LONG BEACH CITY SD	22,898	91,592					91,592	
Other District 14:	LYNBROOK UFSD	18,686	56,058					56,058	
11 Other School Districts' Revenue:	(Weighted Avg.)	18,228	5,978,675					5,978,675	
TOTAL Per Pupil Revenue	(Weighted Avg.)	20,185	61,744,455					61,744,455	
Special Education Revenue				232,850				232,850	Hempstead - $187,221 , Uniondale - $45,629
NYC DoE Rental Assistance			-	-	-	-	-	-	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			1,387,505	-	-	-	-	1,387,505	Year 1 is based on blended enrollment (Hempstead - $20,507/student), (Uniondale - $21,183/student), (Wyandach - $18,501/student). Please see line 39 for additional per pupil revenue.
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			63,131,960	232,850	-	-	-	63,364,810	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	-	-			-	
Title I			466,606	29,783	-			496,389	94% Reg Ed, 6% SpEd - Title I
Title Funding - Other			195,199	12,460	-			207,659	94% Reg Ed, 6% SpEd - Title IIA, Title III-ELL, Title III Immigration, Titl IV
School Food Service (Free Lunch)			2,955,172	188,628	-			3,143,800	94% Reg Ed, 6% SpEd - Food Service
Grants									
Charter School Program (CSP) Planning & Implementation			376,000	24,000	-	-	-	400,000	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			3,992,977	254,871	-	-	-	4,247,848	
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-	-	-	
Fundraising			-	-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	-	
Interest Income			190,000		-	-	-	190,000	Interest Income
Food Service (Income from meals)			10,667	-	-	-	-	10,667	Students/Staff Meal Payments
Text Book			9,701	619	-	-	-	10,320	94% Reg Ed, 6% SpEd - NYSTL

YEAR 1 BUDGET AND ASSUMPTION	THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2022 - JUNE 30, 2023						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**67,352,805**	**488,340**	**-**	**-**	**-**	**67,841,145**	
Total Expenses	**48,800,647**	**4,397,862**	**-**	**-**	**9,495,683**	**62,694,192**	
Net Income	**18,552,158**	**(3,909,522)**	**-**	**-**	**(9,495,683)**	**5,146,953**	
Budgeted Student Enrollment	**3,059**	**-**				**3,059**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
OTHER	17,500	-	-	-	-	17,500	Rental Income
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	227,868	619	-	-	-	228,487	
TOTAL REVENUE	**67,352,805**	**488,340**	**-**	**-**	**-**	**67,841,145**	

YEAR 1 BUDGET AND ASSUMPTION		THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2022 - JUNE 30, 2023						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		**67,352,805**	**488,340**	**-**	**-**	**9,495,683**	**67,841,145**	
Total Expenses		**48,800,647**	**4,397,862**	**-**	**-**	**9,495,683**	**62,694,192**	
Net Income		**18,552,158**	**(3,909,522)**	**-**	**-**	**(9,495,683)**	**5,146,953**	
Budgeted Student Enrollment		**3,059**	**-**				**3,059**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	2.00	323,444	25,535	-	-	76,605	425,584	76% Reg Ed, 6% SpEd, 18% M&G - CEO, ED
Instructional Management	14.00	1,746,261	111,463	-	-	-	1,857,724	94% Reg Ed, 6% SpEd - CAO, Principal, Asst Principal
Deans, Directors & Coordinators	32.00	2,632,206	168,013	-	-	-	2,800,219	94% Reg Ed, 6% SpEd - Coaches
CFO / Director of Finance	2.00	233,822	18,460	-	-	55,379	307,661	76% Reg Ed, 6% SpEd, 18% M&G - CFO, Comptroller
Operation / Business Manager	12.00	1,005,398	79,374	-	-	238,121	1,322,892	76% Reg Ed, 6% SpEd, 18% M&G - Ops
Administrative Staff	17.00	690,813	54,538	-	-	163,614	908,965	94% Reg Ed, 6% SpEd - Admin
TOTAL ADMINISTRATIVE STAFF	79.00	6,631,944	457,383	-	-	533,718	7,623,045	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	162.00	10,971,028	700,278	-	-	-	11,671,306	94% Reg Ed, 6% SpEd -Regular Teachers/Title I
Teachers - SPED	10.00	-	734,031	-	-	-	734,031	100% SpEd
Substitute Teachers	4.00	169,385	10,812	-	-	-	180,197	
Teaching Assistants	47.00	1,775,122	113,306	-	-	-	1,888,428	94% Reg Ed, 6% SpEd - TA
Specialty Teachers	45.00	2,801,727	178,834	-	-	-	2,980,560	94% Reg Ed, 6% SpEd - Specialty
Aides	1.00	-	-	-	-	20,000	20,000	100 % M&G - School Aides
Therapists & Counselors	19.00	1,030,366	65,768	-	-	-	1,096,134	94% Reg Ed, 6% SpEd - Social Workers, Counselors
Other	1.00	1,941,229	123,908	-	-	-	2,065,137	94% Reg Ed, 6% SpEd - After School, Summer School, Bonus
TOTAL INSTRUCTIONAL	289.00	18,688,857	1,926,937	-	-	20,000	20,635,793	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	1.00	-	-	-	-	10,000	10,000	Overtime
Custodian	34.00	-	-	-	-	1,168,101	1,168,101	100 % M&G - Custodian
Security	36.00	-	-	-	-	1,322,909	1,322,909	100 % M&G - Security
Other	29.50	-	-	-	-	1,072,799	1,072,799	100 % M&G - Food Service
TOTAL NON-INSTRUCTIONAL	100.50	-	-	-	-	3,573,809	3,573,809	
SUBTOTAL PERSONNEL SERVICE COSTS	468.50	25,320,800.41	2,384,319	-	-	4,127,527	31,832,647	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		2,193,472	206,547	-	-	357,556	2,757,575	
Fringe / Employee Benefits		4,510,752	424,752	-	-	735,295	5,670,799	
Retirement / Pension		498,549	46,946	-	-	81,268	626,763	
TOTAL PAYROLL TAXES AND BENEFITS		7,202,773	678,245	-	-	1,174,119	9,055,137	
TOTAL PERSONNEL SERVICE COSTS	468.50	32,523,573	3,062,565	-	-	5,301,647	40,887,784	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	105,764	105,764	100% M&G
Legal		-	-	-	-	218,942	218,942	100% M&G
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		1,431,542	91,375	-	-	-	1,522,917	94% Reg Ed, 6% SpEd
Payroll Services		-	-	-	-	-	-	
Special Ed Services		-	88,232	-	-	-	88,232	100% SpEd - Contracted SpEd
Titlement Services (i.e. Title I)		46,833	2,989	-	-	-	49,822	94% Reg Ed, 6% SpEd - Title Funding
Other Purchased / Professional / Consulting		1,003,564	79,229	-	-	983,407	2,066,200	76% Reg Ed, 6% SpEd, 18%M&G -Computer Maint, , Temp Staff, Erate, Other Prof, Contracted Sub - 100% M&G Fin Mgmt, HR/Ben, Admin
TOTAL CONTRACTED SERVICES		2,481,939	261,825	-	-	1,308,113	4,051,877	

YEAR 1 BUDGET AND ASSUMPTION	THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2022 - JUNE 30, 2023						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**67,352,805**	**488,340**	**-**	**-**	**-**	**67,841,145**	
Total Expenses	**48,800,647**	**4,397,862**	**-**	**-**	**9,495,683**	**62,694,192**	
Net Income	**18,552,158**	**(3,909,522)**	**-**	**-**	**(9,495,683)**	**5,146,953**	
Budgeted Student Enrollment	**3,059**	**-**				**3,059**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	40,190	3,173	-	-	9,519	52,882	76% Reg Ed, 6% SpEd , 18% M&G
Classroom / Teaching Supplies & Materials	318,528	20,332	-	-	-	338,860	94% Reg Ed, 6% SpEd - Teacher Disc, Classroom Supplies
Special Ed Supplies & Materials	-	10,320	-	-	-	10,320	100% SpEd - NYSTL
Textbooks / Workbooks	517,000	33,000	-	-	-	550,000	94% Reg Ed, 6% SpEd - Text & Materials
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	350,789	27,694	-	-	83,082	461,564	76% Reg Ed, 6% SpEd, 18% M&G - Equipment/Copier
Telephone	165,965	13,103	-	-	39,308	218,375	76% Reg Ed, 6% SpEd, 18% M&G - Telephone
Technology	75,754	5,981	-	-	17,942	99,676	76% Reg Ed, 6% SpEd, 18% M&G - Software
Student Testing & Assessment	184,841	11,798	-	-	-	196,639	94% Reg Ed, 6% SpEd
Field Trips	130,057	8,302	-	-	-	138,359	94% Reg Ed, 6% SpEd
Transportation (student)	19,180	1,224	-	-	-	20,404	94% Reg Ed, 6% SpEd
Student Services - other	546,078	34,856	-	-	-	580,934	94% Reg Ed, 6% SpEd - Student Activities, Athletic Activites, Other Dir Ed
Office Expense	115,070	9,084	-	-	27,253	151,408	76% RegEd, 6% SpEd, 18% M&G - Office Supplies, Postage, Printing/Copying
Staff Development	390,618	30,838	-	-	92,515	513,971	76% RegEd, 6% SpEd, 18% M&G - PD, Conference, Tuition Reimb
Staff Recruitment	-	-	-	-	-	-	
Student Recruitment / Marketing	72,131	5,695	-	-	17,084	94,909	76% Reg Ed, 6% SpEd, 18% M&G - Advertising, Recruitment
School Meals / Lunch	40,227	3,176	-	-	9,527	52,930	76% Reg Ed, 6% SpEd, 18% M&G - Other Food Payments
Travel (Staff)	56,655	4,473	-	-	13,418	74,546	76% Reg Ed, 6% SpEd, 18% M&G - Transportation Staff
Fundraising	-	-	-	-	-	-	
Other	165,243	13,046	-	-	39,137	217,425	76% Reg Ed, 6% SpEd, 18% M&G - Other G&A, Subscription & Dues, Interest
TOTAL SCHOOL OPERATIONS	3,188,326	236,093	-	-	348,783	3,773,202	
FACILITY OPERATION & MAINTENANCE							
Insurance	322,960	25,497	-	-	76,491	424,948	76% Reg Ed, 6% SpEd, 18% M&G - General Liability
Janitorial	211,673	16,711	-	-	50,133	278,517	76% Reg Ed, 6% SpEd, 18% M&G - Ops Supplies
Building and Land Rent / Lease / Facility Finance Interest	5,594,925	441,705	-	-	1,325,114	7,361,744	76% Reg Ed, 6% SpEd, 18% M&G - Rent
Repairs & Maintenance	814,937	64,337	-	-	193,011	1,072,286	76% Reg Ed, 6% SpEd, 18% M&G - Renovations & Repair, Maintenance & Sec
Equipment / Furniture	38,000	3,000	-	-	9,000	50,000	76% Reg Ed, 6% SpEd, 18% M&G - Fixtures and Furnishings
Security	-	-	-	-	-	-	
Utilities	640,280	50,548	-	-	151,645	842,474	76% Reg Ed, 6% SpEd, 18% M&G - Electric, Gas, Water, Other O&M
TOTAL FACILITY OPERATION & MAINTENANCE	7,622,776	601,798	-	-	1,805,394	10,029,969	
DEPRECIATION & AMORTIZATION	2,984,034	235,582	-	-	706,745	3,926,360	76% Reg Ed, 6% SpEd, 18% M&G - Depreciation
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000	Escrow @ $25k per year from Years 1-3
TOTAL EXPENSES	**48,800,647**	**4,397,862**	**-**	**-**	**9,495,683**	**62,694,192**	
NET INCOME	**18,552,158**	**(3,909,522)**	**-**	**-**	**(9,495,683)**	**5,146,953**	

YEAR 1 BUDGET AND ASSUMPTION	THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2022 - JUNE 30, 2023						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**67,352,805**	**488,340**	**-**	**-**	**-**	**67,841,145**	
Total Expenses	**48,800,647**	**4,397,862**	**-**	**-**	**9,495,683**	**62,694,192**	
Net Income	**18,552,158**	**(3,909,522)**	**-**	**-**	**(9,495,683)**	**5,146,953**	
Budgeted Student Enrollment	**3,059**	**-**				**3,059**	

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District:	HEMPSTEAD UFSD	1,637					1,637
Other District 1:	UNIONDALE UFSD	1,027					1,027
Other District 2:	AMITYVILLE UFSD	16					16
Other District 3:	BALDWIN UFSD	11					11
Other District 4:	CARLE PLACE UFSD	1					1
Other District 5:	CENTRAL ISLIP UFSD	1					1
Other District 6:	ELMONT UFSD	9					9
Other District 7:	FRANKLIN SQUARE UFSD	2					2
Other District 8:	FREEPORT UFSD	14					14
Other District 9:	GLEN COVE CITY SD	3					3
Other District 10:	LAWRENCE UFSD	1					1
Other District 11:	LEVITTOWN UFSD	1					1
Other District 12:	LINDENHURST UFSD	1					1
Other District 13:	LONG BEACH CITY SD	4					4
Other District 14:	LYNBROOK UFSD	3					3
All Other School Districts	Additional Districts Count = 11	328					328
TOTAL ENROLLMENT		**3,059**					**3,059**
REVENUE PER PUPIL		**22,018**					**22,178**
EXPENSES PER PUPIL		**15,953**					**20,495**

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

THE ACADEMY CHARTER SCHOOL CORP
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2022 - JUNE 30, 2023

			JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue			########	50,625	########	437,509	########	437,509	########	437,509	########	437,509	########	437,509	67,841,145
Total Expenses			3,432,582	3,745,066	5,098,721	5,098,721	5,098,721	6,364,922	5,098,721	5,098,721	5,098,721	5,098,721	5,098,721	8,361,854	62,694,192
Net Income			7,178,844	########	5,899,589	########	5,899,589	########	5,899,589	########	5,899,589	########	5,899,589	########	5,146,953
Cash Flow Adjustments			140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	1,683,610
Beginning Cash Balance			########	########	########	########	########	########	########	########	########	########	########	########	12,906,387
Ending Cash Balance			########	########	########	########	########	########	########	########	########	########	########	########	19,736,950
			JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
REVENUE			*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue		Basic Tuition (2020-21)													
PRIMARY School District:	HEMPSTEAD UFSD	19,770	5,393,915	-	5,393,915	-	5,393,915	-	5,393,915	-	5,393,915	-	5,393,915	-	32,363,490
Other District 1:	UNIONDALE UFSD	21,638	3,703,704	-	3,703,704	-	3,703,704	-	3,703,704	-	3,703,704	-	3,703,704	-	22,222,226
Other District 2:	AMITYVILLE UFSD	18,356	48,949	-	48,949	-	48,949	-	48,949	-	48,949	-	48,949	-	293,696
Other District 3:	BALDWIN UFSD	16,286	29,858	-	29,858	-	29,858	-	29,858	-	29,858	-	29,858	-	179,146
Other District 4:	CARLE PLACE UFSD	20,896	3,483	-	3,483	-	3,483	-	3,483	-	3,483	-	3,483	-	20,896
Other District 5:	CENTRAL ISLIP UFSD	22,124	3,687	-	3,687	-	3,687	-	3,687	-	3,687	-	3,687	-	22,124
Other District 6:	ELMONT UFSD	15,331	22,997	-	22,997	-	22,997	-	22,997	-	22,997	-	22,997	-	137,979
Other District 7:	FRANKLIN SQUARE UFSD	14,082	4,694	-	4,694	-	4,694	-	4,694	-	4,694	-	4,694	-	28,164
Other District 8:	FREEPORT UFSD	17,026	39,727	-	39,727	-	39,727	-	39,727	-	39,727	-	39,727	-	238,364
Other District 9:	GLEN COVE CITY SD	19,148	9,574	-	9,574	-	9,574	-	9,574	-	9,574	-	9,574	-	57,444
Other District 10:	LAWRENCE UFSD	21,438	3,573	-	3,573	-	3,573	-	3,573	-	3,573	-	3,573	-	21,438
Other District 11:	LEVITTOWN UFSD	18,062	3,010	-	3,010	-	3,010	-	3,010	-	3,010	-	3,010	-	18,062
Other District 12:	LINDENHURST UFSD	15,101	2,517	-	2,517	-	2,517	-	2,517	-	2,517	-	2,517	-	15,101
Other District 13:	LONG BEACH CITY SD	22,898	15,265	-	15,265	-	15,265	-	15,265	-	15,265	-	15,265	-	91,592
Other District 14:	LYNBROOK UFSD	18,686	9,343	-	9,343	-	9,343	-	9,343	-	9,343	-	9,343	-	56,058
11 Other School Districts' Revenue:	(Weighted Avg.)	18,228	996,446	-	996,446	-	996,446	-	996,446	-	996,446	-	996,446	-	5,978,675
TOTAL Per Pupil Revenue	(Weighted Avg.)	20,185	#########	-	#########	-	#########	-	#########	-	#########	-	#########	-	61,744,455
Special Education Revenue			38,808	-	38,808	-	38,808	-	38,808	-	38,808	-	38,808	-	232,850
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			231,251	-	231,251	-	231,251	-	231,251	-	231,251	-	231,251	-	1,387,505
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			#########	-	#########	-	#########	-	#########	-	#########	-	#########	-	63,364,810
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	-	-	-	-	-	-	-	-
Title I			-	-	49,639	49,639	49,639	49,639	49,639	49,639	49,639	49,639	49,639	49,639	496,389
Title Funding - Other			-	-	20,766	20,766	20,766	20,766	20,766	20,766	20,766	20,766	20,766	20,766	207,659
School Food Service (Free Lunch)			-	-	314,380	314,380	314,380	314,380	314,380	314,380	314,380	314,380	314,380	314,380	3,143,800
Grants															
Charter School Program (CSP) Planning & Implementation			33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	400,000
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			33,333	33,333	418,118	418,118	418,118	418,118	418,118	418,118	418,118	418,118	418,118	418,118	4,247,848
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	15,833	190,000
Food Service (Income from meals)			-	-	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	1,067	10,667
Text Book			-	-	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	10,320
OTHER			1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	1,458	17,500
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			17,292	17,292	19,390	19,390	19,390	19,390	19,390	19,390	19,390	19,390	19,390	19,390	228,487
TOTAL REVENUE			#########	**50,625**	#########	**437,509**	#########	**437,509**	#########	**437,509**	#########	**437,509**	#########	**437,509**	**67,841,145**

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*		THE ACADEMY CHARTER SCHOOL CORP PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2022 - JUNE 30, 2023												
Total Revenue		########	50,625	########	437,509	########	437,509	########	437,509	########	437,509	########	437,509	67,841,145
Total Expenses		3,432,582	3,745,066	5,098,721	5,098,721	5,098,721	6,364,922	5,098,721	5,098,721	5,098,721	5,098,721	5,098,721	8,361,854	62,694,192
Net Income		7,178,844	########	5,899,589	########	5,899,589	########	5,899,589	########	5,899,589	########	5,899,589	########	5,146,953
Cash Flow Adjustments		140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	1,683,610
Beginning Cash Balance		########	########	########	########	########	########	########	########	########	########	########	########	12,906,387
Ending Cash Balance		########	########	########	########	########	########	########	########	########	########	########	########	19,736,950
		JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	2.00	49,106	32,737	32,737	32,737	32,737	49,106	32,737	32,737	32,737	32,737	32,737	32,737	425,584
Instructional Management	14.00	214,353	142,902	142,902	142,902	142,902	214,353	142,902	142,902	142,902	142,902	142,902	142,902	1,857,724
Deans, Directors & Coordinators	32.00	323,102	215,401	215,401	215,401	215,401	323,102	215,401	215,401	215,401	215,401	215,401	215,401	2,800,219
CFO / Director of Finance	2.00	35,499	23,666	23,666	23,666	23,666	35,499	23,666	23,666	23,666	23,666	23,666	23,666	307,661
Operation / Business Manager	12.00	152,641	101,761	101,761	101,761	101,761	152,641	101,761	101,761	101,761	101,761	101,761	101,761	1,322,892
Administrative Staff	17.00	104,881	69,920	69,920	69,920	69,920	104,881	69,920	69,920	69,920	69,920	69,920	69,920	908,965
TOTAL ADMINISTRATIVE STAFF	79.00	879,582	586,388	586,388	586,388	586,388	879,582	586,388	586,388	586,388	586,388	586,388	586,388	7,623,045
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	162.00	-	448,896	897,793	897,793	897,793	1,346,689	897,793	897,793	897,793	897,793	897,793	2,693,378	11,671,306
Teachers - SPED	10.00	-	28,232	56,464	56,464	56,464	84,696	56,464	56,464	56,464	56,464	56,464	169,392	734,031
Substitute Teachers	4.00	-	6,931	13,861	13,861	13,861	20,792	13,861	13,861	13,861	13,861	13,861	41,584	180,197
Teaching Assistants	47.00	-	72,632	145,264	145,264	145,264	217,896	145,264	145,264	145,264	145,264	145,264	435,791	1,888,428
Specialty Teachers	45.00	-	114,637	229,274	229,274	229,274	343,911	229,274	229,274	229,274	229,274	229,274	687,822	2,980,560
Aides	1.00	2,308	1,538	1,538	1,538	1,538	2,308	1,538	1,538	1,538	1,538	1,538	1,538	20,000
Therapists & Counselors	19.00	-	42,159	84,318	84,318	84,318	126,477	84,318	84,318	84,318	84,318	84,318	252,954	1,096,134
Other	1.00	-	-	206,514	206,514	206,514	206,514	206,514	206,514	206,514	206,514	206,514	206,514	2,065,137
TOTAL INSTRUCTIONAL	289.00	2,308	715,025	1,635,026	1,635,026	1,635,026	2,349,282	1,635,026	1,635,026	1,635,026	1,635,026	1,635,026	4,488,973	20,635,793
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	1.00	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Custodian	34.00	134,781	89,854	89,854	89,854	89,854	134,781	89,854	89,854	89,854	89,854	89,854	89,854	1,168,101
Security	36.00	152,643	101,762	101,762	101,762	101,762	152,643	101,762	101,762	101,762	101,762	101,762	101,762	1,322,909
Other	29.50	123,785	82,523	82,523	82,523	82,523	123,785	82,523	82,523	82,523	82,523	82,523	82,523	1,072,799
TOTAL NON-INSTRUCTIONAL	100.50	412,042	274,972	274,972	274,972	274,972	412,042	274,972	274,972	274,972	274,972	274,972	274,972	3,573,809
SUBTOTAL PERSONNEL SERVICE COSTS	468.50	1,293,932	1,576,386	2,496,386	2,496,386	2,496,386	3,640,906	2,496,386	2,496,386	2,496,386	2,496,386	2,496,386	5,350,333	31,832,647
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		112,090	136,558	216,255	216,255	216,255	315,402	216,255	216,255	216,255	216,255	216,255	463,485	2,757,575
Fringe / Employee Benefits		472,567	472,567	472,567	472,567	472,567	472,567	472,567	472,567	472,567	472,567	472,567	472,567	5,670,799
Retirement / Pension		25,477	31,038	49,152	49,152	49,152	71,687	49,152	49,152	49,152	49,152	49,152	105,344	626,763
TOTAL PAYROLL TAXES AND BENEFITS		610,133	640,163	737,974	737,974	737,974	859,655	737,974	737,974	737,974	737,974	737,974	1,041,396	9,055,137
TOTAL PERSONNEL SERVICE COSTS	468.50	1,904,065	2,216,548	3,234,360	3,234,360	3,234,360	4,500,561	3,234,360	3,234,360	3,234,360	3,234,360	3,234,360	6,391,729	40,887,784
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	105,764	105,764
Legal		18,245	18,245	18,245	18,245	18,245	18,245	18,245	18,245	18,245	18,245	18,245	18,245	218,942
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	152,292	152,292	152,292	152,292	152,292	152,292	152,292	152,292	152,292	152,292	1,522,917
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		7,353	7,353	7,353	7,353	7,353	7,353	7,353	7,353	7,353	7,353	7,353	7,353	88,232
Titlement Services (i.e. Title I)		4,152	4,152	4,152	4,152	4,152	4,152	4,152	4,152	4,152	4,152	4,152	4,152	49,822
Other Purchased / Professional / Consulting		172,183	172,183	172,183	172,183	172,183	172,183	172,183	172,183	172,183	172,183	172,183	172,183	2,066,200
TOTAL CONTRACTED SERVICES		201,933	201,933	354,225	354,225	354,225	354,225	354,225	354,225	354,225	354,225	354,225	459,989	4,051,877

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	THE ACADEMY CHARTER SCHOOL CORP PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2022 - JUNE 30, 2023												
Total Revenue	########	50,625	########	437,509	########	437,509	########	437,509	########	437,509	########	437,509	67,841,145
Total Expenses	3,432,582	3,745,066	5,098,721	5,098,721	5,098,721	6,364,922	5,098,721	5,098,721	5,098,721	5,098,721	5,098,721	8,361,854	62,694,192
Net Income	7,178,844	########	5,899,589	########	5,899,589	########	5,899,589	########	5,899,589	########	5,899,589	########	5,146,953
Cash Flow Adjustments	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	140,301	1,683,610
Beginning Cash Balance	########	########	########	########	########	########	########	########	########	########	########	########	12,906,387
Ending Cash Balance	########	########	########	########	########	########	########	########	########	########	########	########	19,736,950
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
SCHOOL OPERATIONS													
Board Expenses	4,407	4,407	4,407	4,407	4,407	4,407	4,407	4,407	4,407	4,407	4,407	4,407	52,882
Classroom / Teaching Supplies & Materials	-	-	33,886	33,886	33,886	33,886	33,886	33,886	33,886	33,886	33,886	33,886	338,860
Special Ed Supplies & Materials	-	-	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	10,320
Textbooks / Workbooks	-	-	55,000	55,000	55,000	55,000	55,000	55,000	55,000	55,000	55,000	55,000	550,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	38,464	38,464	38,464	38,464	38,464	38,464	38,464	38,464	38,464	38,464	38,464	38,464	461,564
Telephone	18,198	18,198	18,198	18,198	18,198	18,198	18,198	18,198	18,198	18,198	18,198	18,198	218,375
Technology	8,306	8,306	8,306	8,306	8,306	8,306	8,306	8,306	8,306	8,306	8,306	8,306	99,676
Student Testing & Assessment	-	-	19,664	19,664	19,664	19,664	19,664	19,664	19,664	19,664	19,664	19,664	196,639
Field Trips	-	-	13,836	13,836	13,836	13,836	13,836	13,836	13,836	13,836	13,836	13,836	138,359
Transportation (student)	-	-	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	2,040	20,404
Student Services - other	-	-	58,093	58,093	58,093	58,093	58,093	58,093	58,093	58,093	58,093	58,093	580,934
Office Expense	12,617	12,617	12,617	12,617	12,617	12,617	12,617	12,617	12,617	12,617	12,617	12,617	151,408
Staff Development	42,831	42,831	42,831	42,831	42,831	42,831	42,831	42,831	42,831	42,831	42,831	42,831	513,971
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	7,909	7,909	7,909	7,909	7,909	7,909	7,909	7,909	7,909	7,909	7,909	7,909	94,909
School Meals / Lunch	4,411	4,411	4,411	4,411	4,411	4,411	4,411	4,411	4,411	4,411	4,411	4,411	52,930
Travel (Staff)	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	6,212	74,546
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	18,119	18,119	18,119	18,119	18,119	18,119	18,119	18,119	18,119	18,119	18,119	18,119	217,425
TOTAL SCHOOL OPERATIONS	161,474	161,474	345,025	345,025	345,025	345,025	345,025	345,025	345,025	345,025	345,025	345,025	3,773,202
FACILITY OPERATION & MAINTENANCE													
Insurance	35,412	35,412	35,412	35,412	35,412	35,412	35,412	35,412	35,412	35,412	35,412	35,412	424,948
Janitorial	23,210	23,210	23,210	23,210	23,210	23,210	23,210	23,210	23,210	23,210	23,210	23,210	278,517
Building and Land Rent / Lease / Facility Finance Interest	613,479	613,479	613,479	613,479	613,479	613,479	613,479	613,479	613,479	613,479	613,479	613,479	7,361,744
Repairs & Maintenance	89,357	89,357	89,357	89,357	89,357	89,357	89,357	89,357	89,357	89,357	89,357	89,357	1,072,286
Equipment / Furniture	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	70,206	70,206	70,206	70,206	70,206	70,206	70,206	70,206	70,206	70,206	70,206	70,206	842,474
TOTAL FACILITY OPERATION & MAINTENANCE	835,831	835,831	835,831	835,831	835,831	835,831	835,831	835,831	835,831	835,831	835,831	835,831	10,029,969
DEPRECIATION & AMORTIZATION	327,197	327,197	327,197	327,197	327,197	327,197	327,197	327,197	327,197	327,197	327,197	327,197	3,926,360
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL EXPENSES	**3,432,582**	**3,745,066**	**5,098,721**	**5,098,721**	**5,098,721**	**6,364,922**	**5,098,721**	**5,098,721**	**5,098,721**	**5,098,721**	**5,098,721**	**8,361,854**	62,694,192
NET INCOME	**7,178,844**	**(3,694,441)**	**5,899,589**	**(4,661,212)**	**5,899,589**	**(5,927,414)**	**5,899,589**	**(4,661,212)**	**5,899,589**	**(4,661,212)**	**5,899,589**	**(7,924,345)**	**5,146,953**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	305,792	305,792	305,792	305,792	305,792	305,792	305,792	305,792	305,792	305,792	305,792	305,792	3,669,503
Other	17,628	17,628	17,628	17,628	17,628	17,628	17,628	17,628	17,628	17,628	17,628	17,628	211,538
Total Operating Activities	323,420	323,420	323,420	323,420	323,420	323,420	323,420	323,420	323,420	323,420	323,420	323,420	3,881,041
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	########	########	########	########	########	########	########	########	########	########	########	########	(27,418,350)
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	########	########	########	########	########	########	########	########	########	########	########	########	(27,418,350)
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	25,220,919
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	2,101,743	25,220,919
Total Cash Flow Adjustments	**140,301**	**140,301**	**140,301**	**140,301**	**140,301**	**140,301**	**140,301**	**140,301**	**140,301**	**140,301**	**140,301**	**140,301**	**1,683,610**
NET INCOME	**7,319,145**	########	**6,039,890**	########	**6,039,890**	########	**6,039,890**	########	**6,039,890**	########	**6,039,890**	########	**6,830,563**
Beginning Cash Balance	########	########	########	########	########	########	########	########	########	########	########	########	**12,906,387**
ENDING CASH BALANCE	########	########	########	########	########	########	########	########	########	########	########	########	**19,736,950**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.								*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**67,841,145**	**76,651,355**	**82,133,221**	**88,281,416**	**94,629,476**	
Total Expenses			**62,694,192**	**73,831,703**	**77,861,671**	**81,446,037**	**85,697,869**	
Net Income (Before Cash Flow Adjustments)			**5,146,953**	**2,819,652**	**4,271,550**	**6,835,379**	**8,931,607**	
Budgeted Student Enrollment			**3,059**	**3,406**	**3,607**	**3,808**	**4,009**	
			Year 1 2022-23	**Year 2 2023-24**	**Year 3 2024-25**	**Year 4 2025-26**	**Year 5 2026-27**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES								Assumes 2% Increase in Per Pupil from Years 3 - 5
Per Pupil Revenue		Basic Tuition (2020-21)						
PRIMARY School District:	HEMPSTEAD UFSD	19,770	32,363,490	32,936,820	33,510,150	34,103,250	34,676,580	
Other District 1:	UNIONDALE UFSD	21,638	22,222,226	27,523,536	29,644,060	31,764,584	33,885,108	
Other District 2:	AMITYVILLE UFSD	18,356	293,696	293,696	293,696	293,696	293,696	
Other District 3:	BALDWIN UFSD	16,286	179,146	179,146	179,146	179,146	179,146	
Other District 4:	CARLE PLACE UFSD	20,896	20,896	20,896	20,896	20,896	20,896	
Other District 5:	CENTRAL ISLIP UFSD	22,124	22,124	22,124	22,124	22,124	22,124	
Other District 6:	ELMONT UFSD	15,331	137,979	137,979	137,979	137,979	137,979	
Other District 7:	FRANKLIN SQUARE UFSD	14,082	28,164	28,164	28,164	28,164	28,164	
Other District 8:	FREEPORT UFSD	17,026	238,364	238,364	238,364	238,364	238,364	
Other District 9:	GLEN COVE CITY SD	19,148	57,444	57,444	57,444	57,444	57,444	
Other District 10:	LAWRENCE UFSD	21,438	21,438	21,438	21,438	21,438	21,438	
Other District 11:	LEVITTOWN UFSD	18,062	18,062	18,062	18,062	18,062	18,062	
Other District 12:	LINDENHURST UFSD	15,101	15,101	15,101	15,101	15,101	15,101	
Other District 13:	LONG BEACH CITY SD	22,898	91,592	91,592	91,592	91,592	91,592	
Other District 14:	LYNBROOK UFSD	18,686	56,058	56,058	56,058	56,058	56,058	
11 Other School Districts' Revenue:	(Weighted Avg.)	18,228	5,978,675	7,329,248	8,698,322	10,048,895	11,417,969	
TOTAL Per Pupil Revenue	(Weighted Avg.)	20,185	61,744,455	68,969,668	73,032,596	77,096,793	81,159,721	
Special Education Revenue			232,850	250,949	263,352	276,263	289,470	Corp - SpEd (Hempstead and Uniondale)
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			1,387,505	2,612,177	4,155,909	5,896,520	7,837,153	Additional Base Per Pupil Revenue that formula did not capture
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			63,364,810	71,832,794	77,451,857	83,269,576	89,286,344	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	-	-	-	-	
Title I			496,389	549,978	591,176	632,566	673,765	Title I - Corp - $432405, $458572, $472349, $486317, $500094; Wyandach - $63984, $91406, $118827, $146249, $173671
Title Funding - Other			207,659	234,070	248,913	263,819	278,664	Title IIA, III-ELL, IV - Corp - $195123, $216162, $225663, $235166, $244638 ; Wyandach $12536, $17909, $23280, $28653, $34027
School Food Service (Free Lunch)			3,143,800	3,555,859	3,520,555	3,739,969	3,960,379	
Grants								
Charter School Program (CSP) Planning & Implementation			400,000	212,750	-	-	-	Wyandach - CSP
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			4,247,848	4,552,657	4,360,644	4,636,354	4,912,808	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			190,000	240,000	290,000	340,000	390,000	Corp - Interest Income
Food Service (Income from meals)			10,667	11,204	11,580	11,966	12,364	Corp - Students, Staff Payments, Other Income - Food Service
Text Book			10,320	14,700	19,140	23,520	27,960	NYSTL
OTHER			17,500	-	-	-	-	Rental Income
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			228,487	265,904	320,720	375,486	430,324	
TOTAL REVENUE			**67,841,145**	**76,651,355**	**82,133,221**	**88,281,416**	**94,629,476**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		**67,841,145**	**76,651,355**	**82,133,221**	**88,281,416**	**94,629,476**	
Total Expenses		**62,694,192**	**73,831,703**	**77,861,671**	**81,446,037**	**85,697,869**	
Net Income (Before Cash Flow Adjustments)		**5,146,953**	**2,819,652**	**4,271,550**	**6,835,379**	**8,931,607**	
Budgeted Student Enrollment		**3,059**	**3,406**	**3,607**	**3,808**	**4,009**	
		Year 1 2022-23	**Year 2 2023-24**	**Year 3 2024-25**	**Year 4 2025-26**	**Year 5 2026-27**	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.*
Executive Management	2.00	425,584	438,352	451,502	465,047	478,999	
Instructional Management	14.00	1,857,724	2,307,455	2,376,679	2,447,979	2,651,418	Staffing assumes 3% salary increase, plus staffing ramp up
Deans, Directors & Coordinators	32.00	2,800,219	3,064,226	3,156,153	3,335,838	3,500,913	
CFO / Director of Finance	2.00	307,661	316,891	326,398	336,189	346,275	
Operation / Business Manager	12.00	1,322,892	1,447,585	1,491,012	1,539,362	1,666,814	
Administrative Staff	17.00	908,965	1,035,240	1,111,297	1,141,017	1,223,975	
TOTAL ADMINISTRATIVE STAFF	79.00	7,623,045	8,609,748	8,913,041	9,265,432	9,868,394	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	162.00	11,671,306	14,150,446	15,276,889	16,282,196	17,191,661	
Teachers - SPED	10.00	734,031	977,052	1,071,364	1,103,504	1,201,610	
Substitute Teachers	4.00	180,197	185,603	191,171	196,906	202,813	
Teaching Assistants	47.00	1,888,428	2,148,081	2,377,523	2,615,849	2,862,324	
Specialty Teachers	45.00	2,980,560	3,669,977	3,917,076	4,173,589	4,363,796	
Aides	1.00	20,000	20,600	21,218	21,855	22,510	
Therapists & Counselors	19.00	1,096,134	1,202,018	1,396,079	1,532,961	1,837,950	
Other	1.00	2,065,137	2,312,092	2,349,454	2,333,808	2,395,823	
TOTAL INSTRUCTIONAL	289.00	20,635,793	24,665,868	26,600,774	28,260,668	30,078,487	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	1.00	10,000	10,300	10,609	10,927	11,255	
Custodian	34.00	1,168,101	1,488,498	1,558,153	1,629,898	1,728,795	
Security	36.00	1,322,909	1,634,306	1,708,335	1,784,583	1,888,122	
Other	29.50	1,072,799	1,273,908	1,347,125	1,387,539	1,464,165	
TOTAL NON-INSTRUCTIONAL	100.50	3,573,809	4,407,012	4,624,223	4,812,948	5,092,337	
SUBTOTAL PERSONNEL SERVICE COSTS	468.50	31,832,647	37,682,628	40,138,037	42,339,048	45,039,219	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		2,757,575	3,262,633	3,471,020	3,657,539	3,884,605	
Fringe / Employee Benefits		5,670,799	6,892,094	7,519,735	8,108,950	8,837,269	
Retirement / Pension		626,763	740,399	800,552	855,443	928,499	
TOTAL PAYROLL TAXES AND BENEFITS		9,055,137	10,895,126	11,791,307	12,621,932	13,650,373	
TOTAL PERSONNEL SERVICE COSTS	468.50	40,887,784	48,577,754	51,929,344	54,960,980	58,689,592	
CONTRACTED SERVICES							
Accounting / Audit		105,764	109,712	113,707	117,749	121,839	Corp - $89764, $87712, $89707, $91749, $93839; Wyandach - $20000, $22000, $24000, $26000, $28000
Legal		218,942	225,037	231,218	237,487	243,844	Corp - $198,972, $203037, $207218, $211487, $215844; Wyandach - $20000, $22000, $24000, $26000, $28000
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		1,522,917	2,451,440	2,677,356	2,908,521	3,146,142	Corp - $1353256, $2209772, $2356401, $2506231, 42658345; Wyandach - $169661, $241668, $320955, $402290, $487797
Payroll Services		-	-	-	-	-	
Special Ed Services		88,232	92,019	96,054	100,182	104,469	Corp - $83232, $84897, $86595, $88326, $90093; Wyandach - $5000, $7122, $9459, $11856, $14376
Titlement Services (i.e. Title I)		49,822	51,767	37,978	39,498	41,028	Corp - $39822, $40767, $25978, $26498, $27028; Wyandach - $10000, $11000, $12000, $13000, $14000
Other Purchased / Professional / Consulting		2,066,200	2,141,356	2,217,837	2,295,359	2,374,069	Various increases - Computer Maint, Fin Mgmt, HR/Ben, Admin, Temp Staff, Erate, Other Prof, Contracted Sub - Corp - $1881199, $1933112, $1985921, $2039648, $2094318; Wyandach - $185000, $208244, $231917, $255711, $279751

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS
***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*						***NOTE:** State assumptions that are being made in the section provided below.*
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Total Expenses	**62,694,192**	**73,831,703**	**77,861,671**	**81,446,037**	**85,697,869**	
Net Income (Before Cash Flow Adjustments)	**5,146,953**	**2,819,652**	**4,271,550**	**6,835,379**	**8,931,607**	
Budgeted Student Enrollment	**3,059**	**3,406**	**3,607**	**3,808**	**4,009**	
	Year 1 2022-23	**Year 2 2023-24**	**Year 3 2024-25**	**Year 4 2025-26**	**Year 5 2026-27**	
TOTAL CONTRACTED SERVICES	4,051,877	5,071,331	5,374,150	5,698,796	6,031,391	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
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Budgeted Student Enrollment	**3,059**	**3,406**	**3,607**	**3,808**	**4,009**	
	Year 1 2022-23	**Year 2 2023-24**	**Year 3 2024-25**	**Year 4 2025-26**	**Year 5 2026-27**	
SCHOOL OPERATIONS						
Board Expenses	52,882	55,856	58,854	61,874	64,919	Corp - $42882, $43856, $44854, $45874, $46919; Wyandach - $10000, $12000, $14000, $16000, $18000
Classroom / Teaching Supplies & Materials	338,860	351,869	365,668	379,797	394,449	Teacher Discretionary, Classroom Supplies - Corp - $323860, $330503, $337292, $344230, $351322; Wyandach - $15000, $21366, $28376, $35567, $43127
Special Ed Supplies & Materials	10,320	14,700	19,523	24,470	29,671	SpEd offsets revenue
Textbooks / Workbooks	550,000	575,465	603,505	632,269	662,508	Corp - $490000 Yrs 1-5; Wyandach - $60000, $85465, $113505, $142269, $172508
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	461,564	477,095	492,798	508,674	524,726	Equipment/Copier - Corp $426564, $435095, $443797, $452673, $461727; Wyandach $35000, $42000, $49000, 456000, $63000
Telephone	218,375	224,708	231,142	237,677	244,318	Corp $194375, $198708, $203142, $207677, $212318; Wyandach $24000, $26000, $28000, $30000, $32000
Technology	99,676	103,570	107,501	111,471	115,481	Corp $94676, $96570, $98501, $100471, $102481; Wyandach $5000, $7000, $9000, $11000, $13000
Student Testing & Assessment	196,639	202,699	209,057	215,559	222,269	Corp $191639, $195577, $199598, $203703, $207893; Wyandach $5000, $7122, $9459, $11856, $14376
Field Trips	138,359	145,371	152,875	160,562	168,559	Corp $128359, $131127, $133958, $136851, $139808; Wyandach $10000, $14244, $18917, $23711, $28751
Transportation (student)	20,404	22,612	24,824	27,041	29,262	Corp $10404, $10612, $10824, $11041, $11262; Wyandach $10000, $12000, $14000, $16000, $18000
Student Services - other	580,934	600,778	621,747	643,231	665,488	Student and Athletic Activities, Other Direct - Corp - $550935, $562290, $573913, $585809, $598986; Wyandach - $30000, $38488, $47834, $57422, $67502
Office Expense	151,408	162,685	174,011	185,389	196,820	Yrs 2-5 - Office Supplies - $5k increase, Postage $2k increase, Printing & Copying $2k increase
Staff Development	513,971	551,365	591,769	633,185	676,429	PD, Conference, Tuition Reimb - Corp - $448971, $458778, $468806, $479060, $489545; Wyandach - $65000, $92587, $122964, $154125, $186844
Staff Recruitment	-	-	-	-	-	
Student Recruitment / Marketing	94,909	105,651	116,852	128,204	139,835	Advertising/Recruitment - Corp - $74909, $76407, $77935, $79494, $81084; Wyandach - $20000, $29244, $38917, $48711, $58751
School Meals / Lunch	52,930	55,823	58,734	61,665	64,615	Corp - $42930, $43823, $44734, $45665, $46615; Wyandach - $10000, $12000, $14000, $16000, $18000
Travel (Staff)	74,546	77,858	81,197	84,563	87,958	Corp - $64546, $65858, $67197, $68563, $69958; Wyandach - $10000, $12000, $14000, $16000, $18000
Fundraising	-	-	-	-	-	
Other	217,425	226,039	235,193	244,581	254,329	Other G&A, Subs & Dues, Interest - Corp - $201424, $205795, $210276, $214870, $219578; Wyandach - $16000, $20244, $24917, $29711, $34751
TOTAL SCHOOL OPERATIONS	3,773,202	3,954,144	4,145,250	4,340,212	4,541,636	
FACILITY OPERATION & MAINTENANCE						
Insurance	424,948	449,624	476,170	503,356	531,685	Corp - $384948, $392647, $400500, $408510, $416680; Wyandach - $40000, $56977, $75670, $94846, $115005
Janitorial	278,517	288,954	299,514	310,200	321,014	Operational Supplies - Corp - $248517, $253954, $259514, $265200, $271014; Wyandach - $30000, $35000, $40000, $45000, $50000
Building and Land Rent / Lease / Facility Finance Interest	7,361,744	8,845,480	8,904,614	8,810,676	8,695,548	Rent, Storage, Bond Interest, Rental Income Taxes - Corp - $7001744, $8435480, $8444610, $8135547; Wyandach - $360000, $410000, $460000, $510000, $560000
Repairs & Maintenance	1,072,286	1,116,124	1,160,507	1,205,453	1,250,980	Renovations & Repairs, Repairs & Maintenance - Corp - $962286, $981124, $1000508, $1020453, $1040981; Wyandach $110000, $135000, $160000, $185000, $210000
Equipment / Furniture	50,000	52,000	54,000	56,000	58,000	Corp - $40000 Yrs 1-5; Wyandach - $10000, $12000, $14000, $16000, $18000

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.	THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
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Total Expenses	**62,694,192**	**73,831,703**	**77,861,671**	**81,446,037**	**85,697,869**	
Net Income (Before Cash Flow Adjustments)	**5,146,953**	**2,819,652**	**4,271,550**	**6,835,379**	**8,931,607**	
Budgeted Student Enrollment	**3,059**	**3,406**	**3,607**	**3,808**	**4,009**	
	Year 1 2022-23	**Year 2 2023-24**	**Year 3 2024-25**	**Year 4 2025-26**	**Year 5 2026-27**	
Security	-	-	-	-	-	
Utilities	842,474	873,907	905,737	937,979	970,638	Utilities, Other O&M - Corp - $722474, $738629, $755183, $772144, $789525; Wyandach - $120000, $135278, $150555, $165834, $181112
TOTAL FACILITY OPERATION & MAINTENANCE	10,029,969	11,626,089	11,800,542	11,823,664	11,827,865	
DEPRECIATION & AMORTIZATION	3,926,360	4,577,385	4,587,385	4,597,385	4,607,385	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	25,000	-	Escrow @ $25k per year from Years 1-4
TOTAL EXPENSES	**62,694,192**	**73,831,703**	**77,861,671**	**81,446,037**	**85,697,869**	
NET INCOME	**5,146,953**	**2,819,652**	**4,271,550**	**6,835,379**	**8,931,607**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	THE ACADEMY CHARTER SCHOOL CORP PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS
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Budgeted Student Enrollment	**3,059**	**3,406**	**3,607**	**3,808**	**4,009**	
	Year 1 2022-23	**Year 2 2023-24**	**Year 3 2024-25**	**Year 4 2025-26**	**Year 5 2026-27**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: HEMPSTEAD UFSD	1,637	1,666	1,695	1,725	1,754	
Other District 1: UNIONDALE UFSD	1,027	1,272	1,370	1,468	1,566	
Other District 2: AMITYVILLE UFSD	16	16	16	16	16	
Other District 3: BALDWIN UFSD	11	11	11	11	11	
Other District 4: CARLE PLACE UFSD	1	1	1	1	1	
Other District 5: CENTRAL ISLIP UFSD	1	1	1	1	1	
Other District 6: ELMONT UFSD	9	9	9	9	9	
Other District 7: FRANKLIN SQUARE UFSD	2	2	2	2	2	
Other District 8: FREEPORT UFSD	14	14	14	14	14	
Other District 9: GLEN COVE CITY SD	3	3	3	3	3	
Other District 10: LAWRENCE UFSD	1	1	1	1	1	
Other District 11: LEVITTOWN UFSD	1	1	1	1	1	
Other District 12: LINDENHURST UFSD	1	1	1	1	1	
Other District 13: LONG BEACH CITY SD	4	4	4	4	4	
Other District 14: LYNBROOK UFSD	3	3	3	3	3	
All Other School Districts Additional Districts Count = 11	328	401	475	548	622	
TOTAL ENROLLMENT	**3,059**	**3,406**	**3,607**	**3,808**	**4,009**	
REVENUE PER PUPIL	**22,178**	**22,505**	**22,771**	**23,183**	**23,604**	
EXPENSES PER PUPIL	**20,495**	**21,677**	**21,586**	**21,388**	**21,376**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	3,669,503	4,320,529	4,330,529	4,340,529	4,350,529	
Other	211,538	87,285	109,303	101,982	114,442	
Total Operating Activities	3,881,041	4,407,814	4,439,832	4,442,511	4,464,971	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	(27,418,350)	(100,000)	(100,000)	(100,000)	(100,000)	
Other	-	(770,696)	(630,000)	(630,000)	(630,000)	
Total Investment Activities	(27,418,350)	(870,696)	(730,000)	(730,000)	(730,000)	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	25,220,919	(6,396,285)	(2,322,431)	(3,002,431)	(3,167,431)	
Other	-	-	-	-	-	
Total Financing Activities	25,220,919	(6,396,285)	(2,322,431)	(3,002,431)	(3,167,431)	
Total Cash Flow Adjustments	**1,683,610**	**(2,859,167)**	**1,387,401**	**710,080**	**567,540**	
NET INCOME	**6,830,563**	**(39,515)**	**5,658,951**	**7,545,459**	**9,499,147**	
Beginning Cash Balance	12,906,387	19,736,950	19,697,435	25,356,386	32,901,845	
ENDING CASH BALANCE	**19,736,950**	**19,697,435**	**25,356,386**	**32,901,845**	**42,400,992**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: HEMPSTEAD UFSD							
A	**B**	**C**	**D** (B X C)	**E**	**F** (D + E)	**G**	**H** (F ÷ G)
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for HEMPSTEAD UFSD School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2022-23)	1,637	19,770	32,363,490	35,477,655	67,841,145	-	#DIV/0!
Year 2 (2023-24)	1,666	19,770	32,936,820	43,714,535	76,651,355	-	#DIV/0!
Year 3 (2024-25)	1,695	19,770	33,510,150	54,623,071	88,133,221	-	#DIV/0!
Year 4 (2025-26)	1,725	19,770	34,103,250	54,178,166	88,281,416	-	#DIV/0!
Year 5 (2026-27)	1,754	19,770	34,676,580	59,952,896	94,629,476	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	

Second Largest Enrollment District: UNIONDALE UFSD							
A	**B**	**C**	**D** (B X C)	**E**	**F** (D + E)	**G**	**H** (F ÷ G)
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for UNIONDALE UFSD School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2022-23)	1,027	21,638	22,222,226	-	22,222,226	-	#DIV/0!
Year 2 (2023-24)	1,272	21,638	27,523,536	-	27,523,536	-	#DIV/0!
Year 3 (2024-25)	1,370	21,638	29,644,060	-	29,644,060	-	#DIV/0!
Year 4 (2025-26)	1,468	21,638	31,764,584	-	31,764,584	-	#DIV/0!
Year 5 (2026-27)	1,566	21,638	33,885,108	-	33,885,108	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	

Request 21

21(f) Letters of Commitment

The following correspondence from the Charter School Growth Fund provides evidence of the availability of supplemental funding which be used to meet shortfalls in the projected budget for TACS Wyandanch.

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GRANT AWARD AGREEMENT

From:	CHARTER FUND, INC., a Delaware nonprofit non-stock corporation, doing business as Charter School Growth Fund ("Grantor")
To:	THE ACADEMY CHARTER SCHOOL, a New York nonprofit corporation ("Grantee")
Grantee Tax I.D.#	80-0353508
Grantee Tax Status:	PC - Public Charity
Grant No.	TACS-F3-NATL-SC-2018-1Q
Dated:	August 16, 2018
Grant Amount:	ONE MILLION NINE HUNDRED SEVENTY-FIVE THOUSAND DOLLARS ($1,975,000.00)

This *Grant Award Agreement* ("Agreement"), upon execution on behalf of Grantee in the spaces provided for signature, will evidence Grantee's agreement with and commitment to Grantor as follows:

I. GRANTEE'S LEGAL STATUS:

This grant is specifically conditioned upon Grantee's status as an eligible grantee of Grantor in accordance with this paragraph. Grantee warrants and represents that it is a duly incorporated nonprofit corporation and a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and is not a private foundation as defined in Section 509(a) of the Code or an organization described in Section 170(c)(1) or Section 511(a)(2)(B) of the Code. Grantee has provided Grantor with a copy of IRS determination letter(s) evidencing its status as an eligible grantee and Grantee warrants and represents that such determination letter(s) are currently in full force and effect and has not been materially modified. Grantee will notify Grantor immediately of any actual or proposed change in federal and/or state tax status, including any substantial or material change in sources of support for any taxable year affected by this grant, within the meaning of Section 1.170A-9 of the Treasury Regulations. Grantee warrants and represents that this grant shall not change Grantee's status as described above under the Code.

II. PURPOSE OF AWARD:

The purpose of this grant is for the general support of Grantee in providing funding for Grantee's management organization that supports all of the charter schools operated by the Grantee in carrying out its charitable tax-exempt purposes (the "Project"). This Grant Award Agreement summarizes the terms and conditions pursuant to which the Grantor has awarded this grant to Grantee.

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III. AMOUNT OF AWARD:

The grant award is to be paid according to the schedule on Exhibit A attached hereto and is expressly subject to the Conditions of Award set forth herein. The grant award is contingent on Grantee's compliance with each and every condition and provision in this Grant Award Agreement, including, but not limited to, the accomplishment of each and all of the specific Milestones (as defined below) set forth in Exhibit B hereto within the specific time periods described therein.

IV. CONDITIONS OF AWARD:

Grantee agrees that the grant award is subject to the following conditions:

A. Accomplishment of Milestones.

The grant award is expressly contingent upon Grantee meeting the Milestone requirements ("Milestones") as set forth in Exhibit B and within the specific time periods described therein. The determination of whether any such Milestone(s) has been met is to be determined by the Grantor in its sole and absolute discretion.

B. Grant Announcements and Public Reports; Identification of the Grantor; Letterhead and Logo.

Grantee is being funded by the Grantor and Grantee may not make any statement or otherwise imply to the media, the general public or any other donor or investor that Grantee, its operations, or its participation in this Project is supported by any of Grantor's investors, unless Grantee has directly received funds from such investor.

Use of the Grantor letterhead or logo is prohibited without prior written consent from the Grantor. Grantee shall list the Grantor as a general supporting organization in its Annual Report (if any).

C. Use of Grant Funds; No Earmarking.

This award is not "earmarked" within the meaning of Treasury Regulations Section 53.4945-2(a)(5)(i), and grant funds, including any income earned on those funds, may not be spent domestically or internationally (a) for any purpose other than that for which the grant is made; (b) to carry on propaganda or otherwise attempt to influence legislation within the meaning of Section 4945(e) of the Code; (c) to influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drive; (d) without the Grantor's prior written approval, to make a grant to any individual for travel, study, or similar purpose, or to make a grant to any other organization; (e) for any purpose other than charitable, scientific, literary or educational purposes; or (f) to support activities outside the United States, including travel to or from the United States.

There exists no agreement, oral or written, whereby the Grantor may cause the Grantee to carry on propaganda, or otherwise attempt to influence legislation, to engage in any activity to influence the outcome of any specific public election, or to carry on directly or

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indirectly, any voter registration drive, to engage in any activity other than charitable activities specified in Section 170(c)(2)(B) of the Code, to make grants to individuals or organizations that would violate Section 4945(d)(3) or (4) of the Code, or whereby the Grantor may select the recipient to which the Grantee shall devote the award.

D. Return of Funds.

1. Unused Funds. Any grant funds, or any income earned on the grant funds not spent or committed for the purposes of the Project must be promptly returned to the Grantor.

2. Unauthorized Use. Grantee shall promptly return any unexpended funds to the Grantor if the Grantor reasonably determines that the Grantee has not performed in accordance with this Grant Award Agreement.

3. Loss of Eligible Status. Grantee shall promptly return to the Grantor any unexpended grant award funds if Grantee loses its status as an eligible Grantee as described in Section I above.

E. Bank Account.

Grantee may commingle the grant award with the general account or other accounts of the Grantee for uses consistent with its status as an organization exempt from income tax under the Code

F. Grant Payments Contingent Upon Reporting.

In addition to all other requirements and conditions stated herein, all grant payments will be made contingent upon the timely receipt of the written reports described below. Failure to comply with these reporting requirements may result in reduced or forfeited installments.

G. Reporting.

1. Audited Financial Statements. As soon as available, but in no event later than the date specified in Exhibit A for each year beginning in the year of the first disbursement by Grantor and for each year following all specified time periods described in Exhibit B, Grantee shall furnish to Grantor a balance sheet as of the end of such fiscal year, and the related statements of income and expenses and changes in financial position of Grantee, which shall be in reasonable detail, and shall be certified by independent certified public accountants selected by Grantee, and shall be accompanied by an opinion of such independent certified public accountants, which opinion shall state that such financial statements fairly present the financial position of Grantee for the period then ended and have been prepared in accordance with generally-accepted accounting principles consistently applied, and that the examination by such accountants has been made in accordance with generally-accepted auditing standards and accordingly included such tests

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of the accounting records and such other auditing procedures as were considered necessary in the circumstances.

2. Preliminary Financial Budget. Grantee must submit a preliminary financial budget for the following fiscal year which shall be in reasonable detail and in the form in which such statements are furnished to Grantee's Board of Directors by the date specified in Exhibit A for each year beginning in the year of the first disbursement by Grantor and for each year following all specified time periods described in Exhibit B.

3. Annual Reports. The Annual Report guidelines are attached to this Grant Award Agreement as Exhibit C and are due on the date specified in Exhibit A each year beginning in the year of the first disbursement by Grantor and for each year following all specified time periods described in Exhibit B. Grantee has provided or will provide any student data and/or student information ("Student Data") to Grantor in compliance with all requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and in compliance with any additional restrictions on the use of Student Data as may be imposed under federal, state and local laws applicable to Grantee. Grantee undertakes and agrees to defend, indemnify and hold harmless Grantor and any of its boards, officers, funders, agents, employees, assigns, and successors in interest from and against all suits and causes of action, claims, losses, demands and expenses including, but not limited to, attorney's fees and cost of litigation, damage or liability of any nature whatsoever, arising in any manner by reason of the negligent acts, errors, omissions or willful misconduct incident to the provision of Student Data by the Grantee.

4. Annual Officer's Certification. The Annual Officer's Certification is attached to this Grant Award Agreement as Exhibit D and is due by the date specified in Exhibit A each year beginning in the year of the first disbursement by Grantor and for each year following all specified time periods described in Exhibit B.

5. Board Communications; Board Meetings. Notwithstanding whether a representative or nominee of Grantor is serving on Grantee's Board of Directors, Grantee shall provide copies of any and all notices and agendas distributed by Grantee with respect to each regular or special meeting of Grantee's Board of Directors. Grantee shall also provide the same timely written and oral communications as are provided to any of Grantee's Board Members. Copies of all materials shall be sent to the Grantor.

   Notwithstanding whether a representative or nominee of Grantor is serving on Grantee's Board of Directors, Grantee hereby authorizes the designee of Grantor (each, an "Observer") to attend regular or special meetings of Grantee's Board of Directors, with the exception of closed sessions of such regular of special meetings, in person or telephonically, at the election of

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Grantor and whether or not such meetings are open or otherwise closed to the general public; provided, however, that the Observer shall have no right to vote or take any other action at such meetings.

Reports should be submitted electronically to the Grantor to the attention of Grant Administrator, grantadmin@chartergrowthfund.org.

H. Records.

1. Record Maintenance and Inspection. Grantee agrees to maintain adequate records for the Project to enable the Grantor to easily determine how the grant funds were expended. Grantee also agrees to make Grantee's books and records available for inspection by the Grantor or its designee at reasonable times upon reasonable prior notice to Grantee and permit Grantor to monitor and conduct an evaluation of operations under this grant, which may include a visit by Grantor personnel or designee to observe Grantee's organization, a discussion of the Project with Grantee's staff, and a review of financial and other records connected with this grant and the Project.

2. Record Retention. Grantee agrees to retain records of its expenditures under the grant, as well as copies of the reports submitted to the Grantor, for at least four years after completion of the use of the grant funds.

I. Indemnification.

Grantee undertakes and agrees to defend, indemnify and hold harmless the Grantor and all granting foundations to the Grantor (collectively the "Foundations"), and any of the Foundations' boards, officers, agents, employees, assigns, and successors in interest from and against all suits and causes of action, claims, losses, demands and expenses, including, but not limited to, attorney's fees and cost of litigation, damage or liability of any nature whatsoever, arising in any manner by reason of the negligent acts, errors, omissions or willful misconduct incident to any acts or omissions by Grantee related to the Project.

J. Licensing and Credentials.

The Grantee hereby agrees to maintain, in full force and effect, all required governmental or professional licenses and credentials for itself, its facilities, and for its employees and all other persons engaged in work in conjunction with this award, including but not limited to, its charter.

K. No Further Obligations by the Grantor; Changes.

Except as expressly provided in this Grant Award Agreement, Grantee understands and agrees that the Grantor has no obligation to provide other or additional support or grants to the Grantee. Any changes, additions or deletions to the terms and conditions of this Grant Award Agreement must be made in writing and must be approved by Grantor.

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L. Right to Cancel and/or Deny Funding.

Until the grant funds have been received by the Grantee, the grant award made hereunder may be terminated and cancelled by the Grantor without cause at any time, in its sole discretion and without any recourse on the part of the Grantee.

M. Entire Agreement.

This Grant Award Agreement constitutes and is intended to constitute the entire agreement of the parties concerning the subject matter hereof. No covenants, agreements, representations or warranties of any kind whatsoever have been made by any party hereto, except as specifically set forth herein. All prior and contemporaneous discussions and negotiations with respect to the subject matter hereof are superseded by this Grant Award Agreement. This Grant Award Agreement may be executed in counterparts, each of which shall constitute an original, but all of which, when taken together, shall constitute only one agreement.

N. Nontransferability; Independent Contractor.

This grant is not transferable. Nothing in this Grant Award Agreement should be construed so as to make Grantee as a joint venturer, partner, employee, agent or legal representative of the Grantor for any purpose whatsoever.

O. Payment of Funds to Related Parties of the Grantor.

No part of these grant funds shall be paid to any director, officer, or employee (or their family members) of the Grantor for any purpose.

P. Governing Law.

This Grant Award Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

Q. Meaning of Certain Terms.

The term “earmarked” with respect to a grant means that the grant is given pursuant to an agreement, oral or written, that the grant will be used for specific purposes.

R. Affirmative Action and Non-Discrimination.

Grantee recognizes that government contractors are subject to various federal laws, executive orders and regulations regarding equal opportunity and affirmative action that may also be applicable to subcontractors. Grantee, therefore, agrees that any and all applicable equal opportunity and affirmative action clauses shall be incorporated herein as may be required by federal laws, executive orders, and regulations.

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The Grantee hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Grantee on the grounds of disability, age, race, color, religion, sex, national origin, or any other classification protected by Federal or state law. The Grantee shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination and instructions that complaints may be filed with the United States Department of Education and the state department of education for the state in which Grantee is located.

S. Notice.

Any notice or communication required or desired to be given hereunder by either of the parties to the other shall be in writing and delivered by hand or mailed by first class mail or by nationally-recognized overnight courier, postage prepaid (notices shall be deemed given three days after being duly mailed, or one day after being sent by overnight courier), addressed to the party at its address appearing below:

If to the Grantee, to the address specified in Exhibit A:

If to Grantor, to:

CHARTER FUND, INC.
10901 West 120th Avenue, Suite 450
Broomfield, Colorado 80021
Attention: Legal Department
Phone: (303) 217-8090

[Remainder of page intentionally left blank]

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V. ACCEPTANCE OF GRANT AWARD AGREEMENT:

The Grantor reserves the right to withhold or suspend payments of grant funds if the Grantee fails to comply strictly with any of the terms and conditions of this Grant Award Agreement. This Grant Award Agreement supersedes any and all prior written or oral agreements or understandings with respect to the subject matter hereof. If this Grant Award Agreement correctly sets forth your understanding and acceptance of the arrangements made regarding this grant, please countersign and return to the Grantor.

Accepted on behalf of THE ACADEMY CHARTER SCHOOL, a New York nonprofit corporation:

[redacted] ure

Wayne Haughton
Printed Name

Executive Director
Title

8/22/2018
Date

Agreed to and Acknowledged on behalf of CHARTER FUND, INC., a Delaware nonprofit non-stock corporation, doing business as Charter School Growth Fund, by:

DS TR

[redacted] ature

Kevin Hall
Printed Name

President and Chief Executive Officer
Title

8/19/2018
Date

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EXHIBIT A

Installment Schedule, Reporting Deadlines, and Contact Information

I. Installment schedule referenced in Section III

a. $250,000.00 payable on or around August 31, 2018 contingent upon receipt of this signed Agreement.
b. $250,000.00 payable on or around December 15, 2018 contingent upon successful completion of Grantor's annual review.
c. $250,000.00 payable on or around December 15, 2019 contingent upon successful completion of Grantor's annual review.
d. $400,000.00 payable on or around December 15, 2020 contingent upon successful completion of Grantor's annual review.
e. $400,000.00 payable on or around December 15, 2021 contingent upon successful completion of Grantor's annual review.
f. $425,000.00 payable on or around December 15, 2022 contingent upon successful completion of Grantor's annual review. amount remaining for 2022 is $241,108.00

II. Reporting deadlines referenced in IV(F)

		Due By:
a.	Audited Financial Statements	November 30
b.	Preliminary Financial Budget	June 30
c.	Annual Reports	October 1
d.	Annual Officer's Certification	October 1
e.	Board Communications	Upon distribution

III. Contact information referenced in Section IV(R)

a. Name: Wayne Haughton
b. Organization: The Academy Charter School
c. Address: 117 N Franklin Street
d. City, State, Zip Code: Hempstead, NY 11550
e. Phone: [redacted]

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GRANT AWARD AGREEMENT

From:	CHARTER FUND, INC., a Delaware nonprofit non-stock corporation, doing business as Charter School Growth Fund ("Grantor")
To:	THE ACADEMY CHARTER SCHOOL, a New York nonprofit corporation ("Grantee")
Grantee Tax I.D.#	80-0353508
Grantee Tax Status:	PC - Public Charity
Grant No.	TACS-F3-SU-2020-2Q
Deal Type:	Startup
Dated:	August 6, 2020
Grant Amount:	THREE HUNDRED TWENTY-FIVE THOUSAND DOLLARS ($325,000.00)

This *Grant Award Agreement* ("Agreement"), upon execution on behalf of Grantee in the spaces provided for signature, will evidence Grantee's agreement with and commitment to Grantor as follows:

I. GRANTEE'S LEGAL STATUS:

This grant is specifically conditioned upon Grantee's status as an eligible grantee of Grantor in accordance with this paragraph. Grantee warrants and represents that it is a duly incorporated nonprofit corporation and a tax exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and is not a private foundation as defined in Section 509(a) of the Code or an organization described in Section 170(c)(1) or Section 511(a)(2)(B) of the Code. Grantee has provided Grantor with a copy of IRS determination letter(s) evidencing its status as an eligible grantee and Grantee warrants and represents that such determination letter(s) are currently in full force and effect and has not been materially modified. Grantee will notify Grantor immediately of any actual or proposed change in federal and/or state tax status, including any substantial or material change in sources of support for any taxable year affected by this grant, within the meaning of Section 1.170A-9 of the Treasury Regulations. Grantee warrants and represents that this grant shall not change Grantee's status as described above under the Code.

II. PURPOSE OF AWARD:

The purpose of this grant is for the general support of Grantee in carrying out its charitable tax-exempt purposes (the "Project"). This Agreement summarizes the terms and conditions pursuant to which the Grantor has awarded this grant to Grantee.

III. AMOUNT OF AWARD:

The grant award is to be paid according to the schedule on Exhibit A attached hereto and

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is expressly subject to the Conditions of Award set forth herein. The grant award is contingent on Grantee's compliance with each and every condition and provision in this Agreement, including, but not limited to, the accomplishment of each and all of the specific Milestones (as defined below) set forth in Exhibit B hereto within the specific time periods described therein.

IV. CONDITIONS OF AWARD:

Grantee agrees that the grant award is subject to the following conditions:

A. Accomplishment of Milestones.

The grant award is expressly contingent upon Grantee meeting the Milestone requirements ("Milestones") as set forth in Exhibit B and within the specific time periods described therein. The determination of whether any such Milestone(s) has been met is to be determined by Grantor in its sole and absolute discretion.

B. Grant Announcements and Public Reports; Identification of Grantor; Letterhead and Logo.

Grantee is being funded by Grantor and Grantee may not make any statement or otherwise imply to the media, the general public or any other donor or investor that Grantee, its operations, or its participation in this Project is supported by any of Grantor's investors, unless Grantee has directly received funds from such persons.

Use of Grantor letterhead or logo is prohibited without prior written consent from Grantor. Grantee shall list Grantor as a general supporting organization in its Annual Report (if any).

C. Use of Grant Funds; No Earmarking.

This award is not "earmarked" within the meaning of Treasury Regulations Section 53.4945-2(a)(5)(i), and grant funds, including any income earned on those funds, may not be spent domestically or internationally (a) for any purpose other than that for which the grant is made; (b) to carry on propaganda or otherwise attempt to influence legislation within the meaning of Section 4945(e) of the Code; (c) to influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drive; (d) without Grantor's prior written approval, to make a grant to any individual for travel, study, or similar purpose, or to make a grant to any other organization; (e) for any purpose other than charitable, scientific, literary or educational purposes; or (f) to support activities outside the United States, including travel to or from the United States.

There exists no agreement, oral or written, whereby Grantor may cause Grantee to carry on propaganda, or otherwise attempt to influence legislation, to engage in any activity to influence the outcome of any specific public election, or to carry on directly or indirectly, any voter registration drive, to engage in any activity other than charitable activities specified in Section 170(c)(2)(B) of the Code, to make grants to individuals or organizations that would violate Section 4945(d)(3) or (4) of the Code, or whereby Grantor may select the recipient to which Grantee shall devote the award.

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If domestic air travel is required to carry out the purposes of the Project, Grantee must purchase a coach, economy class, or other comparable ticket. Unless approved in writing by the Grantor, the grant funds shall not be used to purchase private, business class, or first class air travel.

D. Return of Funds.

1. Unused Funds. Any grant funds, or any income earned on the grant funds not spent or committed for the purposes of the Project must be promptly returned to Grantor.

2. Unauthorized Use. Grantee shall promptly return any unexpended funds to Grantor if Grantor reasonably determines that Grantee has not performed in accordance with this Agreement.

3. Loss of Eligible Status. Grantee shall promptly return to Grantor any unexpended grant award funds if Grantee loses its status as an eligible Grantee as described in Section I above.

E. Bank Account.

Grantee may commingle the grant award with the general account or other accounts of Grantee for uses consistent with its status as an organization exempt from income tax under the Code and will not be required to separately trace the use of such funds in its accounting system.

F. Reporting.

1. Audited Financial Statements. For three years following the opening of each school listed in Exhibit B and as soon as available, but in no event later than the date specified in Exhibit A, a balance sheet as of the end of such fiscal year, and the related statements of income and expenses and changes in financial position of Grantee, which shall be in reasonable detail, and shall be certified by independent certified public accountants selected by Grantee and reasonably approved by Grantor, and shall be accompanied by an opinion of such independent certified public accountants, which opinion shall state that such financial statements fairly present the financial position of Grantee for the period then ended and have been prepared in accordance with generally accepted accounting principles consistently applied, and that the examination by such accountants has been made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as were considered necessary under the circumstances.

2. Preliminary Financial Budget. For three years following the opening of each school listed in Exhibit B, Grantee must submit, by the date specified in Exhibit A, a preliminary financial budget for the following fiscal year which shall be in reasonable detail and in the form in which such statements are furnished to Grantee's Board of Directors

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3. Annual Reports. The Annual Report guidelines are attached to this Agreement as Exhibit C and are due on the date specified in Exhibit A for three years following the opening of each school listed in Exhibit B. Grantee has provided or will provide any student data and/or student information ("Student Data") to Grantor in compliance with all requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) and in compliance with any additional restrictions on the use of Student Data as may be imposed under federal, state and local laws applicable to Grantee. Grantee undertakes and agrees to defend, indemnify and hold harmless Grantor and any of its boards, officers, funders, agents, employees, assigns, and successors in interest from and against all suits and causes of action, claims, losses, demands and expenses including, but not limited to, attorney's fees and cost of litigation, damage or liability of any nature whatsoever, arising in any manner by reason of the negligent acts, errors, omissions or willful misconduct incident to the provision of Student Data by Grantee.

4. Annual Officer's Certification. For three years following the opening of each school listed in Exhibit B, Grantee shall deliver to Grantor by the date specified in Exhibit A an Annual Officer's Certification in the form attached hereto as Exhibit D.

5. Board Communications; Board Meetings. Notwithstanding whether a representative or nominee of Grantor is serving on Grantee's Board of Directors, Grantee shall provide copies of any and all notices and agendas distributed by Grantee with respect to each regular or special meeting of Grantee's Board of Directors. Grantee shall also provide the same timely written and oral communications as are provided to any of Grantee's Board Members. Copies of all materials shall be sent to the Grantor.

   Notwithstanding whether a representative or nominee of Grantor is serving on Grantee's Board of Directors, Grantee hereby authorizes the designee of Grantor (each, an "Observer") to attend regular or special meetings of Grantee's Board of Directors, with the exception of closed sessions of such regular of special meetings, in person or telephonically, at the election of Grantor and whether or not such meetings are open or otherwise closed to the general public; provided, however, that the Observer shall have no right to vote or take any other action at such meetings.

Reports should be submitted electronically to Grantor to the attention of Grant Administrator, grantadmin@chartergrowthfund.org.

G. Records.

1. Record Maintenance and Inspection. Grantee agrees to maintain adequate records for the Project to enable Grantor to easily determine how the grant funds were expended. Grantee also agrees to make Grantee's books and

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records available for inspection by Grantor or its designee at reasonable times upon reasonable prior notice to Grantee and permit Grantor to monitor and conduct an evaluation of operations under this grant, which may include a visit by Grantor personnel or designee to observe Grantee's organization, a discussion of the Project with Grantee's staff, and a review of financial and other records connected with this grant and the Project.

2. Record Retention. Grantee agrees to retain records of its expenditures under the grant, as well as copies of the reports submitted to Grantor, for at least four years after completion of the use of the grant funds.

H. Indemnification. Grantee undertakes and agrees to defend, indemnify and hold harmless Grantor and all granting foundations to Grantor (collectively the "Foundations"), and any of the Foundations' boards, officers, agents, employees, assigns, and successors in interest from and against all suits and causes of action, claims, losses, demands and expenses, including, but not limited to, attorney's fees and cost of litigation, damage or liability of any nature whatsoever, arising in any manner by reason of the negligent acts, errors, omissions or willful misconduct incident to any acts or omissions by Grantee related to the Project.

I. Licensing and Credentials. Grantee hereby agrees to maintain, in full force and effect, all required governmental or professional licenses and credentials for itself, its facilities, and for its employees and all other persons engaged in work in conjunction with this award, including but not limited to, its charter.

J. No Further Obligations by Grantor; Changes. Except as expressly provided in this Agreement, Grantee understands and agrees that Grantor has no obligation to provide other or additional support or grants to Grantee. Any changes, additions or deletions to the terms and conditions of this Agreement must be made in writing and must be approved by Grantor.

K. Right to Cancel and/or Deny Funding. Until the grant funds have been received by Grantee, the grant award made hereunder may be terminated and cancelled by Grantor without cause at any time, in its sole discretion and without any recourse on the part of Grantee.

L. Entire Agreement. This Agreement constitutes and is intended to constitute the entire agreement of the parties concerning the subject matter hereof. No covenants, agreements, representations or warranties of any kind whatsoever have been made by any party hereto, except as specifically set forth herein. All prior and contemporaneous discussions and negotiations with respect to the subject matter hereof are superseded by this Agreement.

M. Nontransferability; Independent Contractor. This grant is not transferable. Nothing in this Agreement should be construed so as to make Grantee as a joint venturer, partner, employee, agent or legal representative of Grantor for any purpose whatsoever.

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N. Payment of Funds to Related Parties of Grantor. No part of these grant funds shall be paid to any director, officer, or employee (or their family members) of Grantor for any purpose.

O. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Colorado.

P. Meaning of Certain Terms. The term "earmarked" with respect to a grant means that the grant is given pursuant to an agreement, oral or written, that the grant will be used for specific purposes.

Q. Affirmative Action and Non-Discrimination. Grantee recognizes that government contractors are subject to various federal laws, executive orders and regulations regarding equal opportunity and affirmative action that may also be applicable to subcontractors. Grantee, therefore, agrees that any and all applicable equal opportunity and affirmative action clauses shall be incorporated herein as may be required by federal laws, executive orders, and regulations.

Grantee hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of Grantee on the grounds of disability, age, race, color, religion, sex, national origin, or any other classification protected by Federal or state law. Grantee shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination and instructions that complaints may be filed with the United States Department of Education and the state department of education for the state in which Grantee is located.

R. Notice. Any notice or communication required or desired to be given hereunder by either of the parties to the other shall be in writing and delivered by hand or mailed by first class mail or by nationally-recognized overnight courier, postage prepaid (notices shall be deemed given three days after being duly mailed, or one day after being sent by overnight courier), addressed to the party at its address appearing below:

If to Grantee, to the address specified in Exhibit A:

If to Grantor, to:

CHARTER FUND, INC.
10901 West 120th Avenue, Suite 450
Broomfield, Colorado 80021
Attention: Legal Department
Phone: (303) 217-8090

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V. ACCEPTANCE OF GRANT AWARD AGREEMENT:

Grantor reserves the right to withhold or suspend payments of grant funds if Grantee fails to comply strictly with any of the terms and conditions of this Agreement. This Agreement supersedes any and all prior written or oral agreements or understandings with respect to the subject matter hereof. If this Agreement correctly sets forth your understanding and acceptance of the arrangements made regarding this grant, please countersign and return to Grantor.

Accepted on behalf of THE ACADEMY CHARTER SCHOOL, a New York nonprofit corporation:

[redacted]

Wayne Haughton
Printed Name

Executive Director
Title

8/7/2020
Date

Agreed to and Acknowledged on behalf of CHARTER FUND, INC., a Delaware nonprofit non-stock corporation, doing business as Charter School Growth Fund, by:

[redacted]

Kevin Hall
Printed Name

President and Chief Executive Officer
Title

8/6/2020
Date

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EXHIBIT A

Installment, Reporting Schedule, and Contact Information

I. Installment schedule referenced in Section III

a. $325,000.00 payable on or around August 21, 2020 contingent upon receipt of this signed Agreement.

II. Reporting deadlines referenced in IV(F)

		Due By:
a.	Audited Financial Statements	November 30
b.	Preliminary Financial Budget	June 30
c.	Annual Reports	October 1
d.	Annual Officer's Certification	October 1
e.	Board Communications	Upon distribution

III. Contact information referenced in Section IV(R)

a. Name: Wayne Haughton

b. Organization: The Academy Charter school

c. Address: 117 North Franklin St

d. City, State, Zip Code: 11550

e. Phone: [redacted]

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EXHIBIT B



Milestones

Grantee will open each of the school(s) listed in the table below within the specified timeframe and authorizing district. If Grantee postpones opening of a school(s) that is awarded funding, Grantee must notify Grantor, in writing via email or letter, of the reasons for postponement and revised anticipated opening date.

Name of School	School Location	Authorizing District(1)	Month and Year School Opening(1)	Amount
The Academy Charter School – Uniondale	Uniondale, NY	Uniondale Union Free	Fall 2020	$325,000

Note (1): In accordance with Section IV.D.2, the Grantor may require funds to be returned if school(s) do not open in the specified timeframe and/or authorizing district.

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EXHIBIT C

Annual Report Guidelines

Instructions: On or around the date specified in Exhibit A, Grantor/Lender will request that Grantee/Borrower submit its Annual Report via Grantor's/Lender's Annual Collection Website. Please submit your data via the website.

Your annual report consists of the following components:

I. Data Submissions

Using the Annual Collection Website and associated templates, please submit the following:

A. Academic achievement data, including, but not limited to: norm referenced test data, ACT/SAT data, matriculation data, graduation rate, college persistence, etc. as applicable;
B. Demographic and staffing data;
C. Annual approved budget;
D. Annual audited financial statements with actuals for the network, central office, and school levels;
E. Milestone performance; and
F. Any other information to be collected as agreed upon by Grantor/Lender and Grantee/Borrower.

II. Other information

Any other information relating to the reporting period that you think Grantor/Lender should be aware of, including notable successes, unforeseen challenges, or changes to future plans.

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GRANT AWARD AGREEMENT

From:	CHARTER FUND, INC., a Delaware nonprofit non-stock corporation, doing business as Charter School Growth Fund ("Grantor")
To:	THE ACADEMY CHARTER SCHOOL, a New York nonprofit corporation ("Grantee")
Grantee Tax I.D.#	80-0353508
Grantee Tax Status:	PC - Public Charity
Grant No.	TACS-F3-NATL-OC-2020-4Q
Deal Type:	Other
Dated:	October 28, 2020
Grant Amount:	FIFTY THOUSAND DOLLARS ($50,000.00)

This *Grant Award Agreement* ("Agreement"), upon execution on behalf of Grantee in the spaces provided for signature, will evidence Grantee's agreement with and commitment to Grantor as follows:

I. GRANTEE'S STATUS:

This grant is specifically conditioned upon Grantee's status as an eligible grantee of Grantor in accordance with this paragraph. Grantee warrants and represents that it is a duly incorporated nonprofit corporation and a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and is not a private foundation as defined in Section 509(a) of the Code or an organization described in Section 170(c)(1) or Section 511(a)(2)(B) of the Code. Grantee has provided Grantor with a copy of IRS determination letter(s) evidencing its status as an eligible grantee and Grantee warrants and represents that such determination letter(s) are currently in full force and effect and has not been materially modified. Grantee will notify Grantor immediately of any actual or proposed change in federal and/or state tax status, including any substantial or material change in sources of support for any taxable year affected by this grant, within the meaning of Section 1.170A-9 of the Treasury Regulations. Grantee warrants and represents that this grant shall not change Grantee's status as described above under the Code.

II. PURPOSE OF AWARD:

The purpose of this grant is for the general support of Grantee in providing funding for Grantee's management organization that supports all of the charter schools operated by the Grantee in carrying out its charitable tax-exempt purposes (the "Project"). This Grant Award Agreement summarizes the terms and conditions pursuant to which the Grantor has awarded this grant to Grantee.

III. AMOUNT OF AWARD:

The grant award is to be paid according to the schedule in Exhibit A attached hereto and is expressly subject to the Conditions of Award set forth herein. The grant award is contingent on Grantee's compliance with each and every condition and provision in this Agreement, including, but not limited to,

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the accomplishment of each of the specific Milestones (as defined below) and within the specific time periods set forth in Exhibit A.

IV. CONDITIONS OF AWARD:

Grantee agrees that the grant award is subject to the following conditions:

A. Accomplishment of Milestones. The grant award is expressly contingent upon Grantee meeting the milestone requirements ("Milestones") as set forth in Exhibit A and within the specific time periods described therein. The determination of whether any such Milestone(s) has been met is to be determined by the Grantor in its sole and absolute discretion. Should the Grantor determine that any milestone has not been met or not met within the timeline specified in Exhibit A, the Grantor may terminate the grant award in its entirety and require the return of all or a portion of the grant award. Grantor may also in its sole and absolute discretion, waive any such failure to meet a Milestone. Any such waiver must be in writing and no waiver in any particular instance shall operate as a waiver of any such or other right or power in any other instance. Until the grant funds have been received by the Grantee, the grant award made hereunder may be terminated and cancelled by the Grantor at any time, in its sole discretion.

B. Expenditure of Award Funds.

1. Unexpended Funds. Any funds not expended in accordance with the terms of this grant must be returned to the Grantor.

2. Use of Grant Funds; No Earmarking. This award is not "earmarked" within the meaning of Treasury Regulations Section 53.4945-2(a)(5)(i), to be used (a) in any attempt to influence legislation within the meaning of Section 4945(e) of the Code or (b) to engage in any other activity, directly or indirectly, that would result in the imposition of an excise tax on the Grantor pursuant to Chapter 42 of Subtitle A of Title 26 of the United States Code if engaged in by the Grantor itself.

   There exists no agreement, oral or written, whereby the Grantor may cause the Grantee to carry on propaganda, or otherwise attempt to influence legislation, to engage in any activity to influence the outcome of any specific public election, or to carry on directly or indirectly, any voter registration drive, to engage in any activity other than charitable activities specified in Section 170(c)(2)(B) of the Code, to make grants to individuals or organizations that would violate Section 4945(d)(3) or (4) of the Code, or whereby the Grantor may select the recipient to which the Grantee shall devote the award.

   If domestic air travel is required to carry out the purposes of the Project, Grantee must purchase a coach, economy class, or other comparable ticket. Unless approved in writing by the Grantor, the grant funds shall not be used to purchase private, business class, or first class air travel.

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C. Loss of Eligibility. Grantee shall return to the Grantor any unexpended grant award funds if Grantee loses its status as an eligible Grantee as described in Section I above.

D. Records. Grantee may commingle the award with the general account or other accounts of the Grantee for uses consistent with its status as an organization exempt from income tax under the Code.

E. Entire Agreement. This grant award agreement constitutes and is intended to constitute the entire agreement of the parties concerning the subject matter hereof. No covenants, agreements, representations or warranties of any kind whatsoever have been made by any party hereto, except as specifically set forth herein. All prior and contemporaneous discussions and negotiations with respect to the subject matter hereof are superseded by this grant award agreement. This grant award agreement may be executed in counterparts, each of which shall constitute an original, but all of which, when taken together, shall constitute only one agreement.

F. Reports. Grantee shall make a written report to the Grantor by the date indicated in Exhibit A indicating whether and how it has accomplished the Milestones and spent the grant award funds.

G. Licensing and Credentials. The Grantee hereby agrees to maintain, in full force and effect, all required governmental or professional licenses and credentials for itself, its facilities, and for its employees and all other persons engaged in work in conjunction with this award.

H. No Further Obligations by the Grantor. Except as expressly provided in this Agreement, Grantee understands and agrees that the Grantor has no obligation to provide other or additional support or grants to the Grantee.

I. The Grantor Letterhead and Logo. Use of the Grantor letterhead or logo is prohibited without prior written consent from the Grantor.

J. Payment of Funds to Related Parties of the Grantor. No part of these grant funds shall be paid to any director, officer, or employee (or their family members) of the Grantor for any purpose.

K. Meaning of Certain Terms. The term "earmarked" with respect to a grant means that the grant is given pursuant to an agreement, oral or written, that the grant will be used for specific purposes.

[Remainder of page intentionally left blank]

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V. ACCEPTANCE OF GRANT AWARD AGREEMENT:

The Grantor reserves the right to withhold or suspend payments of grant funds if the Grantee fails to comply strictly with any of the terms and conditions of this Agreement. This Agreement supersedes any and all prior written or oral agreements or understandings with respect to the subject matter hereof. If this Agreement correctly sets forth your understanding and acceptance of the arrangements made regarding this grant, please countersign and return to the Grantor.

Accepted on behalf of THE ACADEMY CHARTER SCHOOL, a New York nonprofit corporation:

Authorized [redacted]

Wayne Haughton
Printed Name

Chief Development Officer
Title

11/19/2020
Date

Agreed to and Acknowledged on behalf of CHARTER FUND, INC., a Delaware nonprofit non-stock corporation, doing business as Charter School Growth Fund, by:

Authorize [redacted]

Kevin Hall
Printed Name

President and Chief Executive Officer
Title

11/19/2020
Date

DocuSign Envelope ID: 23E2CFA8-C382-4E4F-9B97-C8506ED407A9

EXHIBIT A

Installment Schedule and Milestones

I. Installment schedule referenced in Section III

a. $50,000.00 payable on or around December 4, 2020 contingent upon receipt of this signed Agreement.

II. Milestones referenced in Sections II, III, and IV

a. Reporting: On or before November 1, 2021 Grantee will provide Grantor with an update on how funding was implemented to support social and emotional health for students, families, and staff and the resulting impact on the school community.

Request 21

21(g) Non-SUNY Financials

The request is not applicable.

TACS WYANDANCH ACTION PLAN 2021-2022

RESPONSIBILITY MATRIX: ENTER LETTERs FOR ROLE -- CHAMPION(CH); RESPONSIBLE PERSON (RP); SUPPORT/ADVICE (SA)

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Action Plan Timeline -- Shaded Boxes Denote Beginning and Close of Activity

Task & Notes	SST	Building Principal	Campus Director of Operations	Board of Trustees	Other Key Personnel	21-Jul	21-Aug	21-Sep	21-Oct	21-Nov	21-Dec	22-Jan	22-Feb	22-Mar	22-Apr	22-May	22-Jun	22-Jul	22-Aug	22-Sep
Student Recruitment & Enrollment																				
Recruit students through mass and targeted events	**RP**		**SA**																	
and SWDs	RP		SA																	
Promotional Packet																				
Customize informational flyer/packet for Wyandanch	RP		SA																	
Post flyers and leaflets throughout hamlet and surrounding towns	RP		SA																	
Launch comprehensive social media campaign on Facebook, Twitter,	RP																			
Identify community organizations to help with awareness	CH, RP		SA																	
Collaborate with activist community to organize events addressing parent	CH, RP		SA																	
Create sequence of press releases, translate, and distribute press releases	RP			RP																
Launch recruiting and marketing campaign, including flyer distribution and	RP		SA																	
Enrollment Form																				
Customize enrollment form	RP																			
Submit enrollment form to SUNY CSI	RP																			
Distribute enrollment form	SA		RP																	
Make Wyandanch enrollment portal available on website	SA		RP																	
Information Sessions, Tabling, and Canvassing																				
Secure locations for information sessions and regular tabling	RP																			
Secure translation for information sessions to Spanish and Kreyol or other	RP																			
Customize existing protocols for information sessions & canvassing	RP																			
Calendar community canvassing and mobilize volunteers	RP																			
SARS-COVID-2/Variant Contingency Plan	RP																			
Promote Parent Engagement Liaison function for Wyandanch community	RP		RP																	
Admissions Lottery and Enrollment																				
Collect enrollment forms (4/1/22 deadline)			RP																	
Secure lottery announcer	SA		RP																	
Secure lottery translator	SA		RP																	
Secure lottery location	RP																			
Determine lottery protocol and minute-by-minute			RP																	
Advertise lottery date on website & social media			RP																	
Post lottery date in local newspapers			RP																	
Practice lottery protocol			RP																	
Conduct lottery			RP																	
Notify families of status & collect acceptances/declines of admissions			RP																	
Establish waitlist and process for lottery refresh			RP																	
Establish communication schedule with families for late spring and summer			RP																	
Schedule home visits with all families	SA		RP																	
Conduct home visits with all families	SA		RP																	
Request and file student records from sending schools	SA		RP																	
Facility (co-location requested but unlikely; process focused on private																				
Search for facility (groundwork & dedicated broker if necessary)	RP																			
Negotiate lease	RP																			
Lease review by legal counsel	RP			RP																
Lease review by full board	RP																			
Lease signed	RP																			
Arrange for any necessary renovations	RP																			
Arrange purchase of furniture for classrooms, offices	RP																			
Inspection & certificate of occupancy	RP																			
SARS-COVID-2/Variant Contingency Plan	RP																			
Customize compliance plans for Wyandanch	RP																			
Task & Notes																				
Governance by Board of Trustees																				
Transition to Governing Board																				
Formally adopt by-laws, code of ethics & conflict of interest policy				RP																
Customize board policies & financial handbook; and schedule annual review				RP																
Purchase D&O insurance for board	RP																			
Develop and file articles of incorporation	RP																			
Apply for tax exemption	RP																			
Develop board calendar	SA			RP																
Recruit additional board members	SA			RP																
Develop mechanisms to incorporate parent voice on the board	SA			RP																
Board Meeting Design & Implementation																				
Set consistent monthly meeting time & post publicly per OML	RP			SA																
Establish board meeting templates inclusive of TACS Wyandanch reporting;	RP			SA																
Develop board meeting preparation packet format	RP			SA																
Develop board calendar with critical tasks mapped	RP			SA																
Update record-keeping protocol and central policy repository	RP			SA																
Finalize list of policies to be created by school opening & develop schedule	RP			SA																
Update and customize board orientation protocol for new members	RP			SA																
Host board retreat for governing board	RP			SA																
Hiring of TACS Wyandanch Principal																				
Customize SST support procedures for incoming principal	RP			SA																
Set annual process for evaluation of the principal	RP																			
Review and set compensation for the principal	RP																			
Hire Principal	RP			SA																
Development & Grants Plan																				
Establish 501(c)(3)	Not applicable																			
Establish Friends of organization to bolster financial and in-kind support for	RP																			
Create a fundraising plan for the fiscal year with initiatives, owners, and	RP																			
Create plan for periodic review of available grants and authoring of	RP																			
Curriculum and Instruction																				

TACS WYANDANCH ACTION PLAN 2021-2022

RESPONSIBILITY MATRIX: ENTER LETTERS FOR ROLE -- CHAMPION(CH); RESPONSIBLE PERSON (RP); SUPPORT/ADVICE (SA)

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Curriculum Development																				
Review curriculum plan from charter and make any changes necessary	RP, CH																			
Hire any necessary curriculum consultants for areas of need	RP, CH																			
Develop EOY assessments for all subjects using standards and released	RP, CH																			
Develop scope and sequence for all courses	RP, CH																			
Arrange for purchase of textbooks, workbooks, etc.	RP, CH																			
Assessment Development																				
Review assessment plan from charter and make any changes necessary based on school study or residency experience	RP, CH																			
Purchase state testing materials	RP, CH																			
Define diagnostic assessment timeline	RP, CH																			
Create diagnostic assessments for all incoming students	RP, CH																			
Conduct NYSITELL testing	CH	RP																		
Conduct all diagnostic testing	RP, CH																			
Analyze data of diagnostic assessments & use for grouping and planning	CH	RP																		
Academic Program Development																				
Replicate and customize, as needed, classroom model and classroom setup	CH	RP																		
Replicate and customize, as needed, physical space audit procedure	CH	RP																		
SARS-COVID-2/Variant Contingency Plan	RP			SA																
Develop Summer 2022 onboarding program, tutoring schedule and structure	RP	RP																		
Special Education Program Development																				
Leverage SST team to build customized TACS Wyandanch program with	RP																			
Identify special education population	RP																			
Request IEP records	RP																			
Review existing IEPs	RP																			
Define and plan all required supports for all IEP scholars	RP																			
Consult with CSE	RP																			
School Culture Development																				
Conduct annual review student handbook, discipline policy; customize to	CH	RP																		
Approve student handbook, discipline policy	CH	RP																		
Finalize school calendar	RP																			
Finalize daily schedule	CH	RP																		
Develop Family Meeting (assembly) schedule	CH	RP																		
Develop family event and conference schedule and plan	CH	RP																		
Task & Notes																				
Financial Management																				
Codify the fiscal controls and financial policies the school will employ for	RP																			
Identify check signers	RP																			
Identify check writers	RP																			
Define signature, approval, filing policies for POs, checks, receipts	RP																			
Develop financial reporting templates (budget vs. actual) and policy	RP																			
Design all processing forms (POs, expenses)	RP																			
Develop segregation of funds policy (public/private)	RP																			
Establish payroll provider and process	RP																			
Develop board financial reporting structures and processes	RP			SA																
Approve fiscal policy manual	SA			RP																
Develop chart of accounts for tracking of income, expenses, assets, liabilities,	RP																			
Set up bank accounts	RP																			
Define investment/savings strategy	RP																			
Finalize cash flow plan and make adjustments if necessary	RP																			
SARS-COVID-2/Variant Contingency Plan	RP																			
Personnel																				
Approve organizational chart and job descriptions	RP																			
Develop staff handbook	RP			SA																
Approve staff handbook	RP			SA																
Develop all recruitment marketing materials	RP																			
Arrange benefits providers	RP																			
Finalize all comp & benefits packages	RP																			
Recruit and Hire Campus Director of Operations	RP																			
Block time for interview days for staff	RP																			
Develop recruiting and hiring plan (marketing, pipelines, events, etc.) for all	RP																			
Develop interview guide for all steps of all positions	RP																			
Negotiate and sign contracts for contracted services	RP																			
Define policy and procedure for staff evaluation	RP																			
Develop PD plan and schedule of development and/or procurement of PD	RP																			
Perform background checks on all employees	RP				SA															
Create form letters for application steps (app receipt, decline note, memo	RP																			
Finalize staff handbook	RP																			
Approve staff handbook	RP			SA																
Create forms for employee information / record keeping	RP				SA															
Have staff complete employee information forms	RP																			
Hold summer professional development	RP	RP																		
Task & Notes																				
Transportation																				
Coordinate transportation needs with sending districts	RP																			
SARS-COVID-2/Variant Contingency Plan	RP																			
Communicate safety info and emergency contacts with transport provider, if	SA	RP	RP																	
Food Service																				
Align food services with current providers at Hempstead and Uniondale	RP		RP																	
ID FRL students	SA		RP																	
Conduct SST training for new food service personnel	RP																			

TACS WYANDANCH ACTION PLAN 2021-2022

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Complete FRL forms and develop process for FRL reporting			RP																	
Health and Safety																				
Scope and complete state reporting requirements	RP		SA																	
Identify first aid resources and plan	RP																			
Develop student health record keeping process and forms, ensuring HIPPA	RP																			
Collect medical forms from families	RP																			
Plan staff first aid training	RP																			
Deliver staff first aid training	RP																			
Create health & safety procedures and postings	RP																			
Purchase first aid resources	RP																			
Establish relationship with local police and fire departments	RP																			
Undergo fire inspection			RP																	
Undergo building inspection			RP																	
Contact Board of Health	RP																			
Map requirements and differences between Nassau and Suffolk County to	RP																			
Customize fire drill policy for TACS Wyandanch	RP																			
Community Partnerships																				
Attend community events	RP	RP	RP	RP																
Continue exploratory discussions post-authorizations	RP		RP																	
Implement outreach strategies leveraging direct relationships in the hamlet	RP																			
Evaluate opportunities to enter into new MOUs with community-based	RP		RP																	
Family and Community Engagement																				
Family Handbook																				
Deploy Internal Team for translation services (Spanish, Kreyol, etc.)	RP																			
Submit copy of approved handbook to printer	RP																			
Distribute handbook to families	RP																			
Family Communication																				
Set up nonprofit mailing status with post office	RP																			
Establish calendar of communications by engagement liaison	SA	SA	RP																	
Connect TACS Wyandanch community with existing newsletter frameworks	SA		RP																	
Define visitor procedure including tracking	RP																			
Uniforms																				
Contract student uniform services	RP																			
Contract student PE uniforms	RP																			
Create list of students with financial needs for uniforms, and make	RP																			
Customize uniform 1-pagers and order instructions for distribution to			RP																	
Task & Notes																				
Operations																				
Technology																				
Set up bidding by tech vendors	RP																			
Set up bidding by Internet providers	RP																			
Set up bidding by phone providers	RP																			
Set up phone systems and answering systems	RP																			
Set up internet	RP																			
Scope and purchase staff technology	RP																			
Scope and purchase classroom technology	RP																			
Purchase postage meter	RP																			
Lease copier	RP																			
Information Management																				
Incorporate TACS Wyandanch into existing filing system (paper and	RP																			
Begin comprehensive onboarding of student information into PowerSchool	SA		RP																	
Customize and extend student attendance reporting system to TACS	RP																			
Purchase supplies and materials using SST collaboration	RP																			
Supply Purchasing																				
Create a comprehensive list of all items to be purchased through Dec. of Y1	RP																			
Purchase restroom supplies, cleaning products	RP																			
Purchase PE equipment	RP																			
Purchase office supplies	RP																			
Secure janitorial services	RP																			

Request 23

23(a) Supplemental Narrative

The founding team recognizes the Institute will rely on our previous success in operating Academy Charter School in Hempstead, and in the subsequent expansions to provide instruction for middle school and high school grades, as well as the Academy Charter School in Uniondale.

We believe the application responses offer comprehensive descriptions of our preparation for and capacity to deliver on the promise of the proposed charter school, The Academy Charter School Wyandanch. In particular, the applicant asks that the Institute note the comprehensive additions to the job descriptions for SST members. We believe these additions and our current organizational charts offer clear insights into the work of education corporation leadership over the past several months to deep our bench while maintaining coherence.

The description of the Supplemental Attachments provided in Request 23(b) demonstrates the successful track record of Academy leadership in methodically growing schools; sustaining a strong culture; and building a community with high academic expectations based on a robust, research-based curriculum.

Request 23

23(b) Supplemental Attachments

The founding team recognizes the Institute will consider evidence of academic performance, operational viability, and fiscal soundness in making its determination on our proposal to establish TACS Wyandanch. Our team further recognizes that the Institute's determination will weigh evidence of effective leadership, as well as refined and tested systems, practices, and procedures. To that end, Supplemental Attachments are submitted as evidence of Founding Team and Education Corporation capacity to "materially further the purposes of the Act, which are to:"

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are 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 charter schools accountable for meeting measurable student achievement results.

The Supplemental Attachments are:

- English Language Arts Curriculum. ReadyGen Scope and Sequence. Grades K-5.
- Math Curriculum. Envision 2.0 Scope and Sequence. Grades K-8.
- Supplemental Curriculum Materials
    - Time for Kids
    - Rally! Education
    - Scholastics, Inc.
    - Teachers College Writing Project
    - Engage NY Modules for ELA and Math
- McGraw-Hill Social Studies
- McGraw-Hill Science
- Delta Education Kits
- Project Lead the Way
- Powerschool



CREATING WORLD CLASS CITIZENS

the ACADEMY CHARTER SCHOOL

The Academy Charter School Wyandanch

Community Information Session



Wayne Haugton
Executive Director



Dr. Nicholas Stapleton
Cheif Academic Offier

FB2

Our History



2009

The Academy Charter School opened its doors at 94 Fulton Ave, to grades K-3.



2013

The Academy acquires a 1.13 acre parcel of land, which included a 67,900 sq. ft, four story facility at 159 N. Franklin St., for our middle school scholars in Hempstead.



2018

Opening of a 56,000 sq. ft. facility for our elementary school scholars in Uniondale.



2020

Phase 1 opening of a 80,000 sq. ft. facility, with a vocational component at 100 Charles Lindbergh Blvd., for our high school scholars in Uniondale.

Commenced construction for a 27,400 sq. ft., two story facility at 100 Charles Lindbergh Blvd., for our middle school scholars in Uniondale.



2011

The Academy purchased its first facility at 117 N. Franklin St., and opened its doors to our elementary scholars in Hempstead.



2016-17

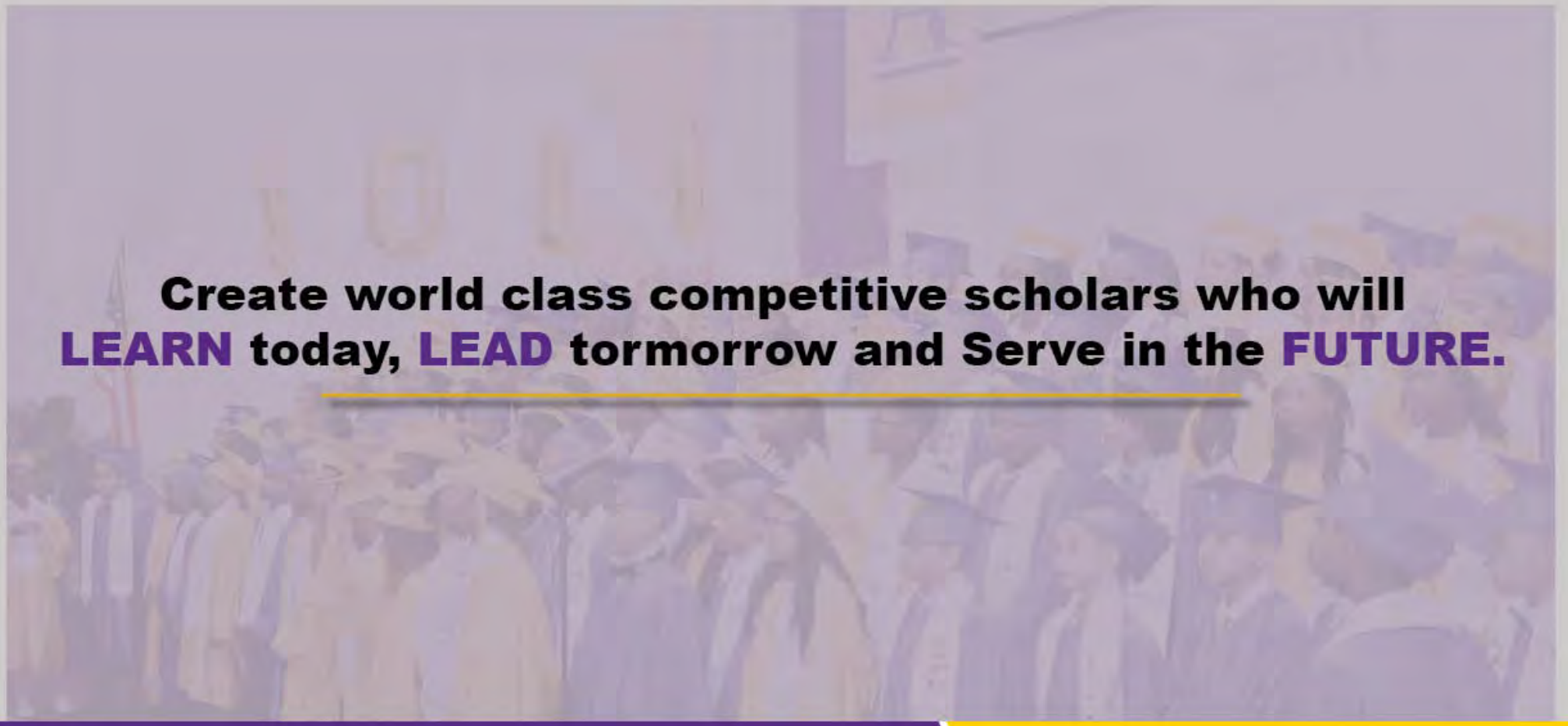
High school grades are added to our charter.



2019

Opening of a 77,215 sq. ft., state of the art five story facility at 129 N. Franklin St. for our high school scholars in Hempstead.

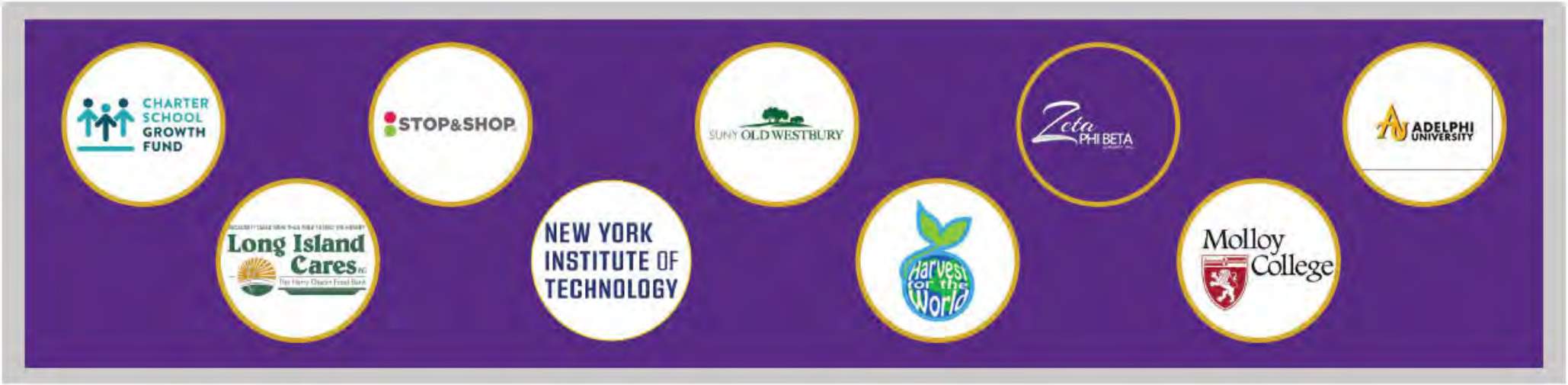
Our Mission



Create world class competitive scholars who will LEARN today, LEAD tormorrow and Serve in the FUTURE.

FB3

The Academy Charter School Partnerships



Our Key Design Elements

GRADES K-8

- Extended Learning Time
- Teacher Student Ratio/Moderate Class Sizes
- Standards Based Curriculum
- Professional Development – Who, What & When
- Character Development Program
- Data Usage

GRADES 9-12

- Regional with 2 Campuses
- Academics
- Graduation Rate
- College Preparedness
- Technical Education
- Remediation
- Service Learning

Our Key Design Elements



Our Key Design Elements

CHARACTER DEVELOPMENT PROGRAM



- **Purpose**
- **Elementary Grades K-2**
- **Elementary Grades 3-5**
- **Middle School Grades 6-8**
- **High School : HOUSE TEAM –Community Meetings**

FB4

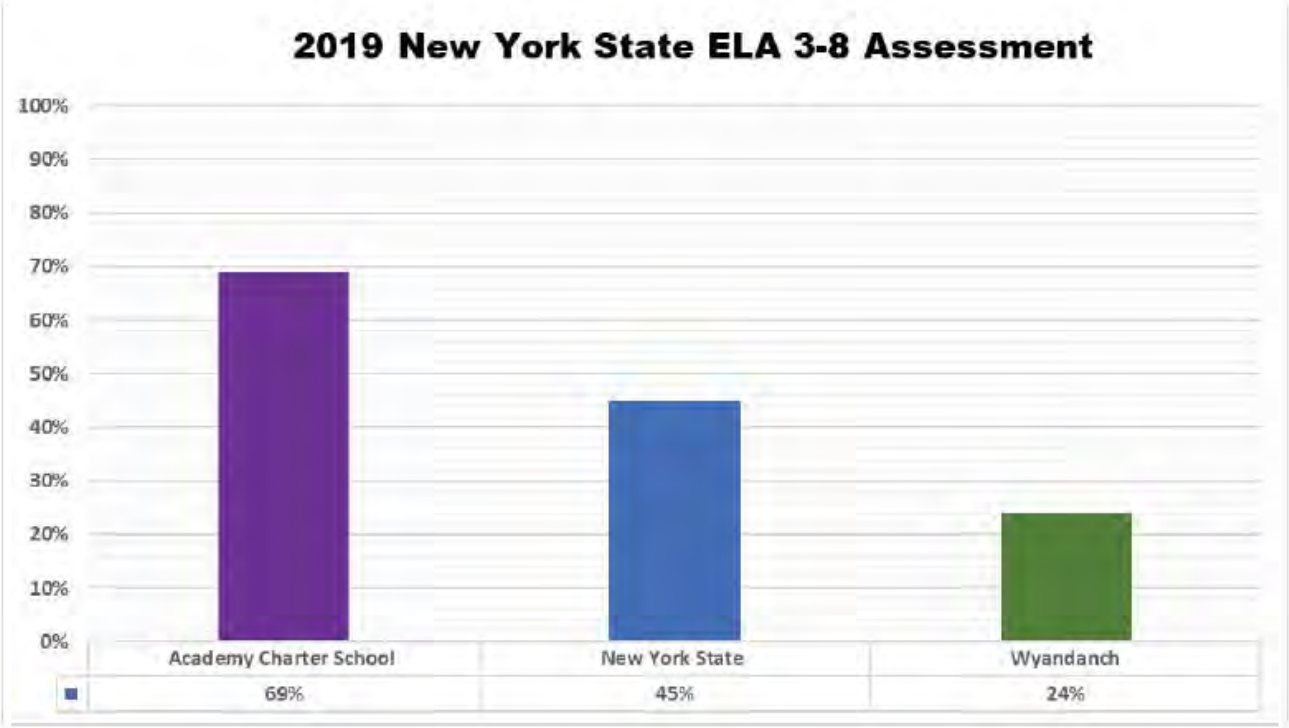
The Academy Charter School Wyandanch

Will open as a (K-2) with 175 students

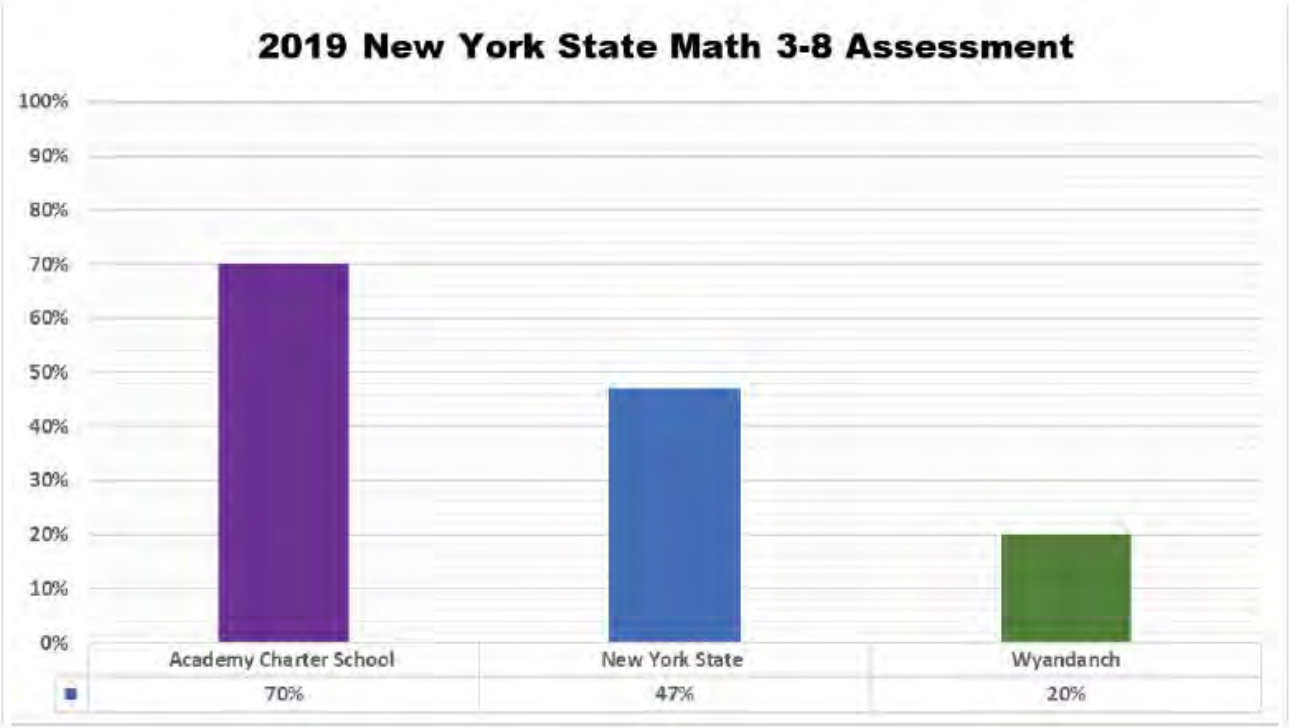
Will add one additional grade in subsequent year to capacity of 475 students

Focus on STEM – Including technology and the arts; special population to include students with IEPs and ELL

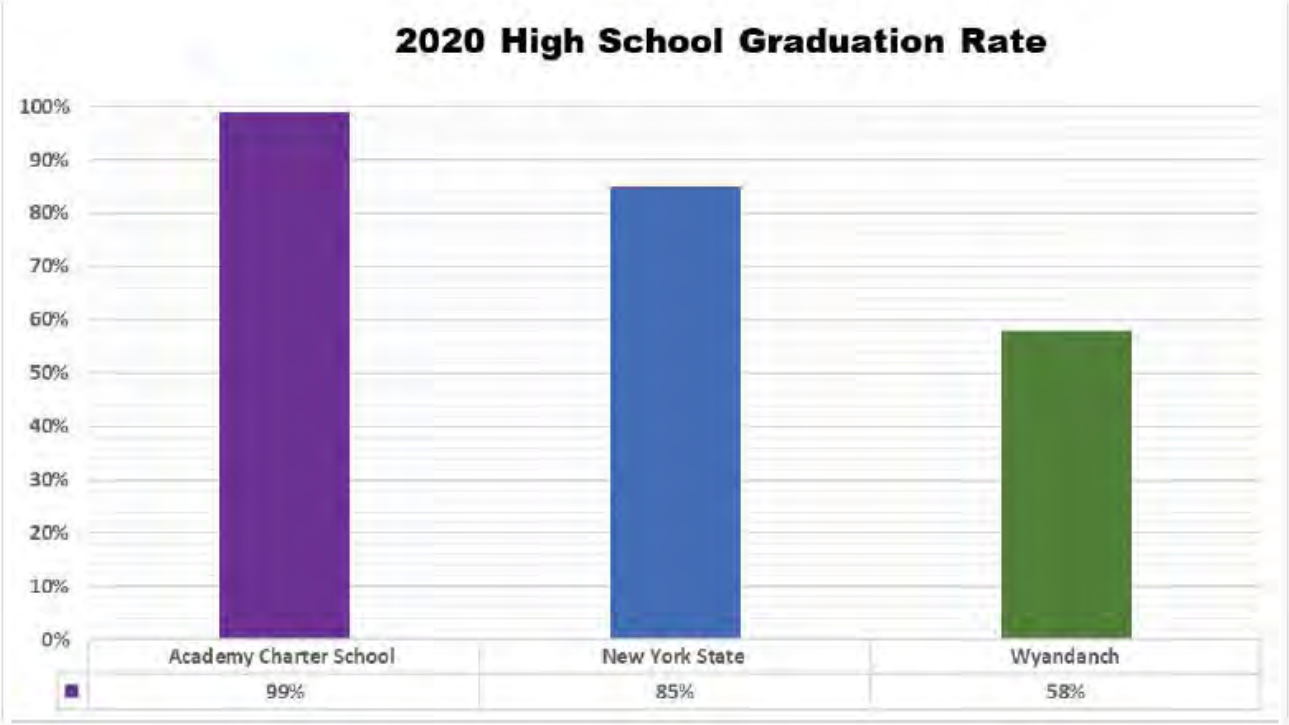
Our Results


2019 New York State ELA 3-8 Assessment
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Academy Charter School
New York State
Wyandanch
69%
45%
24%

Our Results


2019 New York State Math 3-8 Assessment
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Academy Charter School
New York State
Wyandanch
70%
47%
20%

Our Results


2020 High School Graduation Rate
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Academy Charter School
New York State
Wyandanch
99%
85%
58%



CREATING WORLD CLASS CITIZENS

the ACADEMY CHARTER SCHOOL

The Academy Charter School COVID-19 Protocols

The Academy Charter School protocols take into consideration the recommendations from the Center for Disease Control and Prevention (CDC), the New York Department of Public Health recommendations.



The Academy staff will model, teach and reinforce healthy hygiene practices including hand washing, avoiding contact with eyes, nose, and mouth, appropriately covering coughs and sneezes and how to safely use a face covering.

School nurses and nurse aides will observe individuals who may have symptoms to ensure they are not admitted inside the school.

- The Academy will deploy a contact tracing system to accelerate notifications to individuals who may have come into contact with persons at-risk for or confirmed to have contracted COVID-19.

- Scholars and staff will wash/sanitize their hands:
  - upon entering the building;
  - following the eating of lunch/snack;
  - after coughing/sneezing;
  - using the restroom;
  - upon entering or leaving the classroom;
  - putting on and removing face covering; and
  - after using any shared item.

Hand sanitizer (with at least 60% alcohol) will be readily available in all classrooms for scholar and staff use.

Signage will be posted in appropriate places that outline how to prevent the spread of the virus, symptoms of the virus, and proper hand washing techniques.

- All facilities will be cleaned each day following scholar use of classrooms on Monday, Tuesday, Thursday and Friday).

- All facilities will receive a deep cleaning every week on Wednesday while scholars learn remotely.

The Academy Charter School Wyandanch

Q & A



For more information email

feedback@academycharterschool.org

the ACADEMY CHARTER SCHOOL

LEARN. LEAD. SERVE.

WYANDANCH







Come and hear about the potential of a K-2 School opening in your community!

All registrants will receive an Academy gift

What if there was a school in Wyandanch that believed in your Kids like you Do?

What is a charter school?

A charter school is a public school that is tuition free. It is open to all students and operates outside of the Wyandanch school district. The Academy Charter School is the 2nd charter school to open in Nassau County.

How would I apply or enroll in the school? Is it free?

YES. The school is free, open to ALL kids. Parents simply need to fill out an application. If there are more applicants than there are open slots, then there will be a random lottery to select students.
There are no admission requirements.

Is busing provided?

YES. FREE busing is provided, depending on your school district of residence and how far your home is from the school.

What grades will the school serve?

The school will open as a small school with small classes in grades K-2. Eventually the school will grow to K-8.

What is the Academy Charter School?

The Academy Charter School is a high performing network of schools in the Long Island Area. Starting its first school with grades K-2 in 2009, it has maintained a standard of excellence. One of its most recent accomplishments is the 99% high school graduation rate for its inaugural year, with some of the scholars attending the most prestigious universities in the country.

What is the school's curriculum?

The Academy Charter School will offer an exceptional interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. There will also be a focus on character development, leadership skills and service-learning.

If I don't live in Wyandanch, can my child attend the school?

YES. The school will be open to all children who will be in kindergarten through second grade that live in the surrounding communities. Wyandanch kids will be given preference.

Please follow the link below to register for an informal Zoom session

http://bit.ly/3oxJxSQ
Meeting ID: 971 1318 7320
Passcode: 934850

SESSIONS

February 2, 2021 at 7:00 PM - 7:30 PM
February 4, 2021 at 7:00 PM - 7:30 PM
February 5, 2021 at 7:00 PM - 7:30 PM
February 6, 2021 at 12:00 PM (Noon) - 12:30 PM
February 8, 2021 at 7:00 - 7:30 PM

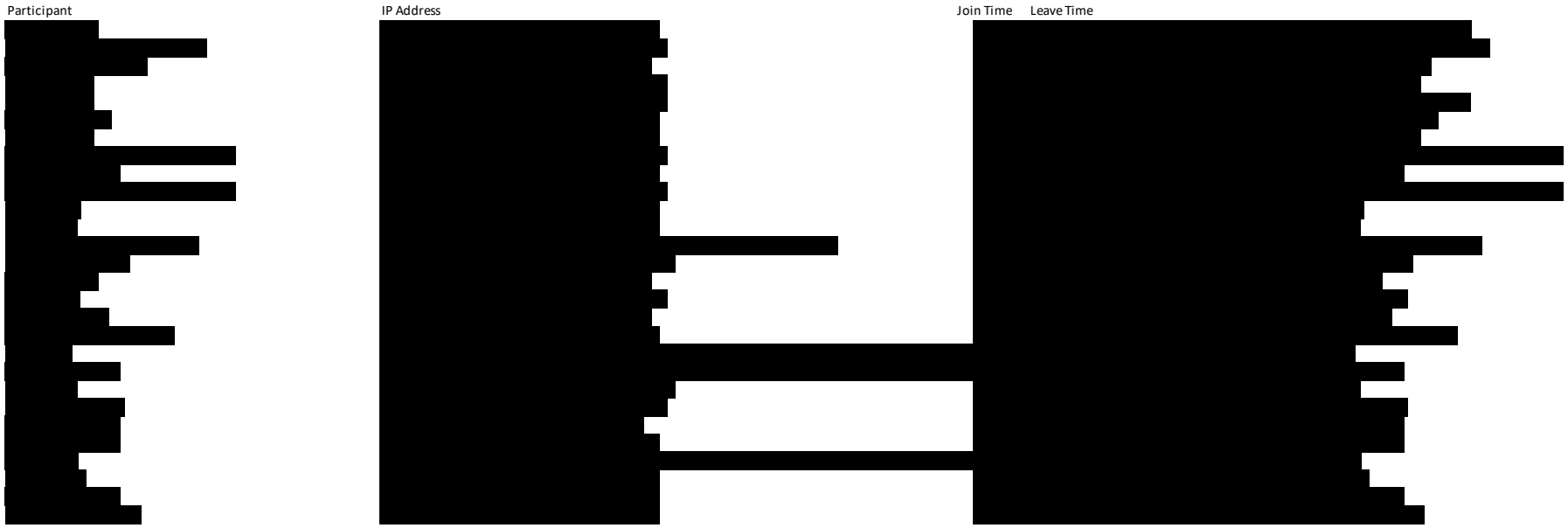
Limited Space, Register Today

The Academy Charter School Information Session (Wyandanch)- 2/2/2021
Meeting ID - [redacted]

Participant	IP Address	Join Time	Leave Time
[redacted]	[redacted]	[redacted]	[redacted]

[redacted]: left the meeting.)

The Academy Charter School Information Session (Wyandanch)- 2/4/2021
Meeting ID - [redacted]



The Academy Charter School Information Session (Wyandanch)- 2/5/2021
Meeting ID - [redacted]

Participant	IP Address	Join Time	Leave Time
Dr. Paula Morris	Public IP: 72.68.166.65 Local IP: 192.168.1.157	6:38 PM	07:47 PM(Dr. Paula Morris left the meeting.Reason: Host ended the meeting.)
[redacted]	[redacted]	[redacted]	[redacted]

The Academy Charter School Information Session (Wyandanch)- 2/6/2021
Meeting ID - [redacted]

Participant	IP Address	Join Time	Leave Time
[redacted]	[redacted]	[redacted]	[redacted]

The Academy Charter School Information Session (Wyandanch)- 2/8/2021
Meeting ID - [redacted]

Participant	IP Address	Join Time Leave Time
[redacted]	[redacted]	[redacted])

Scope and Sequence

GRADES K–6

A new generation of literacy instruction

ReadyGEN



SAVVAS

ReadyGEN

Scope and Sequence

GRADES K–6

Reading

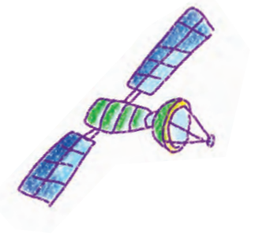
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Phonological and Phonemic Awareness 3
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Reading Comprehension 5
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Understand and Use Reference Sources 13
Study Skills and Strategies 14
Test-Taking Skills and Strategies 14
Technology/New Literacies 14
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Reading

Concepts of Print and Print Awareness	K	1	2	3	4	5	6
Hold book right side up, turn pages correctly, move from front to back of book	•	•					
Identify parts of a book and their functions (front cover, title page/title, back cover, page numbers)	•	•					
Identify information that different parts of a book provides (title, author, illustrator)	•	•					
Know uppercase and lowercase letter names and match them	•	•					
Know the order of the alphabet	•						
Demonstrate one-to-one correspondence between oral words and printed words	•	•					
Identify and distinguish between letters, words, and sentences	•	•					
Recognize environmental print	•						
Track print (front to back of book, top to bottom of page, left to right on line, sweep back left for next line)	•	•					
Recognize first name in print	•						
Phonological and Phonemic Awareness	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Phonological Awareness							
Identify and produce rhyming words in response to an oral prompt	•	•	•				
Distinguish rhyming pairs of words from nonrhyming pairs	•						
Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, or changed	•	•					
Count each syllable in a spoken word	•	•					
Segment and blend syllables in spoken words	•	•					
Segment and blend onset and rime in one-syllable words	•	•					
Recognize and produce words beginning with the same sound	•	•					
Phonemic Awareness							
Identify and isolate initial, final, and medial sounds in spoken words	•	•	•				
Blend sounds orally to make words or syllables	•	•	•				
Segment a word or syllable into sounds	•	•	•				
Count sounds in spoken words or syllables and syllables in words	•	•					
Manipulate sounds in words (add, delete, and/or substitute phonemes)	•	•					
Distinguish long- and short-vowel sounds in orally stated single-syllable words	•	•	•				
Phonics, Decoding, and Word Recognition	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Read simple one-syllable and high-frequency (sight) words	•	•	•	•			
Phonics							
Understand and apply the alphabetic principle that spoken words are composed of sounds that are represented by letters; as letters change, so do sounds	•	•					
Know sound-letter relationships and match sounds to letters	•	•	•				
Generate sounds from letters and blend those sounds to decode							
▸ Consonants, consonant blends, and consonant digraphs	•	•	•	•			
▸ Short and long vowels	•	•	•	•			
▸ r-controlled vowels; vowel digraphs; diphthongs; common vowel patterns		•	•	•			

Reading *(continued)*

Phonics, Decoding, and Word Recognition *(continued)*	K	1	2	3	4	5	6
▸ Phonograms/word families		•	•				
Word Structure							
Decode words with common word parts and spelling patterns							
▸ Base, or root, words and inflected endings		•	•	•	•	•	•
▸ Contractions and compound words		•	•	•	•	•	•
▸ Suffixes and prefixes		•	•	•	•	•	•
▸ Greek and Latin roots				•	•	•	•
Apply knowledge of syllabication rules to decode words		•	•	•	•	•	•
Recognize common abbreviations			•	•		•	
Decoding Strategies							
Blending strategy: Apply knowledge of letter-sound relationships to decode unfamiliar words	•	•	•	•			
Apply knowledge of word structure to decode unfamiliar words		•	•	•	•	•	•
Use context along with letter-sound relationships and word structure to decode	•	•	•	•	•	•	•
Self-monitor accuracy of decoding and self-correct		•	•	•	•	•	•
Fluency							
Read aloud grade level text fluently with accuracy, comprehension, appropriate pace/rate; with expression/intonation (prosody); with attention to punctuation and appropriate phrasing		•	•	•	•	•	•
Practice fluency in a variety of ways, including choral reading, partner/paired reading, Reader's Theater, repeated oral reading, and tape-assisted reading	•	•	•	•	•	•	•
Work toward appropriate fluency goals by the end of each grade	•	•	•	•	•	•	•
Read regularly in independent-level material and with comprehension	•	•	•	•	•	•	•
Read silently for increasing periods of time	•	•	•	•	•	•	•

Vocabulary and Concept Development	K	1	2	3	4	5	6
Recognize and understand selection vocabulary		•	•	•	•	•	•
Understand content-area vocabulary and specialized, technical, or topical words	•	•	•	•	•	•	•
Word Learning Strategies							
Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud	•	•	•	•	•	•	•
Use knowledge of word structure to figure out meanings of words		•	•	•	•	•	•
Use context clues for meanings of unfamiliar words, multiple-meaning words, homonyms, and homographs		•	•	•	•	•	•
Use grade-appropriate reference sources to learn word meanings	•	•	•	•	•	•	•
Use picture clues to help determine word meanings	•	•	•	•			
Use new words in a variety of contexts	•	•	•	•	•	•	•
Create and use graphic organizers to group, study, and retain vocabulary		•	•	•	•	•	
Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning					•	•	•
Extend Concepts and Word Knowledge							
Academic language	•	•	•	•	•	•	•

Reading *(continued)*

Vocabulary and Concept Development *(continued)*	K	1	2	3	4	5	6
Classify and categorize	•	•	•	•	•	•	•
Abbreviations			•	•		•	
Antonyms and synonyms	•	•	•	•	•	•	•
Prefixes and suffixes	•	•	•	•	•	•	•
Homographs, homonyms, and homophones			•	•	•	•	•
Multiple-meaning words	•	•	•	•	•	•	•
Related words and derivations				•	•	•	•
Compound words		•	•	•	•	•	•
Figurative language and idioms		•	•	•	•	•	•
Descriptive words (location, size, color, shape, number, ideas, feelings)	•	•	•				
High-utility words (shapes, colors, question words, position/directional words, and so on)	•	•					
Time and order words	•	•	•	•	•	•	
Word origins: etymologies/word histories; words from other languages, regions, or cultures				•	•	•	•
Connotation/denotation							•
Adages and Sayings						•	
Transition words	•	•	•	•	•	•	
Analogies					•	•	•

Reading Comprehension	K	1	2	3	4	5	6
Comprehension Strategies							
Preview the text and formulate questions	•	•	•	•	•	•	
Set and monitor purpose for reading and listening	•	•	•	•	•	•	•
Activate and use prior knowledge	•	•	•	•	•	•	•
Make, modify, and confirm predictions	•	•	•	•	•	•	
Monitor comprehension and use fix-up strategies to resolve difficulties in meaning: adjust reading rate, reread and read on, seek help from reference sources and/or other people, skim and scan, summarize, use text features		•	•	•	•	•	•
Inferring		•	•	•	•	•	•
Create and use graphic and semantic organizers including outlines, notes, and summaries		•	•	•	•	•	•
Answer questions (text explicit, text implicit, scriptal), including *who, what, when, where, why, what if,* and *how*							
▸ Look back in text for answers	•	•	•	•	•	•	•
▸ Answer test-like questions	•	•	•	•	•	•	•
Generate clarifying questions, including *who, what, where, when, how, why,* and *what if*	•	•	•	•	•	•	•
Recognize text structure: story and informational (cause/effect, chronological, compare/contrast, description, problem/solution, proposition/support)	•	•	•	•	•	•	•
Summarize text							
▸ Recall and retell stories	•	•	•	•	•	•	•
▸ Identify and retell important/main ideas (nonfiction)	•	•	•	•	•	•	•
▸ Identify and retell new information (stories)	•	•	•	•	•	•	•

Reading *(continued)*

Reading Comprehension *(continued)*	K	1	2	3	4	5	6
Visualize; use mental imagery		•	•	•	•	•	•
Use strategies flexibly and in combination		•	•	•	•	•	•
Comprehension Skills							
Author's purpose		•	•	•	•	•	•
Author's viewpoint/bias/perspective						•	•
Categorize and classify	•	•					
Cause and effect	•	•	•	•	•	•	•
Compare and contrast	•	•	•	•	•	•	•
Details and facts	•	•	•	•	•	•	•
Draw conclusions and inferences	•	•	•	•	•	•	•
Fact and opinion		•	•	•	•	•	•
Follow directions/steps in a process	•	•	•	•	•		
Generalize				•	•	•	•
Graphic sources	•	•	•	•	•	•	•
Main idea and supporting details	•	•	•	•	•	•	•
Paraphrase			•	•	•	•	•
Persuasive devices and propaganda						•	•
Realism/fantasy	•	•					
Sequence of events	•	•	•	•	•	•	•
Higher Order Thinking Skills							
Analyze						•	•
▸ Analyze text with various organizational patterns				•	•	•	•
Describe and connect the essential ideas, arguments, and perspectives of a text			•	•	•	•	•
Draw inferences, conclusions, or generalizations, support them with textual evidence and prior knowledge	•	•	•	•	•	•	•
Evaluate and critique ideas and text		•	•	•	•	•	•
Make Connections (text to self, self to self, text to world)	•	•	•	•	•	•	•
Hypothesize				•	•	•	•
Make judgments about ideas and text		•	•	•	•	•	•
Organize and synthesize ideas and information		•	•	•	•	•	•
Literary Analysis, Response, and Appreciation	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Genre and Its Characteristics							
Recognize characteristics of a variety of genres	•	•	•	•	•	•	•
Identify types of everyday print materials (storybooks, poems, newspapers, signs, and labels)	•	•	•	•	•	•	•
Distinguish common forms of literature; fiction from non-fiction	•	•	•	•	•	•	•
Identify characteristics of literary texts, including drama, fantasy, and traditional tales	•	•	•	•	•	•	•
Identify characteristics of nonfiction texts, including informational text, biography, interviews, and newspaper articles	•	•	•	•	•	•	•

Reading *(continued)*

Literary Analysis, Response, and Appreciation *(continued)*	K	1	2	3	4	5	6
Identify characteristics of poetry and song, including nursery rhymes, limericks, and blank verse	•	•	•	•	•	•	•
Literary Elements and Story Structure							
Character							
– Recognize and describe traits, actions, feelings, and motives of characters	•	•	•	•	•	•	•
– Analyze characters' relationships, changes, and points of view	•	•	•	•	•	•	•
– Analyze characters' conflicts			•	•	•	•	•
– Analyze the effect of character on plot and conflict				•	•	•	•
Plot and Plot Structure							
– Beginning, middle, and end	•	•	•	•	•		
– Goal and outcome or problem and solution/resolution	•	•	•	•	•	•	•
– Rising action, climax, and falling action/denouement; setbacks					•	•	•
Setting							
– Relate setting to problem/solution	•	•	•	•	•	•	•
– Explain ways setting contributes to mood					•	•	
Theme	•	•	•	•	•	•	•
Use Literary Elements and Story Structure							
– Analyze and evaluate author's use of setting, plot, and character, and compare among authors	•	•	•	•	•	•	•
– Identify similarities and differences of characters, events, and settings within or across selections/cultures	•	•	•	•	•	•	•
Literary Devices							
Dialect				•	•		
Dialogue and narration							
▸ Identify the speaker or narrator in a selection	•	•	•	•	•	•	•
Exaggeration/hyperbole				•	•	•	•
Figurative language: idiom, jargon, metaphor, simile, slang			•	•	•	•	•
Flashback					•	•	•
Foreshadowing					•	•	•
Formal and informal language			•	•	•	•	•
Humor			•	•	•	•	•
▸ Imagery and sensory words		•	•	•	•	•	•
Mood				•	•	•	•
Personification					•	•	•
Point of view (first person, third person, and omniscient)				•	•	•	•
Puns and word play				•	•		
Sound devices and poetic elements							
▸ Alliteration, assonance, and onomatopoeia	•	•	•	•	•	•	•
▸ Rhyme, rhythm, repetition, and cadence	•	•	•	•	•	•	•

Reading *(continued)*

Literary Analysis, Response, and Appreciation *(continued)*	K	1	2	3	4	5	6
▸ Word choice	•	•	•	•	•	•	•
Symbolism							•
Tone						•	•
Author's and Illustrator's Craft							
Distinguish the roles of author and illustrator	•	•	•				
Recognize/analyze author's and illustrator's craft or style		•	•	•	•	•	•
Evaluate author's use of various techniques to influence readers' perspectives					•	•	•
Literary Response							
Recollect, talk, and write about books	•	•	•	•	•	•	•
Reflect on reading and respond (through talk, movement, art, and so on)							
▸ Ask and answer questions about text	•	•	•	•	•	•	•
▸ Write about what is read	•	•	•	•	•	•	
▸ Use evidence from the text to support opinions, interpretations, or conclusions	•	•	•	•	•	•	•
▸ Support ideas through reference to other texts and personal knowledge			•	•	•	•	•
▸ Locate materials on related topic, theme, or idea				•	•	•	•
Synthesize and extend the literary experience through creative responses	•	•	•	•	•	•	•
Make connections: text to self, text to text, text to world		•	•	•	•	•	•
Offer observations, react, speculate in response to text			•	•	•	•	•
Literary Appreciation/Motivation							
Show an interest in books and reading; engage voluntarily in social interaction about books	•	•	•	•	•	•	•
Choose text by drawing on personal interests, relying on knowledge of authors and genres, estimating text difficulty, and using recommendations of others	•	•	•	•	•	•	•
Read a variety of grade-level appropriate narrative and expository texts	•	•	•	•	•	•	•
Read from a wide variety of genres for a variety of purposes	•	•	•	•	•	•	•
Read independently	•	•	•	•	•	•	•
Establish familiarity with a topic		•	•	•	•	•	•
Cultural Awareness							
Comprehend basic plots of classic tales from around the world				•	•		
Compare and contrast tales from different cultures		•	•	•	•	•	•
Develop attitudes and abilities to interact with diverse groups and cultures	•	•	•	•	•	•	
Connect experiences and ideas with those from a variety of languages, cultures, customs, perspectives	•	•	•	•	•	•	•
Understand how attitudes and values in a culture or during a period in time affect the writing from that culture or time period	•	•	•	•	•	•	
Compare language and oral traditions (family stories) that reflect customs, regions, and cultures	•	•	•	•	•		
Recognize themes that cross cultures and bind them together in their common humanness	•	•	•	•	•	•	

Language Arts

Writing	K	1	2	3	4	5	6
Concepts of Print for Writing							
Write uppercase and lowercase letters	•	•					
Print own name and other important words	•	•					
Write using pictures, some letters, and transitional spelling to convey meaning	•	•					
Write consonant-vowel-consonant words	•	•					
Dictate messages or stories for others to write		•					
Create own written texts for others to read; write left to right on a line and top to bottom on a page	•	•					
Participate in shared and interactive writing	•	•					
Traits of Writing							
Focus/Ideas							
– State a clear purpose and maintain focus; sharpen ideas	•	•	•	•	•	•	•
– Use sensory details and concrete examples; elaborate		•	•	•	•	•	•
– Delete extraneous information		•	•	•	•	•	•
– Rearrange words and sentences to improve meaning and focus			•	•	•	•	•
– Use strategies, such as tone, style, and consistent point of view to achieve a sense of completeness					•	•	•
Organization/Paragraphs							
– Use graphic organizers to group ideas	•	•	•	•	•	•	•
– Write coherent paragraphs that develop a central idea and have topic sentences and facts and details		•	•	•	•	•	•
– Establish coherence within and among paragraphs through parallel structures and similar writing techniques				•	•	•	•
– Use transitions to connect sentences and paragraphs and establish coherence		•	•	•	•	•	•
– Select an organizational structure, such as comparison and contrast, categories, spatial order, and climactic order based on purpose, audience, and length		•	•	•	•	•	•
– Organize ideas in a logical progression, such as chronological order or by order of importance	•	•	•	•	•	•	•
– Write introductory, supporting, and concluding paragraphs				•	•	•	•
– Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts				•	•	•	•
– Write a multi-paragraph paper			•	•	•	•	•
Voice							
– Develop personal, identifiable voice and an individual tone/style		•	•	•	•	•	•
– Maintain consistent voice and point of view					•	•	•
– Use voice appropriate to audience, message, and purpose			•	•	•	•	•
Word Choice							
– Use clear, precise, and appropriate language	•	•	•	•	•	•	•
– Use figurative language and vivid words		•	•	•	•	•	•
– Use sensory details, imagery, and characterization		•	•	•	•	•	

Language Arts *(continued)*

Writing *(continued)*	K	1	2	3	4	5	6
– Select effective vocabulary using word walls, dictionary, or thesaurus	•	•	•	•	•	•	•
Sentences							
– Combine, elaborate, and vary sentences	•	•	•	•	•	•	•
– Write topic sentence, supporting sentences with facts and details, and concluding sentence		•	•	•	•	•	•
– Use correct word order		•	•	•	•	•	•
Conventions							
– Use correct spelling and grammar; capitalize and punctuate correctly	•	•	•	•	•	•	•
– Correct sentence fragments and run-ons			•	•	•	•	•
– Use correct paragraph indentation		•	•	•	•		
The Writing Process							
Prewrite using various strategies	•	•	•	•	•	•	•
Develop first drafts of single- and multiple-paragraph compositions	•	•	•	•	•	•	•
Revise drafts for varied purposes, including to clarify and to achieve purpose, sense of audience, improve focus and coherence, precise word choice, vivid images, and elaboration	•	•	•	•	•	•	•
Edit and proofread for correct spelling, grammar, usage, and mechanics	•	•	•	•	•	•	•
Publish own work	•	•	•	•	•	•	•
Writing Genres/Types of Writing							
Narrative writing (such as personal narratives, stories, biographies, autobiographies)	•	•	•	•	•	•	•
Expository writing (such as comparison and contrast, problem and solution, essays, directions, explanations, news stories, research reports, summaries)	•	•	•	•	•	•	•
Descriptive writing (such as labels, captions, lists, plays, poems, response logs, songs)	•	•	•	•	•	•	•
Argument/Persuasive writing (such as ads, editorials, essays, letters to the editor, opinions, posters)	•	•	•	•	•	•	•
Notes and Letters (such as personal, formal, and friendly letters, thank you notes and invitations)							
Responses to literature	•	•	•	•	•	•	•
Writing Habits and Practices							
Write on a daily basis	•	•	•	•	•	•	•
Use writing as a tool for learning and self-discovery	•	•	•	•	•	•	•
Write independently for extended periods of time		•	•	•	•	•	•
Penmanship	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Gain increasing control of penmanship, including pencil grip, paper position, posture, and stroke	•						
Write legibly, with control over letter size and form; letter slant; and letter, word, and sentence spacing		•	•	•			
Write lowercase and uppercase letters							
▸ Manuscript	•	•	•	•			
▸ Cursive			•	•			
Write numerals	•						

Language Arts *(continued)*

Written and Oral English Language Conventions	K	1	2	3	4	5	6
Grammar and Usage in Speaking and Writing Sentences							
▸ Correct word order in written sentences	•	•	•	•	•	•	•
▸ Types (declarative, interrogative, exclamatory, imperative)	•	•					
▸ Structure (complete, incomplete, simple, compound, complex, compound-complex)	•	•	•	•	•	•	•
▸ Parts (subjects/predicates; complete, simple, compound; phrases; clauses)		•	•	•	•	•	•
▸ Fragments and run-on sentences		•	•	•	•	•	•
▸ Combine sentences, elaborate; use appositives, participle phrases, adjectives, adverbs, and prepositional phrases		•	•	•	•	•	•
▸ Transitions and conjunctions to connect ideas; independent and dependent clauses		•	•	•	•	•	•
▸ Varied sentence types and sentence openings to present effective style					•	•	
Parts of speech: nouns (singular and plural), verbs and verb tenses, adjectives, adverbs, pronouns and antecedents, conjunctions, prepositions, interjections, articles	•	•	•	•	•	•	•
Contractions		•	•	•	•	•	•
Usage							
▸ Subject-verb agreement		•	•	•	•	•	•
▸ Pronoun agreement/referents		•	•	•	•	•	•
▸ Misplaced modifiers					•	•	•
▸ Misused words				•		•	•
▸ Negatives; avoid double negatives				•		•	•
Mechanics in Writing							
Capitalization (first word in sentence, proper nouns and adjectives, pronoun *I*, titles, months, days of the week, holidays, etc.)	•	•	•	•	•	•	•
Punctuation (period, question mark, exclamation mark, apostrophe, comma, quotation marks, parentheses, colon, hyphens, dashes, brackets, semicolons)	•	•	•	•	•	•	•
Spelling	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Spell independently by using pre-phonetic knowledge, knowledge of letter names, and sounds of the alphabet							
▸ Consonants: single, double, blends, digraphs, silent letters, and unusual consonant spellings	•	•	•	•	•	•	
▸ Vowels: short, long, *r*-controlled, digraphs, diphthongs, less common vowel patterns, schwa	•	•	•	•			
Use knowledge of word structure to spell							
▸ Base words and affixes (inflections, prefixes, suffixes), possessives, contractions, and compound words		•	•	•	•	•	•
▸ Greek and Latin roots, syllable patterns, multisyllabic words		•	•	•	•	•	•
Spell high-frequency, irregular words		•	•	•	•	•	•
Spell frequently misspelled words correctly, including homophones or homonyms		•	•	•	•	•	•
Use meaning relationships to spell				•	•	•	•
Listening and Speaking	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Listening Skills and Strategies							
Listen to a variety of presentations attentively and politely	•	•	•	•	•	•	•

Language Arts *(continued)*

Listening and Speaking *(continued)*	K	1	2	3	4	5	6
Self-monitor comprehension while listening, using a variety of skills and strategies, e.g., ask questions	•	•	•	•	•	•	•
Listen for a purpose							
▸ For enjoyment and appreciation	•	•	•	•	•	•	•
▸ To expand vocabulary and concepts	•	•	•	•	•	•	•
▸ To obtain information and ideas	•	•	•	•	•	•	•
▸ To follow oral directions	•	•	•	•	•	•	•
▸ To answer questions and solve problems	•	•	•	•	•	•	•
▸ To participate in group discussions	•	•	•	•	•	•	•
▸ To identify and analyze the musical elements of literary language	•	•	•	•			
▸ To gain knowledge of one's own culture, the culture of others, and the common elements of cultures	•	•	•	•	•	•	•
▸ To respond to persuasive messages with questions or affirmations				•	•	•	•
Determine purpose of listening	•	•	•	•	•	•	•
Recognize formal and informal language			•	•	•	•	•
Connect prior experiences to those of a speaker	•	•	•	•	•	•	
Listen critically to distinguish fact from opinion and to analyze and evaluate ideas, information, experiences	•	•	•	•	•	•	•
Paraphrase, retell, or summarize information that has been shared orally		•	•	•	•	•	•
Evaluate a speaker's delivery; identify tone, mood, and emotion			•	•	•	•	•
Interpret a speaker's purpose, perspective, persuasive techniques, verbal and nonverbal messages, and use of rhetorical devices; draw conclusions				•	•	•	•
Speaking Skills and Strategies							
Speak clearly, accurately, and fluently, using appropriate delivery for a variety of audiences and purposes, sustain audience interest and attention	•	•	•	•	•	•	•
Use proper intonation, volume, pitch, modulation, and phrasing	•	•	•	•	•	•	•
Speak with a command of standard English conventions	•	•	•	•	•	•	•
Use appropriate language for formal and informal settings; use descriptive words	•	•	•	•	•	•	•
Use props /visual aids to clarify oral presentations	•	•	•	•	•	•	•
Organize ideas and convey information in a logical sequence or structure with a beginning, middle, and end and an effective introduction and conclusion		•	•	•	•	•	•
Support opinions with detailed evidence and with visual or media displays				•	•	•	•
Emphasize key points to assist listener	•	•	•	•	•	•	•
Speak for a purpose							
▸ To ask and answer questions	•	•	•	•	•	•	•
▸ To give directions and instructions					•	•	•
▸ To retell, paraphrase, or explain information	•	•	•	•	•	•	•
▸ To communicate needs and share ideas and experiences	•	•	•	•	•	•	•
▸ To describe people, places, things, locations, events, and actions	•	•	•	•	•	•	•

Language Arts *(continued)*

Listening and Speaking *(continued)*	K	1	2	3	4	5	6
▸ To participate in conversations and discussions	•	•	•	•	•	•	•
▸ To express an opinion	•	•	•	•	•	•	•
▸ To recite poems or songs or deliver dramatic recitations, interpretations, or performances	•	•	•	•	•		
▸ To deliver oral responses to literature	•	•	•	•	•	•	•
▸ To deliver presentations or oral reports (narrative, descriptive, persuasive, problems and solutions, and informational based on research)	•	•	•	•	•	•	•
Stay on topic; maintain a clear focus	•	•	•	•	•	•	•
Support spoken ideas with details and examples	•	•	•	•	•	•	•
Use appropriate verbal and nonverbal elements (such as facial expression, gestures, eye contact, posture)	•	•	•	•	•	•	•
Viewing/Media	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Interact with and respond to a variety of print and non-print media for a range of purposes	•	•	•	•	•	•	•
Compare and contrast print, visual, and electronic media				•	•	•	•
Analyze and evaluate media		•		•	•	•	•
Recognize purpose, bias, propaganda, and persuasive techniques in media messages						•	•

Research and Study Skills

Understand and Use Graphic Sources	K	1	2	3	4	5	6
Advertisement		•	•		•	•	•
Chart/table	•	•	•	•	•	•	•
Diagram/scale drawing		•	•	•	•	•	•
Graph (bar, circle, line, picture)			•	•	•	•	•
Illustration, photograph, caption, label	•	•	•	•	•	•	•
Map/globe	•	•	•	•	•	•	•
Poster/announcement		•	•	•	•	•	•
Schedule				•		•	
Sign		•	•	•	•		
Time line			•	•	•	•	•
Understand and Use Reference Sources	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Know and use organizational features and parts of a book to locate information	•	•	•	•	•	•	
Use alphabetical order		•	•	•	•	•	•
Understand purpose, structure, and organization of reference sources (print, electronic, media, Internet)							
▸ Almanac				•	•		•
▸ Atlas				•	•	•	•
▸ Card catalog/library database							•
▸ Dictionary/glossary	•	•	•	•	•	•	•

Research and Study Skills *(continued)*

Understand and Use Reference Sources *(continued)*	K	1	2	3	4	5	6
▸ Encyclopedia		•	•	•	•	•	•
▸ Magazine/periodical		•	•	•	•	•	•
▸ Newspaper and newsletter			•	•	•	•	•
▸ *Readers' Guide to Periodical Literature*							
▸ Technology (on- and offline electronic media)	•	•	•	•	•	•	•
▸ Textbooks		•	•	•	•	•	•
▸ Thesaurus			•	•	•	•	•
Study Skills and Strategies	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Adjust reading rate	•	•	•	•	•	•	•
Clarify directions			•	•	•	•	
Outline			•	•	•	•	•
Skim and scan		•	•	•	•	•	•
SQP3R							
Summarize		•	•	•	•	•	•
Take notes, paraphrase, and synthesize		•	•	•	•	•	•
Use graphic and semantic organizers to organize information	•	•	•	•	•	•	•
Test-Taking Skills and Strategies	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Understand the question, the vocabulary of tests, and key words			•	•	•	•	•
Answer the question; use information from the text (stated or inferred)	•	•	•	•	•	•	•
Write across texts			•	•	•	•	
Complete the sentence			•	•	•	•	
Technology/New Literacies	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Non-Computer Electronic Media							
Audio tapes/CDs, video tapes/DVDs		•	•	•	•	•	•
Film, television, and radio	•		•	•			
Computer Programs and Services: Basic Operations and Concepts							
Use accurate computer terminology		•	•	•	•		
Create, name, locate, open, save, delete, and organize files	•	•	•	•	•		
Use input and output devices (such as mouse, keyboard, monitor, printer, touch screen)	•	•	•	•	•	•	•
Use basic keyboarding skills	•	•	•	•	•	•	•
Responsible Use of Technology Systems and Software							
▸ Work cooperatively and collaboratively with others; follow acceptable use policies	•	•	•	•	•	•	•
▸ Recognize hazards of Internet searches				•	•	•	•
▸ Respect intellectual property				•	•	•	•
Information and Communication Technologies: Information Acquisition							
Use electronic Web (non-linear) navigation, online resources, databases, keyword searches	•	•	•	•	•	•	•

Research and Study Skills *(continued)*

Use visual and non-textual features of online resources	•	•	•	•	•	•	•
Technology/New Literacies *(continued)*	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Internet inquiry							
▸ Identify questions			•	•	•	•	•
▸ Locate, select, and collect information			•	•	•	•	•
▸ Analyze information							
– Evaluate electronic information sources for accuracy, relevance, bias				•	•	•	•
– Understand bias/subjectivity of electronic content (about this site, author search, date created)				•	•	•	•
▸ Synthesize information				•	•	•	•
▸ Communicate findings			•	•	•	•	•
Use fix-up strategies (such as clicking *Back, Forward,* or *Undo;* redoing a search; trimming the URL)				•	•	•	•
Communication							
▸ Collaborate, publish, present, and interact with others	•	•	•	•	•	•	•
▸ Use online resources (e-mail, bulletin boards, newsgroups)		•	•	•	•	•	•
▸ Use a variety of multimedia formats		•	•	•	•	•	•
Problem Solving							
▸ Use technology resources for solving problems and making informed decisions				•	•	•	•
▸ Determine when technology is useful		•	•	•	•	•	•
The Research Process	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Identify topics; ask and evaluate questions; develop ideas leading to inquiry, investigation, and research	•	•	•	•	•	•	•
Choose and narrow the topic; frame and revise questions for inquiry	•	•	•	•	•	•	•
Locate and collect information including using organizational features of electronic text	•	•	•	•	•	•	•
Take notes/record findings	•	•	•	•	•	•	•
Combine and compare information		•	•	•	•	•	•
Evaluate, interpret, and draw conclusions about key information	•	•	•	•	•	•	•
Summarize information	•	•	•	•	•	•	•
Make an outline			•	•	•	•	•
Organize content systematically	•	•	•	•	•	•	•
Communicate information							
▸ Write and present a report	•	•	•	•	•	•	•
– Include citations				•	•	•	•
– Respect intellectual property/plagiarism						•	•
▸ Select and organize visual aids	•	•	•	•	•	•	•



A new generation of literacy instruction

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ReaSam6811111

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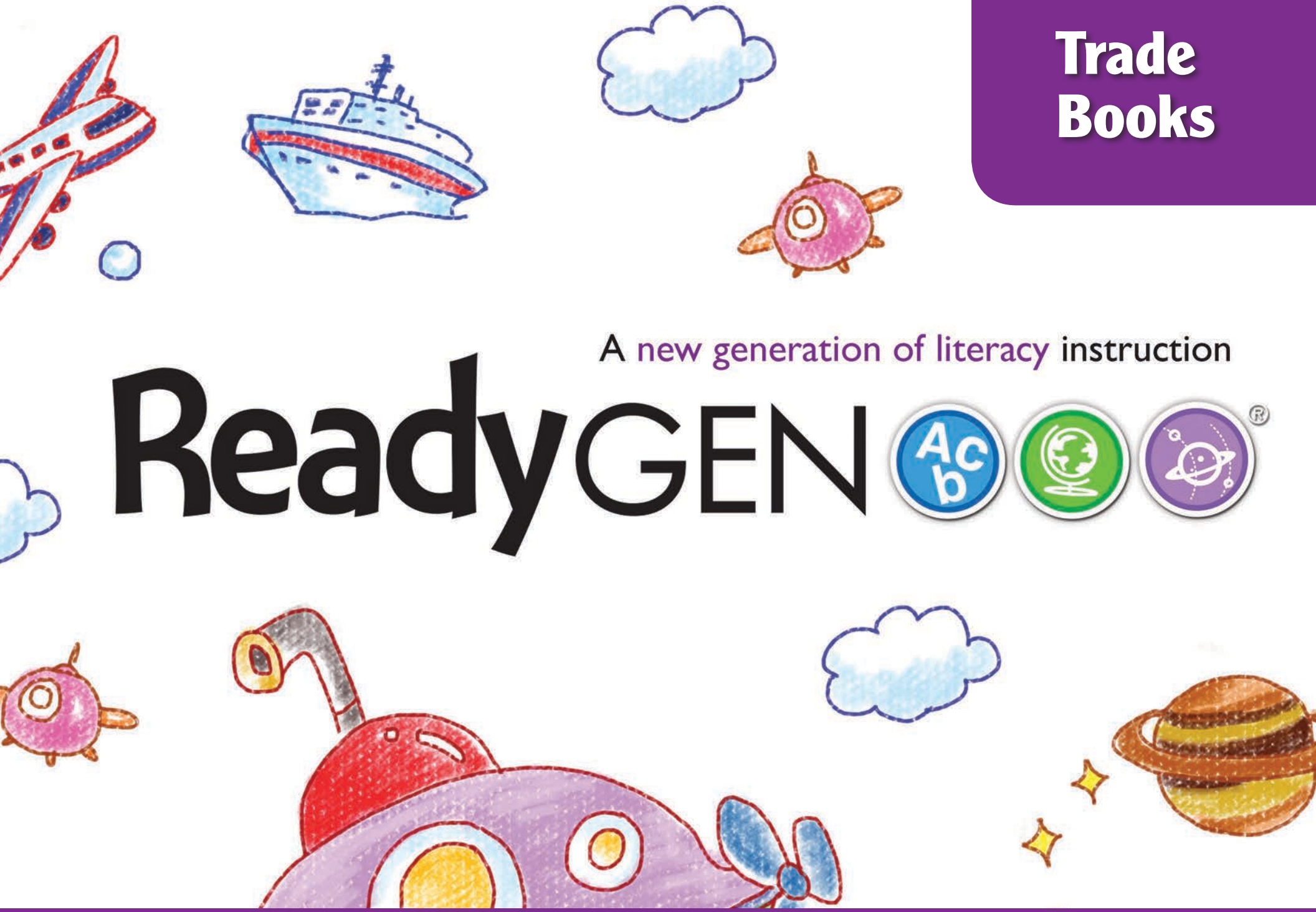
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- Nonfiction and fiction texts meet heightened literacy expectations for today's students



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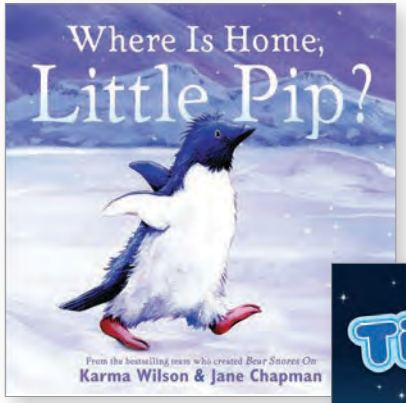
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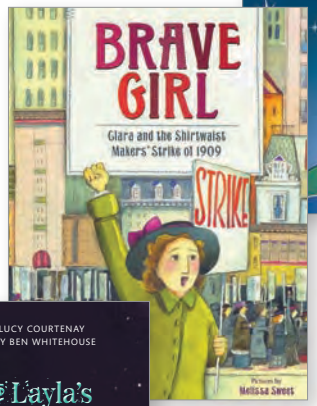
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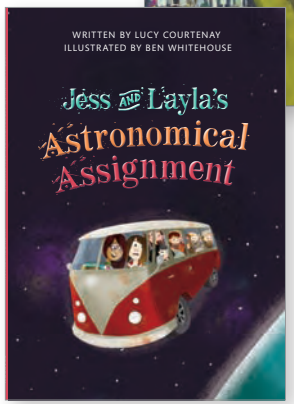
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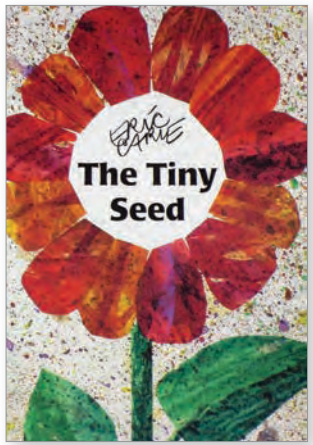


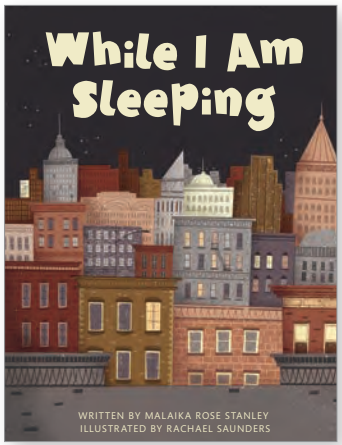
A new generation of literacy instruction

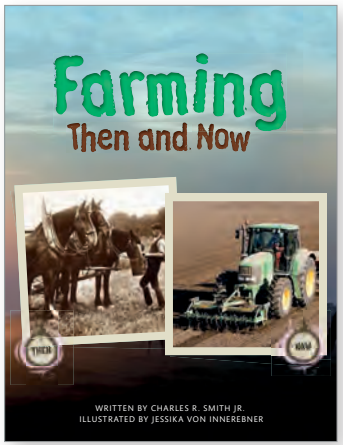
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Grade K



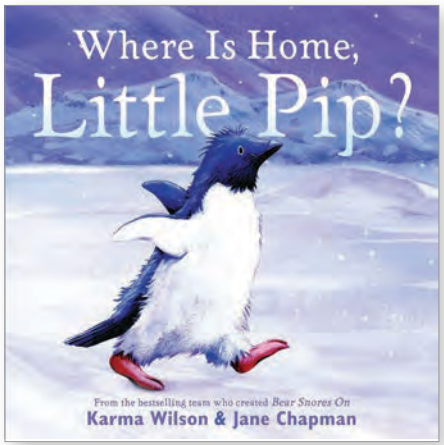




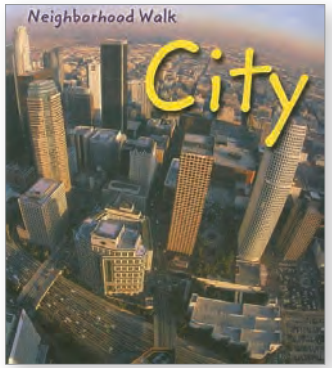


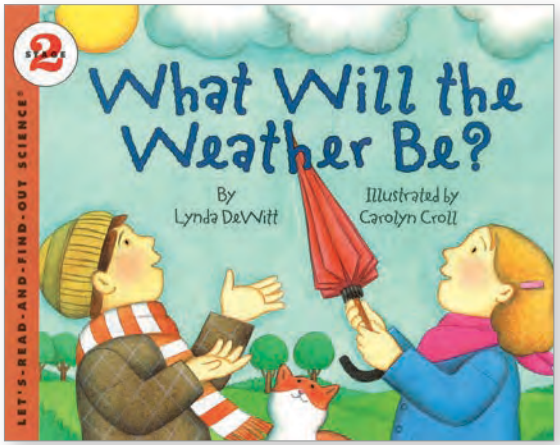


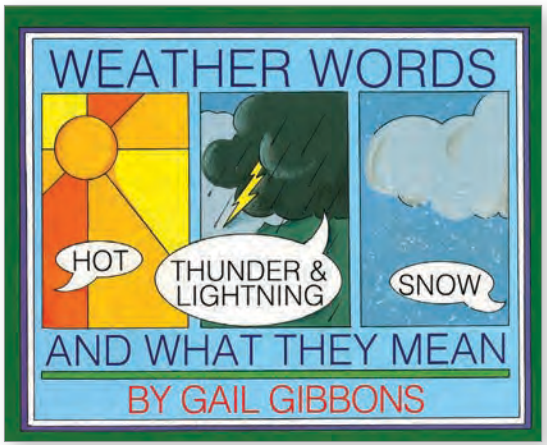

Making Music
Cameron Macintosh

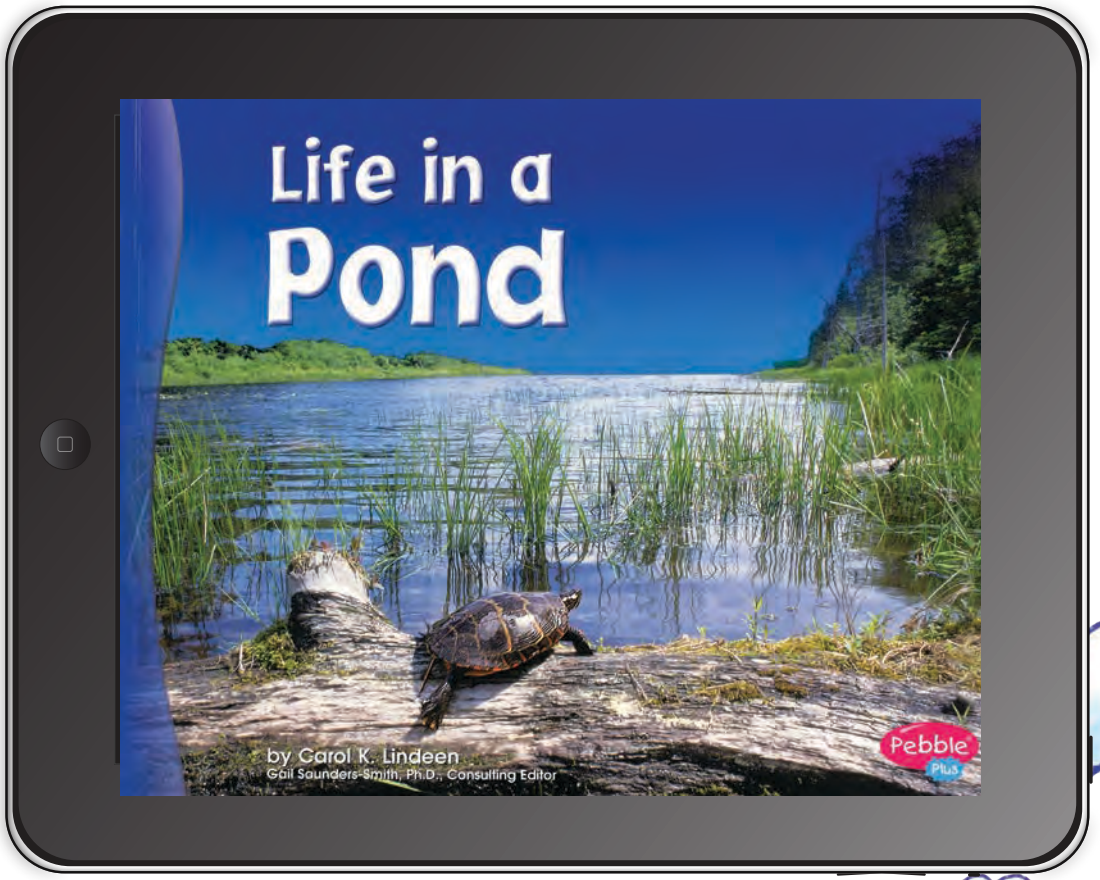

Where Is Home,
Little Pip?
From the bestselling team who created Bear Snores On
Karma Wilson & Jane Chapman


The Old Things
Diana Noonan

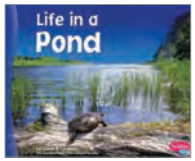
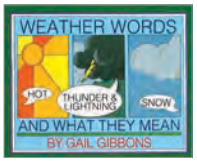

Neighborhood Walk
City

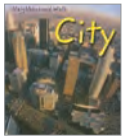

LET'S-READ-AND-FIND-OUT SCIENCE 2
What Will the Weather Be?
By
Lynda DeWitt
Illustrated by
Carolyn Croll


WEATHER WORDS
HOT
THUNDER & LIGHTNING
SNOW
AND WHAT THEY MEAN
BY GAIL GIBBONS


Life in a
Pond
by Carol K. Lindeen
Gail Saunders-Smith, Ph.D., Consulting Editor
Pebble
Plus

Grade K

UNIT	TITLE AND AUTHOR	SYNOPSIS	LEXILE
UNIT 1 Living Together: This is Home	*Where Is Home, Little Pip?* Karma Wilson Jane Chapman 	For Little Pip, the baby penguin, home is a pebbly nest on the cold Antarctic shore. Mama and Papa always remind Pip not to wander far, and she never does...until one day a black, glittery feather leads Pip on a chase far, far from home. As she tries to find her way back to her parents, Pip encounters some friendly animals, a mighty blue whale, a gull, and even a sled dog. But, while these animals know where their home is, they do not know where Pip's home is. In her sadness, Pip begins to sing a song about home that her parents taught her, and the sound of her voice guides her parents straight to her!	520L
UNIT 1 Living Together: This is Home	*Life in a Pond* Carol K. Lindeen 	Text and photographs introduce students to ponds. Students read about plants found in ponds, such as water lilies and cattails, as well as animals found in ponds, such as fish, frogs and ducks.	310L
UNIT 2 Understanding Then and Now	*The Old Things* Diana Noonan 	Gran's new house is small. She offers Tom her old record player, camera, typewriter, and other objects. Does Tom want these old things? How will Gran get them to Tom?	60L
UNIT 2 Understanding Then and Now	*Farming Then and Now* Charles R. Smith 	Imagine you could travel back in time. What would a farm be like one hundred years ago? How are farms different today? Let's step back in time to find out!	600L
UNIT 3 Predicting Change	*What Will the Weather Be?* Lynda DeWitt 	Find out why the weather is so difficult to predict.	500L
UNIT 3 Predicting Change	*Weather Words and What They Mean* Gail Gibbons 	This book introduces basic weather words and concepts to young readers.	450L

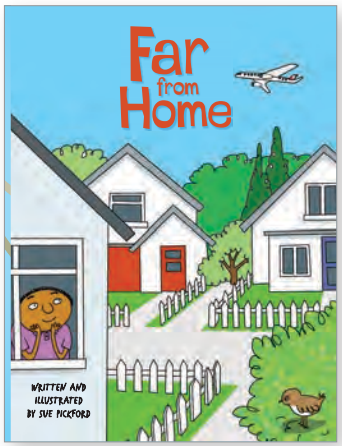
UNIT	TITLE AND AUTHOR	SYNOPSIS	LEXILE
UNIT 4 Learning About Each Other and the World	*I Love Saturdays y Domingos* Alma Flor Ada 	Saturdays and Sundays are very special days for the child in this story. On Saturdays, she visits Grandma and Grandpa, who come from a European-American background, and on Sundays—los domingos—she visits Abuelito y Abuelita, who are Mexican-American. While the two sets of grandparents are different in many ways, they also have a great deal in common—in particular, their love for their granddaughter.	510L
UNIT 4 Learning About Each Other and the World	*Making Music* Cameron Macintosh 	Music is an important part of our lives. It helps us learn, and it brings people together. What instruments do children around the world play? How can you have fun making music too?	390L
UNIT 5 Knowing About Patterns and Structures	*The Tiny Seed* Eric Carle 	Eric Carle's classic story of the life cycle of a flower is told through the adventures of a tiny seed.	400L
UNIT 5 Knowing About Patterns and Structures	*Plant Patterns* Nathan Olson 	From tiny seeds to green leaves to blooming buds, plants have all kinds of patterns. Can you find patterns in tulip fields, cactus needles, and dandelion seeds? Check out *Plant Patterns* and see what patterns sprout up!	740L
UNIT 6 Exploring Communitities	*While I Am Sleeping* Malaika Rose Stanley 	Told in rhyme, this story explores a city at night while children are sleeping. Who knew that so much was going on and that so many people have night-time jobs?	NP
UNIT 6 Exploring Communitities	*Neighborhood Walk: City* Peggy Pancella 	Some neighborhoods are parts of cities. A city is a very large community. It may have thousands or even millions of people. Most cities have a downtown with many tall buildings. Other neighborhoods have homes and businesses. A city and the communities around it make up a metropolitan area.	IG620L

Students can access interactivities for this title.

A new generation of literacy instruction

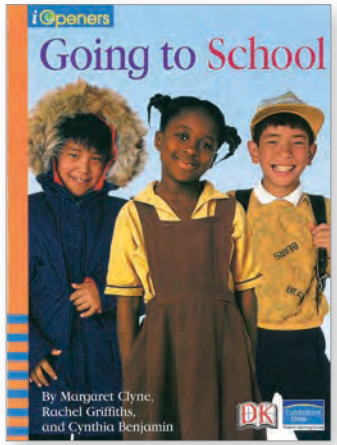
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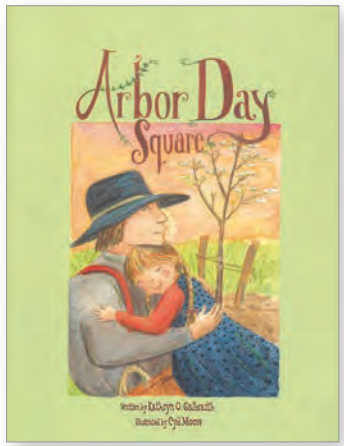
Grade 1



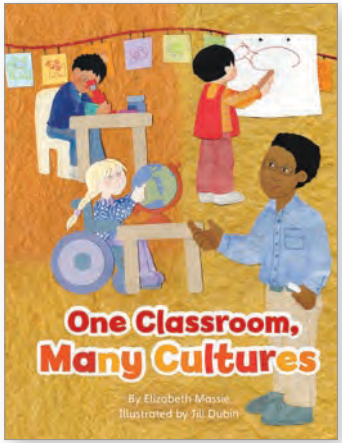









The Sun
by Martha E. H. Rustad
Gail Saunders-Smith, PhD, Consulting Editor
Pebble

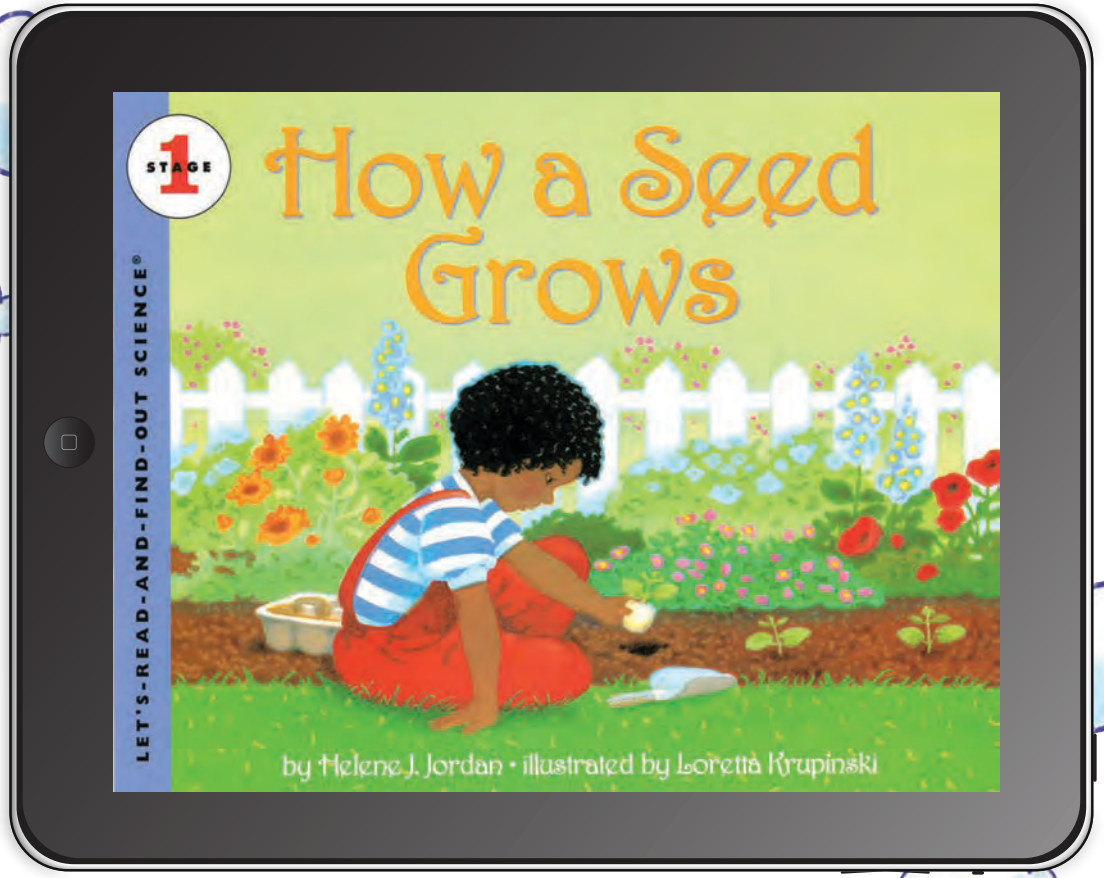

One Classroom, Many Cultures
By Elizabeth Massie
Illustrated by Jill Dubin


WRITTEN BY TRISH COOKE
ILLUSTRATED BY ANDREA CASTELLANI
King Kafu and the Moon

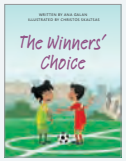

Whose Is This?
WRITTEN BY NARINDER DHAMI
ILLUSTRATED BY VICTOR TAVARES

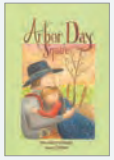

Stellaluna
JANELL CANNON


Time to Sleep
Jill McDougall
James Hart


LET'S-READ-AND-FIND-OUT SCIENCE®
STAGE 1
How a Seed Grows
by Helene J. Jordan • illustrated by Loretta Krupinski

Grade 1

UNIT	TITLE AND AUTHOR	SYNOPSIS	LEXILE
UNIT 1 Connecting to Our World	*Stellaluna* Janell Cannon 	Knocked from her mother's safe embrace by an attacking owl, Stellaluna lands headfirst in a bird's nest. This adorable baby fruit bat's world is literally turned upside down when she is adopted by the occupants of the nest and adapts to their peculiar bird habits.	AD550L
UNIT 1 Connecting to Our World	*Time to Sleep* Jill McDougall James Hart 	It is time to sleep. Animals sleep in all kinds of ways. Could you sleep like these animals? Where would you like to sleep?	140L
UNIT 2 Becoming a Classroom Citizen	*Going to School* Margaret Clyne, Rachel Griffiths, Cynthia Benjamin 	Find out what children in nine countries do at school.	590L
UNIT 2 Becoming a Classroom Citizen	*Far from Home* Sue Pickford 	Bryan lives in a nice neighborhood and does well in school. Then his mom gets a new job in China and Bryan's family has to move. School in China is very different. Will Bryan ever get used to it?	260L
UNIT 3 Making Choices	*The Winners' Choice* Ana Galan 	Set in Mexico: Patricia's school has won the soccer tournament and now the kids on the team get to decide how they spend the money they have won. They come up with a number of silly ideas but don't quite settle on one. But when an earthquake strikes their town and their rivals' field is damaged, they know exactly what they should do with the money.	370L
UNIT 3 Making Choices	*Hunter's Money Jar* Charlotte Guillain 	Narrated by the coins who live in Hunter's money jar, this story follows Hunter as he saves for a skateboard, looking at the ways he earns and saves his money until he can afford the skateboard he really wants.	350L

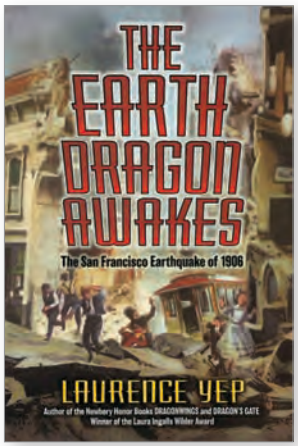
UNIT	TITLE AND AUTHOR	SYNOPSIS	LEXILE
UNIT 4 Planting for the Future	*Arbor Day Square* Kathryn O. Galbraith 	Katie and her papa are among a group of settlers building a town in the middle of the dusty, brown prairie. Every week the trains bring more people and more lumber to build houses, fences, and barns. New buildings are erected: a church with a steeple, a store with glass windows, even a schoolhouse with desks for seventeen children. But one thing is missing: trees	AD470L
UNIT 4 Planting for the Future	*How a Seed Grows* Helene J. Jordan 	How does a tiny acorn grow into an enormous oak tree? With beautiful and accurate watercolor illustrations from Loretta Krupinski, this book by Helene Jordan traces the process of how a little seed grows into the plants and trees that surround us.	AD400
UNIT 5 Observing the Messages of the Natural World	*King Kafu and the Moon* Trish Cooke 	King Kafu is worried because the moon is disappearing and (shhh, it's a secret!) he's scared of the dark. He offers a thousand gold coins to anyone in the village who can capture the moon so he can keep it in his bedroom as a source of light. How will the villagers try to capture the moon? Will their plan work?	480L
UNIT 5 Observing the Messages of the Natural World	*The Sun* Martha E. H. Rustad 	Engaging text and photographs introduce the Sun and its features.	370L
UNIT 6 Celebrating Diversity	*One Classroom, Many Cultures* Elizabeth Massie 	The children in Mr. Tucker's first-grade class have many things in common. They read and play together. They laugh at funny things. But many of their families come from different places. Let's meet six of the children and find out about their interesting cultures.	530L
UNIT 6 Celebrating Diversity	*Whose Is This?* Narinder Dhami 	Kimi and her friend Maria are going with Maria's parents to the culture fair. Everyone in the town is showcasing the food and activities of their own culture. The girls get bored at the information stand with Maria's parents, and they decide to return lost items from the lost and found box to their owners…but first they have to figure out what they are. This takes them on a cultural journey of learning.	490L

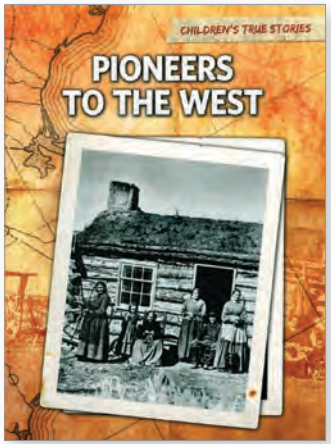
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A new generation of literacy instruction

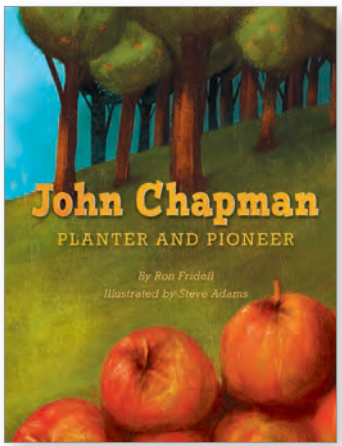
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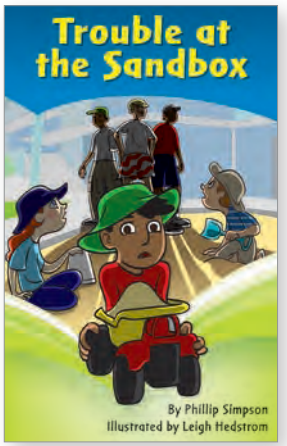
Grade 2

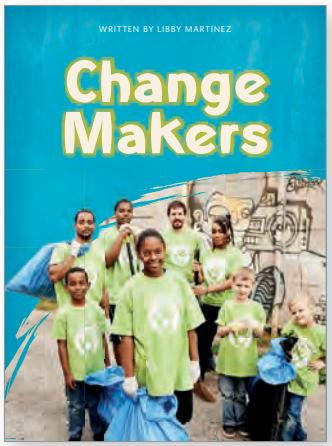











WRITTEN BY LIBBY MARTINEZ
Change Makers

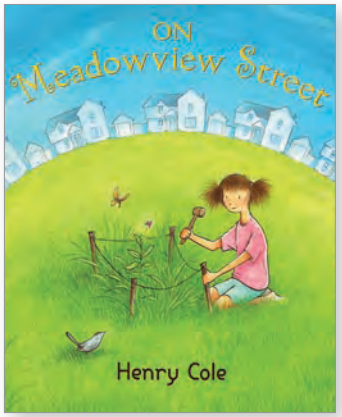

Friends Around the World
WRITTEN BY ANA GALAN

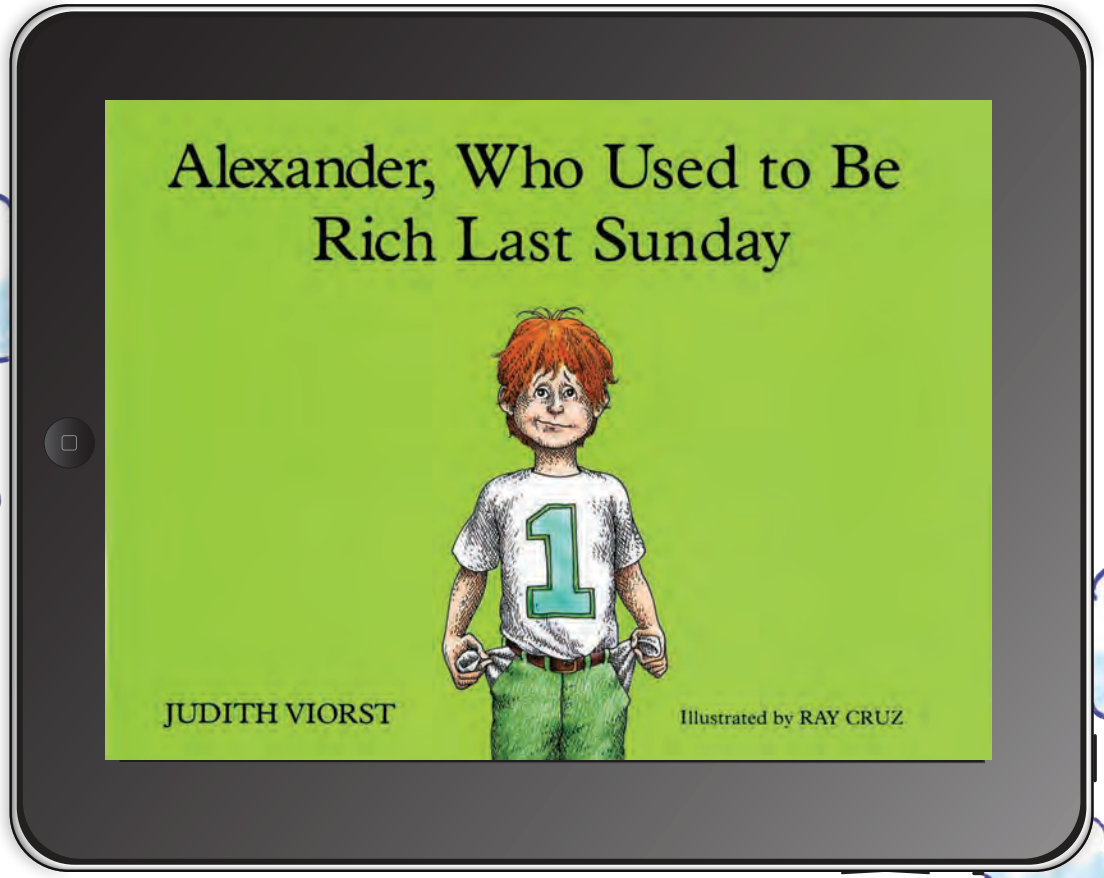

Money Matters!
WRITTEN BY NIKKI TATE


DISASTER ALERT!

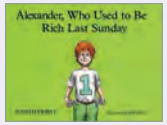


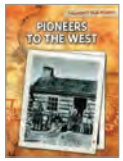
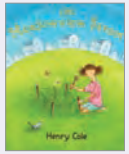

68
Ways to Save the Planet Before Bedtime
You can do these anytime— not just before you go to bed! It doesn't take a superhero to save the world... JUST YOU!
Paul Mason


ON Meadowview Street
Henry Cole


Alexander, Who Used to Be Rich Last Sunday
JUDITH VIORST
Illustrated by RAY CRUZ

Grade 2

UNIT	TITLE AND AUTHOR		SYNOPSIS	LEXILE
UNIT 1 Understanding Communities	*Trouble at the Sandbox* Phillip Simpson		Theo and his friends love playing in the sandbox with their trucks. They are building a huge volcano. But when some bigger boys take the trucks away, what will Theo and his pals do?	370L
UNIT 1 Understanding Communities	*Friends Around the World* Ana Galan		Isabel makes new friends with e-pals from all around the world. Find out what languages they speak, what their favorite foods are, and what life is like in the countries they live in.	480L
UNIT 2 Making Decisions	*Alexander, Who Used to Be Rich Last Sunday* Judith Viorst		Alexander grapples with money management in this beloved picture book from Judith Viorst, author of *Alexander and the Terrible, Horrible, No Good, Very Bad Day.*	AD570L
UNIT 2 Making Decisions	*Money Matters!* Nikki Tate		Why does money matter? Take a journey through the world of money, from trading cattle to making electronic transfers. Who were the first people to use money and how do we use money today?	650L
UNIT 3 Building Ideas	*Theodore Roosevelt: The Adventurous President* Lisa DeMauro		Each day was an adventure for President Theodore Roosevelt. When he was a kid, he kept turtles in the bathtub and frogs under his cap. As an adult, he was a cowboy, a river explorer, and a big game hunter. Sometimes he would go on marches through deep puddles and icy rivers—just for fun! When Teddy became president, Americans were looking ahead with excitement to the 20th century. Teddy's spirit and dreams helped make the United States one of the greatest countries in the world.	570L
UNIT 3 Building Ideas	*Change Makers* Libby Martinez		Read about young people who have taken action to change their communities. The focus is on Girl Scouts who campaigned to get palm oil removed from Girl Scout cookies, a boy who made batteries and generators to help the lights stay on in his village in Sierra Leone, a kid who helped other kids after Hurricane Katrina, and community garden projects.	570L

UNIT	TITLE AND AUTHOR	SYNOPSIS	LEXILE
UNIT 4 Facing Challenges and Change	*The Earth Dragon Awakes* Lawrence Yep 	Based on actual events of the 1906 San Francisco earthquake and told from the alternating perspectives of two young friends, *The Earth Dragon Awakes* chronicles the thrilling story of the destruction of a city, and the heroes that emerge in its wake.	510L
UNIT 4 Facing Challenges and Change	*Disaster Alert!* Christine Taylor-Butler 	This book looks at natural disasters, how they are formed, and what you can do to stay safe. Read about sinkholes, floods, tornadoes, bushfires, and volcanoes.	570L
UNIT 5 Pioneering New Ideas and New Worlds	*John Chapman: Planter and Pioneer* Ron Fridell 	Who was the real man behind the legend of Johnny Appleseed? This modest yet determined frontiersman walked hundreds of miles to leave a gift in the wilderness for the settlers who followed. Are the many stories about John Chapman true? What is his legacy today?	550L
UNIT 5 Pioneering New Ideas and New Worlds	*Pioneers to the West* John Bliss 	*Pioneers to the West* follows the rural experiences of children traveling across America in search of land, gold, farms, and religious freedoms.	NC770
UNIT 6 Changing the World	*On Meadowview Street* Henry Cole 	Caroline lives on Meadowview Street. But where's the meadow? Where's the view? There's nothing growing in her front yard except grass. Then she spots a flower and a butterfly and a bird and Caroline realizes that with her help, maybe Meadowview Street can have a meadow after all.	520L
UNIT 6 Changing the World	*68 Ways to Save the Planet Before Bedtime* Paul Mason 	Sweaters, socks, and spiders. Bikes and books. How can they help you save the Earth? All it takes are a few small steps. Here are 68 ways to get you started right now!	650L

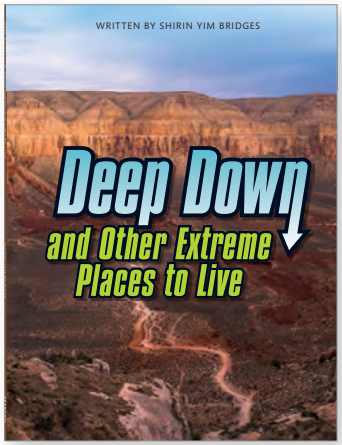
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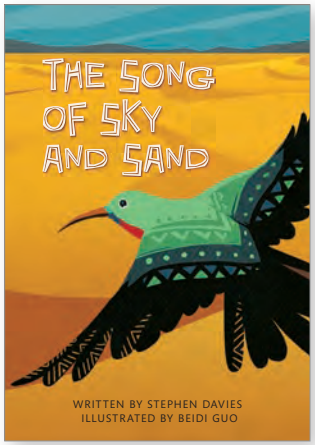
A new generation of literacy instruction

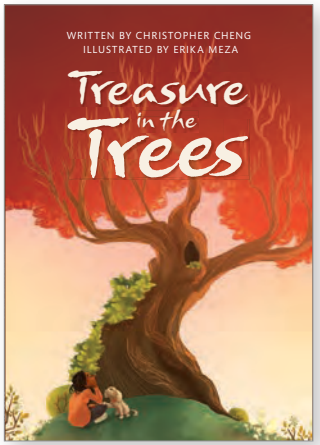
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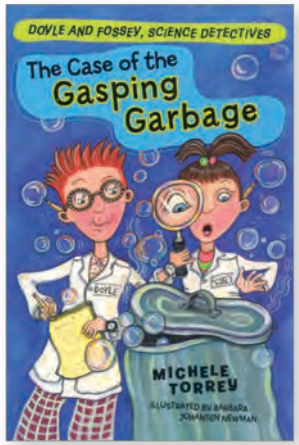
Grade 3



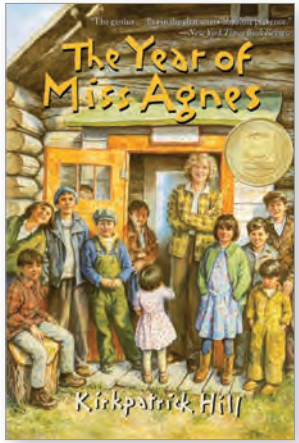


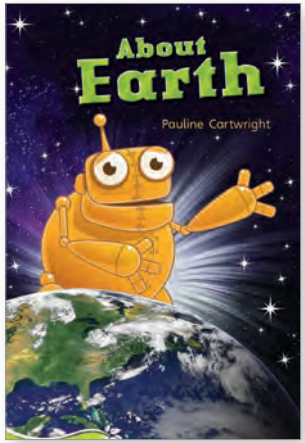


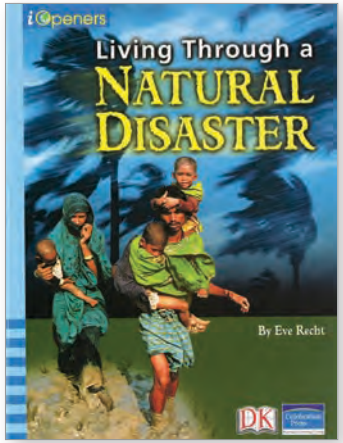


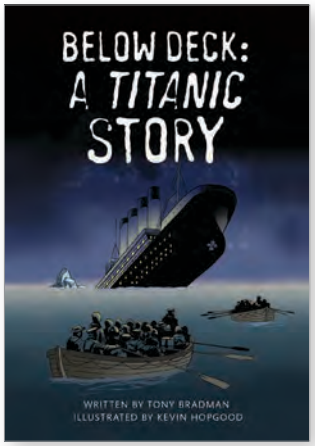



iOpeners
What Is a GOVERNMENT?
By Logan Everett and Simon Adams
DK

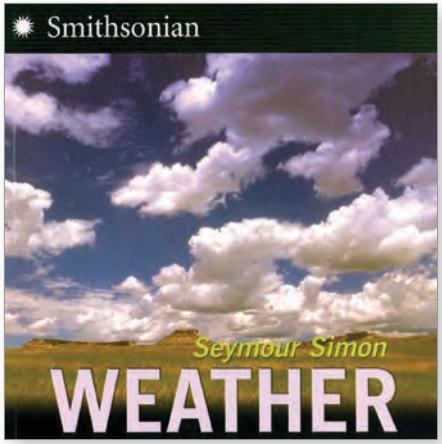

The Year of Miss Agnes
Kirkpatrick Hill


About Earth
Pauline Cartwright


iOpeners
Living Through a NATURAL DISASTER
By Eve Recht
DK


BELOW DECK: A TITANIC STORY
WRITTEN BY TONY BRADMAN
ILLUSTRATED BY KEVIN HOPGOOD


MARY STOLZ
Storm in the Night
illustrated by
PAT CUMMINGS


Smithsonian
Seymour Simon
WEATHER

Grade 3

UNIT	TITLE AND AUTHOR		SYNOPSIS	LEXILE
UNIT 1 Observing the World Around Us	*The Case of the Gasping Garbage* Michele Torrey		Doyle and Fossey are on a mission—a monster mission! It seems there's a giant bloodsucking monster gasping and gurgling in their friend Gabby's garbage can. Can they figure out what's up before the creature gobbles Gabby for lunch?	460L
UNIT 1 Observing the World Around Us	*Treasure in the Trees* Christopher Cheng		There's something special about the trees in the grove. When Nisha discovers their secret, her busy parents don't believe her. Nisha needs proof. Only then will she be able to stop the land from being sold. Will she be able to save the trees in time?	710L
UNIT 1 Observing the World Around Us	*About Earth* Pauline Cartwright		Where is the driest place on Earth? What causes wind and thunder? Join Zudu and his alien spaceship as they travel around our planet! Find out why the sky is blue, why we see rainbows, and so much more.	650L
UNIT 2 Connecting Character, Culture, and Community	*The Year of Miss Agnes* Kirkpatrick Hill		Ten-year-old Frederika (Fred for short) doesn't have much faith that the new teacher in town will last very long. Most teachers who come to their one-room schoolhouse in remote Alaska leave, claiming that life there is just too hard. Miss Agnes is different—she doesn't get frustrated with her students, and she throws away old textbooks and reads Robin Hood instead! For the first time, Fred and her classmates begin to enjoy their lessons and learn to read and write—but will Miss Agnes be like all the rest and leave as quickly as she came?	790L
UNIT 2 Connecting Character, Culture, and Community	*The Song of Sky and Sand* Stephen Davies		Time is running out for the villagers of Simbi—they need to find a new source of water, and fast! One day, Ramata hears an old woman singing and realizes that the lyrics have a hidden meaning. Ramata bravely sets off into the desert with her grandmother, her cousin, and the very last bottle of water in the village. Will they be able to solve the riddle of the song and find water in time?	680L
UNIT 2 Connecting Character, Culture, and Community	*Deep Down and Other Extreme Places to Live* Shirin Yim Bridges		Who lives 3,000 feet down at the bottom of a canyon? What is it like to live with reindeer in the Arctic Circle? Find out how some of the world's most remote communities adapt to their extreme environments.	740L

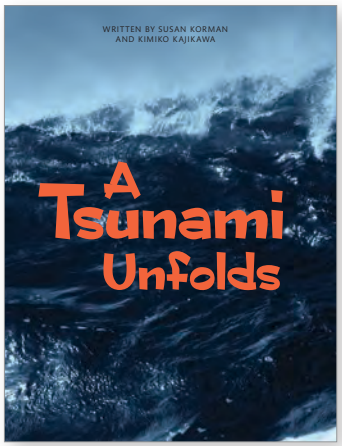
UNIT	TITLE AND AUTHOR	SYNOPSIS	LEXILE
UNIT 3 Seeking Explanations	*Storm in the Night* Mary Stolz 	Too early to go to bed, and with only flashes of lightning to see by, Thomas and his grandfather happily find themselves rediscovering the half-forgotten scents and sounds of their world, and having a wonderful time learning important, new things about each other in a spirited conversation sparked by darkness.	550L
UNIT 3 Seeking Explanations	*Weather* Seymour Simon 	Explore weather, a subject that changes every day, with award-winning science writer Seymour Simon.	AD1020
UNIT 3 Seeking Explanations	*Living Through a Natural Disaster* Eve Recht 	Learn what it's like to live through natural phenomena.	940L
UNIT 4 Becoming an Active Citizen	*Brave Girl* Michelle Markel 	The true story of Clara Lemlich, a young Ukrainian immigrant who led the largest strike of women workers in U.S. history.	AD760
UNIT 4 Becoming an Active Citizen	*Below Deck: A Titanic Story* Tony Bradman 	Grace is onboard the Titanic, on her way to a new life in America with her uncle. But Grace soon finds life on the ship troublesome as she is mistakenly accused by another girl, Catherine, of stealing from the first class dining car. When the ship strikes an iceberg, Grace finds Catherine stranded below deck, but she shows kindness and compassion by helping the child find her parents. In return, Catherine's parents help Grace onto a lifeboat, receiving safe passage to America.	750L
UNIT 4 Becoming an Active Citizen	*What Is Government?* Logan Everett Simon Adams 	This book explains that a government is a system that helps people live and work together in harmony, whether in a local community or as a nation.	950L

Students can access interactivities for this title.

A new generation of literacy instruction

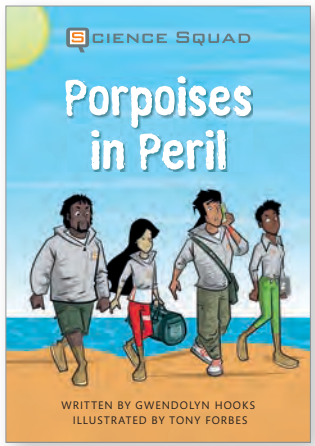
ReadyGEN®

Grade 4

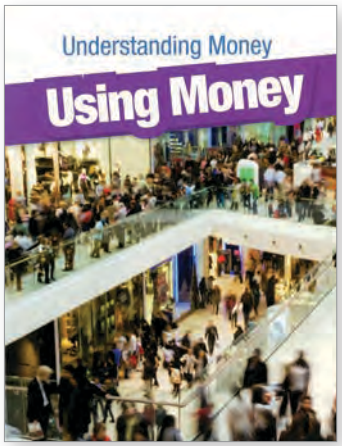


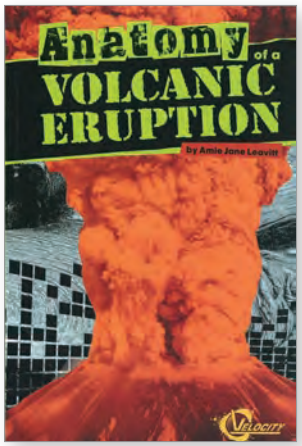


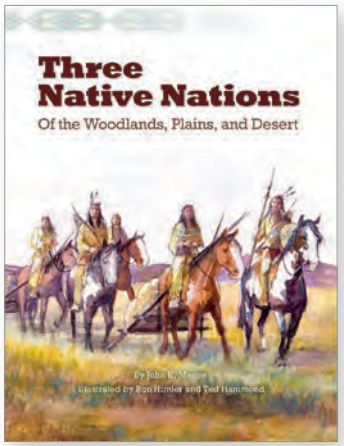


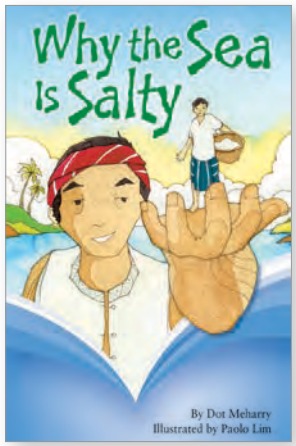


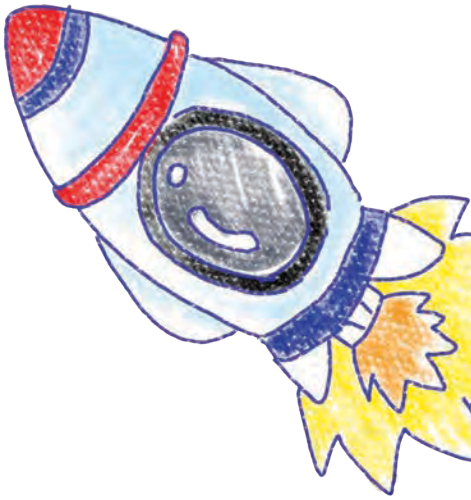


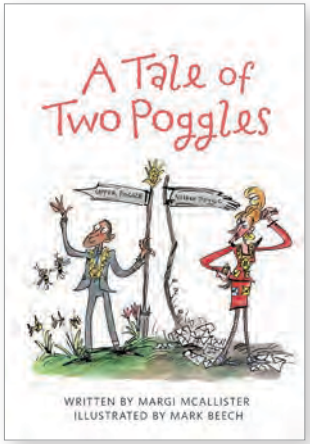

Understanding Money
Using Money

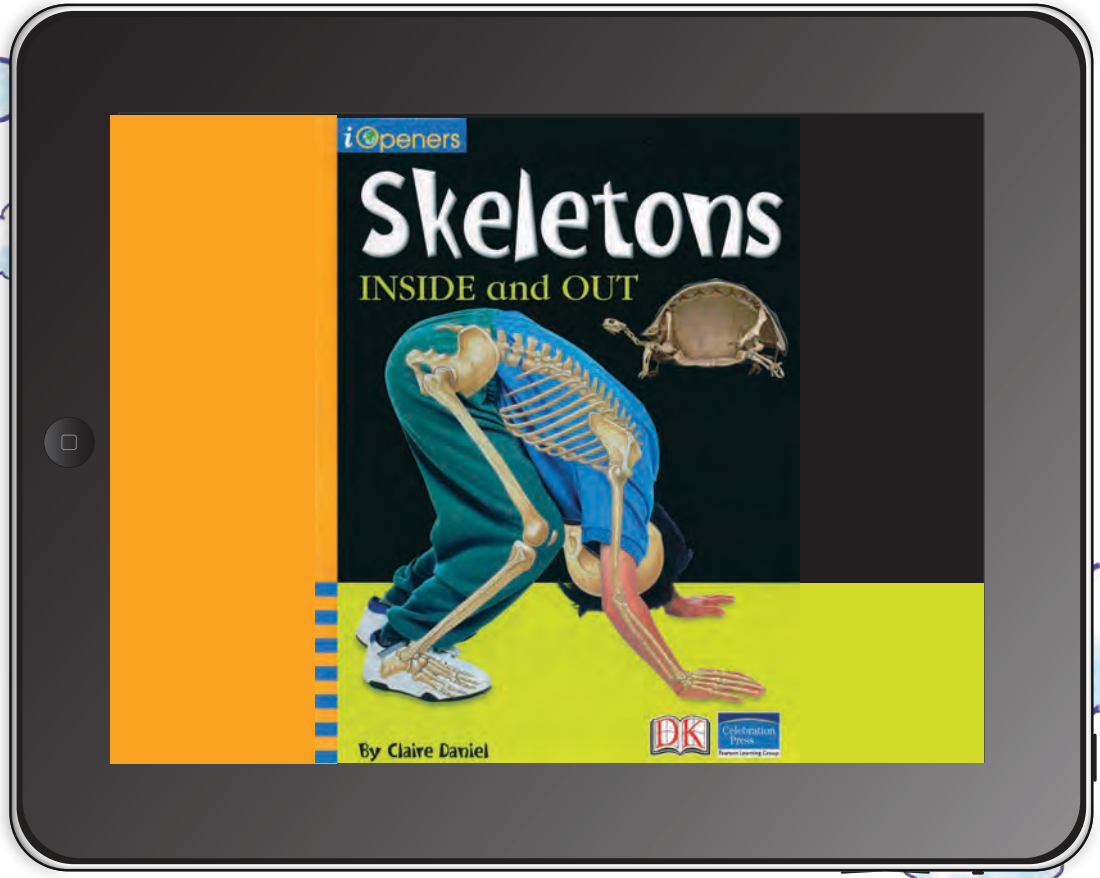

Anatomy of a
VOLCANIC
ERUPTION
by Amie Jane Leavitt
Velocity


Three
Native Nations
Of the Woodlands, Plains, and Desert


Why the Sea
Is Salty
By Dot Meharry
Illustrated by Paolo Lim

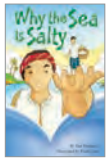
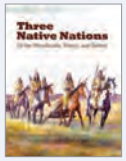


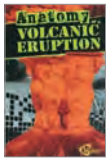

A Tale of
Two Poggles
WRITTEN BY MARGI MCALLISTER
ILLUSTRATED BY MARK BEECH


iOpeners
Skeletons
INSIDE and OUT
By Claire Daniel
DK
Celebration Press


Smithsonian
Seymour Simon
EARTHQUAKES

Grade 4

UNIT	TITLE AND AUTHOR	SYNOPSIS	LEXILE
UNIT 1 Becoming Researchers	*Science Squad: Porpoises in Peril* Gwendolyn Hooks 	When the islanders notice that the porpoises are getting sick, Professor immediately calls in the Science Squad! Can Jada, Kate, Cam, and Reggie use their scientific and observational skills to find out what—or who—is making the porpoises unwell?	850L
UNIT 1 Becoming Researchers	*Mary Anning: The Girl Who Cracked Open the World* Debora Pearson 	As a young girl, Mary Anning loved to hunt for fossils by the sea. She wondered whether these rock creatures had ever been alive and resolved to learn all she could about what she found. As her discoveries became larger and more unusual, she earned the respect of scientists far and wide and changed the way we study Earth's history forever.	810L
UNIT 1 Becoming Researchers	*Skeletons Inside and Out* Claire Daniel 	Learn everything there is to know about skeletons in this informational text.	740L
UNIT 2 Interactions in Nature and Culture	*Why the Sea Is Salty* Dot Meharry 	Long ago, the water in the sea was as fresh as rainwater. That is, until a boy, a giant, and some ants came together! This traditional tale from the Philippines will tell you how the sea became salty.	720L
UNIT 2 Interactions in Nature and Culture	*Three Native Nations: Of the Woodlands, Plains, and Desert* John K. Manos 	The Haudenosaunee, the Sioux, the Pueblo: three native nations whose traditions and ways of life have faced many challenges through the centuries. Learn about the proud histories of these peoples and their rich cultures today.	810L
UNIT 2 Interactions in Nature and Culture	*The Longest Night* Jacqueline Guest 	Wind Runner must complete his Vision Quest if he is to fulfill his dream of becoming a great warrior. He will need to learn the true value of trust and loyalty—how else will he survive for three long nights, alone on the mountain?	780L

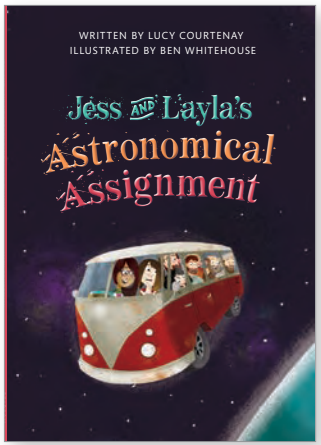
UNIT	TITLE AND AUTHOR		SYNOPSIS	LEXILE
UNIT 3 Exploring Impact and Effect	*Earthquakes* Seymour Simon		In *Earthquakes*, Seymour Simon introduces elementary-school readers to earthquakes through engaging descriptions and stunning full-color photographs. He teaches readers why and how earthquakes happen and the damage they can cause through pictures, diagrams, and maps. He also gives real-life examples of earthquakes that have occurred all over the world.	1010L
UNIT 3 Exploring Impact and Effect	*Anatomy of a Volcanic Eruption* Amie Jane Leavitt		Explore the explosive workings of volcanoes, the techniques scientists use to study them, and how people live in the shadows of these explosive landforms.	890L
UNIT 3 Exploring Impact and Effect	*A Tsunami Unfolds* Susan Korman		This book follows the story of the 2011 Japanese Tsunami as it unfolded, looking at the impact it had and the destruction it caused as well as the lasting impacts and how Japan has recovered. Taking a timeline format, it includes survivor stories alongside statistics about the disaster.	890L
UNIT 4 Creating Innovative Solutions	*Lunch Money* Andrew Clements		Greg Kenton has two obsessions—making money and his long-standing competition with his annoying neighbor, Maura Shaw. So when Greg discovers that Maura is cutting into his booming Chunky Comics business with her own original illustrated minibooks, he's ready to declare war.	840L
UNIT 4 Creating Innovative Solutions	*Using Money* Gail Fay		This book takes a look at checking and savings accounts and the various ways that people use their money.	920L
UNIT 4 Creating Innovative Solutions	*A Tale of Two Poggles* Margi McAllister		The town of Nether Poggle is dwindling because its main industry, envelopes, is failing and the town down the road, Upper Poggle, is far more appealing and modern. When Gabriela and Alejandro win an essay competition, they are awarded a day at the envelope factory. There they discover the factory has much more potential as an amusement park and set about putting plans in motion to make it happen.	850L

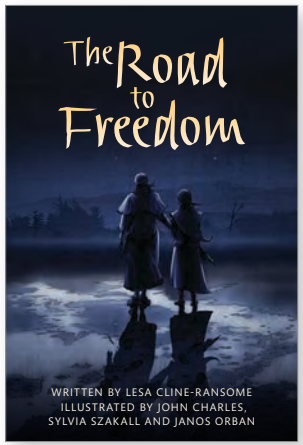
Students can access interactivities for this title.

A new generation of literacy instruction

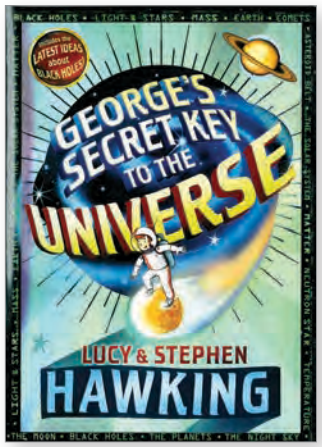
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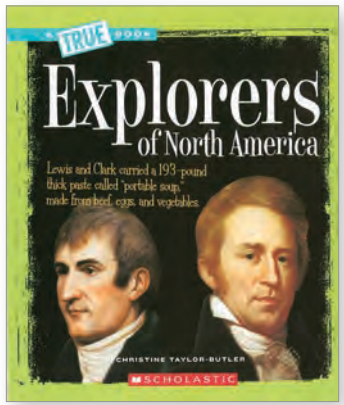
Grade 5

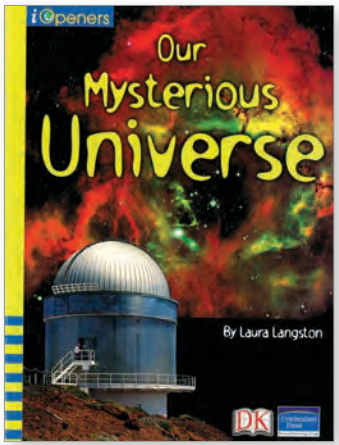


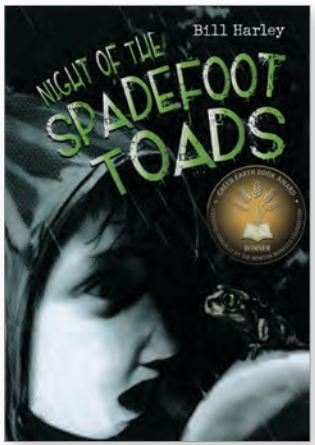




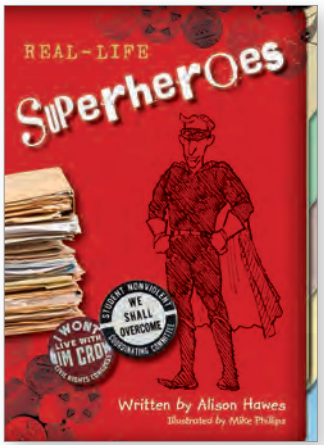


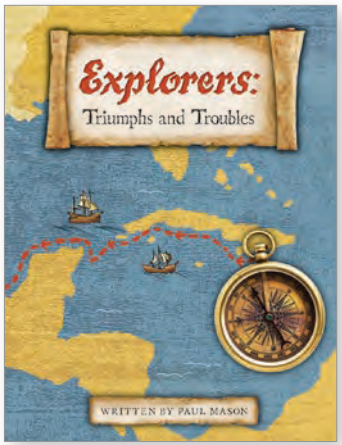


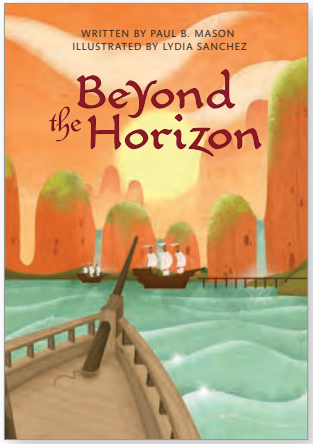

iOpeners
Our Mysterious Universe
By Laura Langston
DK

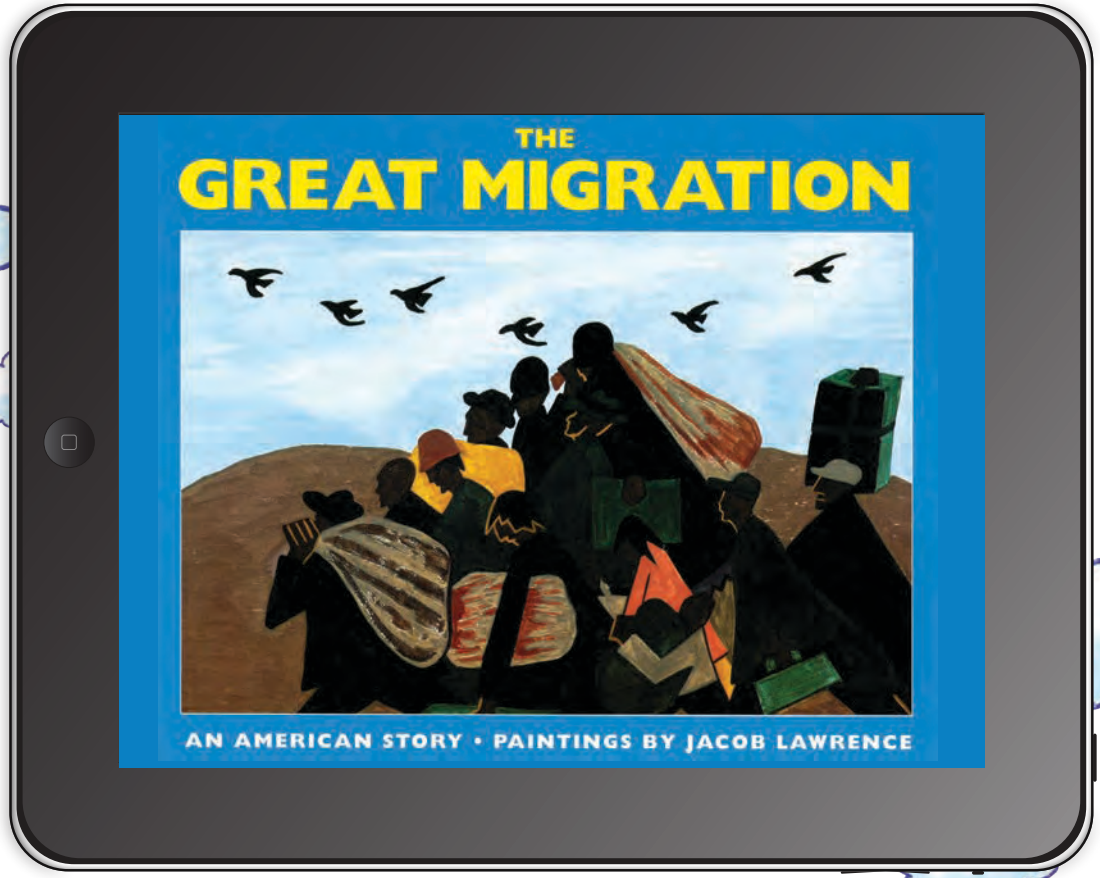

Bill Harley
NIGHT OF THE SPADEFOOT TOADS


PROTECTING FOOD CHAINS
RAIN FOREST FOOD CHAINS
Heinemann InfoSearch


REAL-LIFE
SUPERHEROES
WE SHALL OVERCOME
Written by Alison Hawes
Illustrated by Mike Phillips

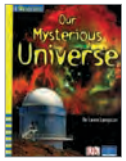
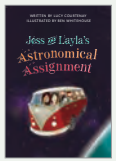
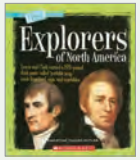

Explorers:
Triumphs and Troubles
WRITTEN BY PAUL MASON


WRITTEN BY PAUL B. MASON
ILLUSTRATED BY LYDIA SANCHEZ
Beyond the Horizon


THE GREAT MIGRATION
AN AMERICAN STORY • PAINTINGS BY JACOB LAWRENCE

Grade 5

UNIT	TITLE AND AUTHOR	SYNOPSIS	LEXILE
UNIT 1 Depending on Each Other	*Night of the Spadefoot Toads* Bill Harley 	When his father takes a new job in Massachusetts, Ben Moroney must leave behind his best friend Tony, a western banded gecko named Lenny, and worst of all, the desert home he has loved and explored.	610L
UNIT 1 Depending on Each Other	*Washed Up!* Payal Kapadia 	On a remote island in the middle of the ocean, three families compete to win "Washed Up!"—the biggest, baddest reality TV show on the planet! How will the families adapt and survive in such hostile conditions? Which family will gain the most viewer votes and win the competition?	910L
UNIT 1 Depending on Each Other	*Rain Forest Food Chains* Heidi Moore 	This book explores the species and food chains within a rain forest habitat, and discusses why these food chains need to be protected.	800L
UNIT 2 Finding Courage	*The Road to Freedom* Lesa Cline Ransome 	Emma and her mother know that their only hope of staying together is to run away from their slave master. Their journey will be brutal, but if they are ever to be free, they must place their lives in the hands of people they have never met. Do they have enough courage and strength to evade the unforgiving slave catchers and reach safety?	780L
UNIT 2 Finding Courage	*The Great Migration* Jacob Lawrence 	This stirring picture book brings together the sixty panels of Jacob Lawrence's epic narrative Migration series, which he created in 1940-1941. They tell of the journey of African-Americans who left their homes in the South around World War I and traveled in search of better lives in the northern industrial cities.	830L
UNIT 2 Finding Courage	*Real-Life Superheroes* Alison Hawes 	Comic-book superheroes may be able to fly, but real-life superheroes have amazing powers of their own. Using inner strength and bravery, they stand up for their beliefs even when facing danger or abuse. Explore the efforts of four courageous crusaders who made a difference in the lives of countless others.	1030L

UNIT	TITLE AND AUTHOR	SYNOPSIS	LEXILE
UNIT 3 Understanding the Universe	*George's Secret Key to the Universe* Lucy Hawking Stephen Hawking 	This is the story of George, who's taken through the vastness of space by a scientist, his daughter, and their super-computer named Cosmos.	850L
UNIT 3 Understanding the Universe	*Our Mysterious Universe* Laura Langston 	This book looks to uncover the many mysteries that reside in our universe.	980L
UNIT 3 Understanding the Universe	*Jess and Layla's Astronomical Assignment* Laura Langston 	Jess and Layla are given a school assignment to imagine what would happen if the astronomers of the past were all in one room. What would they say? Would they disagree with one another? While contemplating their assignment, Layla's dad's van gets turned into a time machine by a meteorite. They decide to go back in time and see the astronomers, right their wrongs, and ultimately answer the question set by their school assignment.	910L
UNIT 4 Exploring New Worlds	*Explorers: Triumphs and Troubles* Paul Mason 	This book looks at the explorers who visited Asia (Marco Polo), the Americas (Cortes and the Aztecs, search for El Dorado), Antarctica (race to the Poles) and Australia (First Fleet, Burke and Willis) and looks at ...whether the explorers... in general were triumphant or troublesome based on their successes and failures.	1000L
UNIT 4 Exploring New Worlds	*Explorers of North America* Christine Taylor-Butler 	This book is full of information and summaries on explorers through the ages, beginning with the Vikings and moving through Lewis and Clark.	1010L
UNIT 4 Exploring New Worlds	*Beyond the Horizon* Paul B. Mason 	Defying her father, Sarah disguises herself as a cook's boy and gets a job aboard ...her father's ship, which is bound for India.When they stop in a port, Sarah follows the ship's cat off the ship but gets lost and cannot find her way back. An Indian family takes her in, but when her father threatens to destroy their home to set up a trading post, she has to reveal herself and stand up to him.	890L

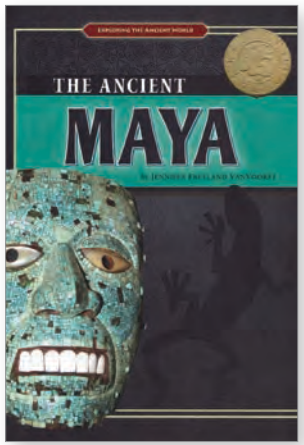
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A new generation of literacy instruction

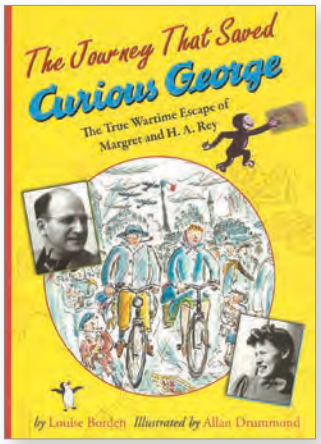
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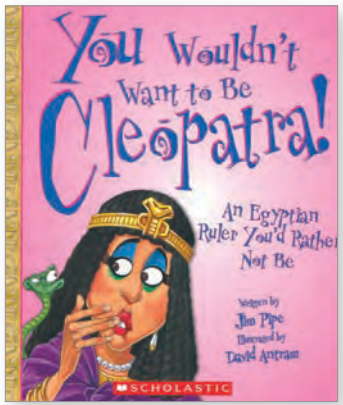
Grade 6

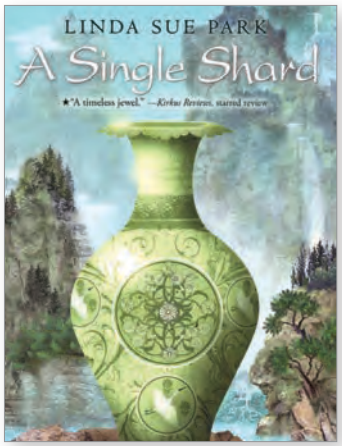


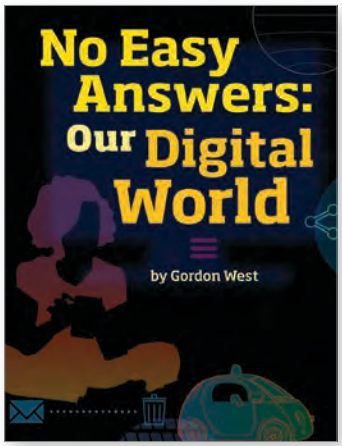


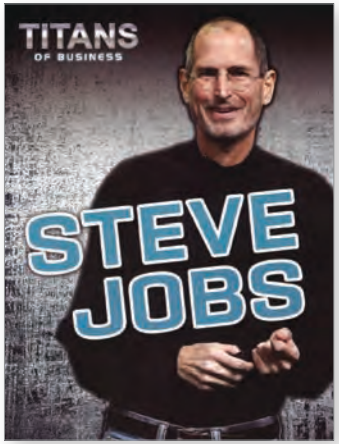


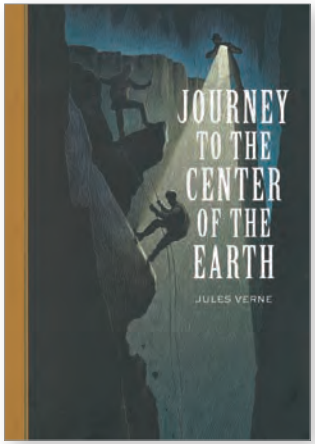




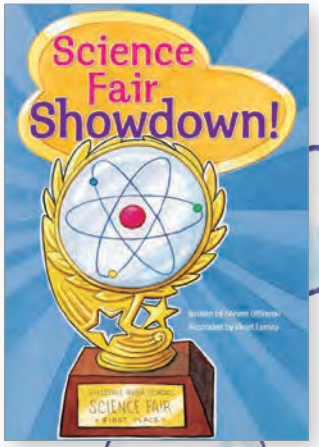

LINDA SUE PARK
A Single Shard
★"A timeless jewel." —Kirkus Reviews, starred review

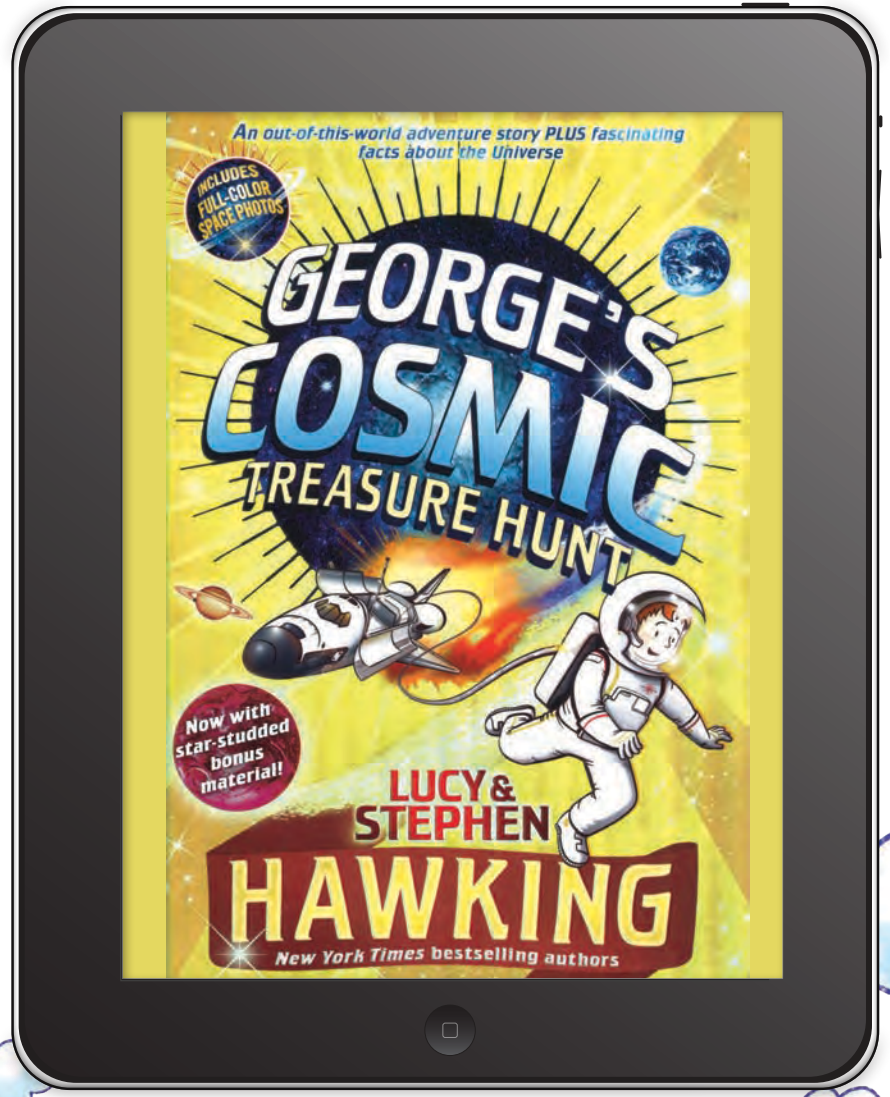

No Easy Answers: Our Digital World
by Gordon West


TITANS
OF BUSINESS
STEVE JOBS


JOURNEY TO THE CENTER OF THE EARTH
JULES VERNE


THE EGYPT GAME
Zilpha Keatley Snyder
THREE-TIME NEWBERY HONOR WINNER


Science Fair Showdown!
SCIENCE FAIR

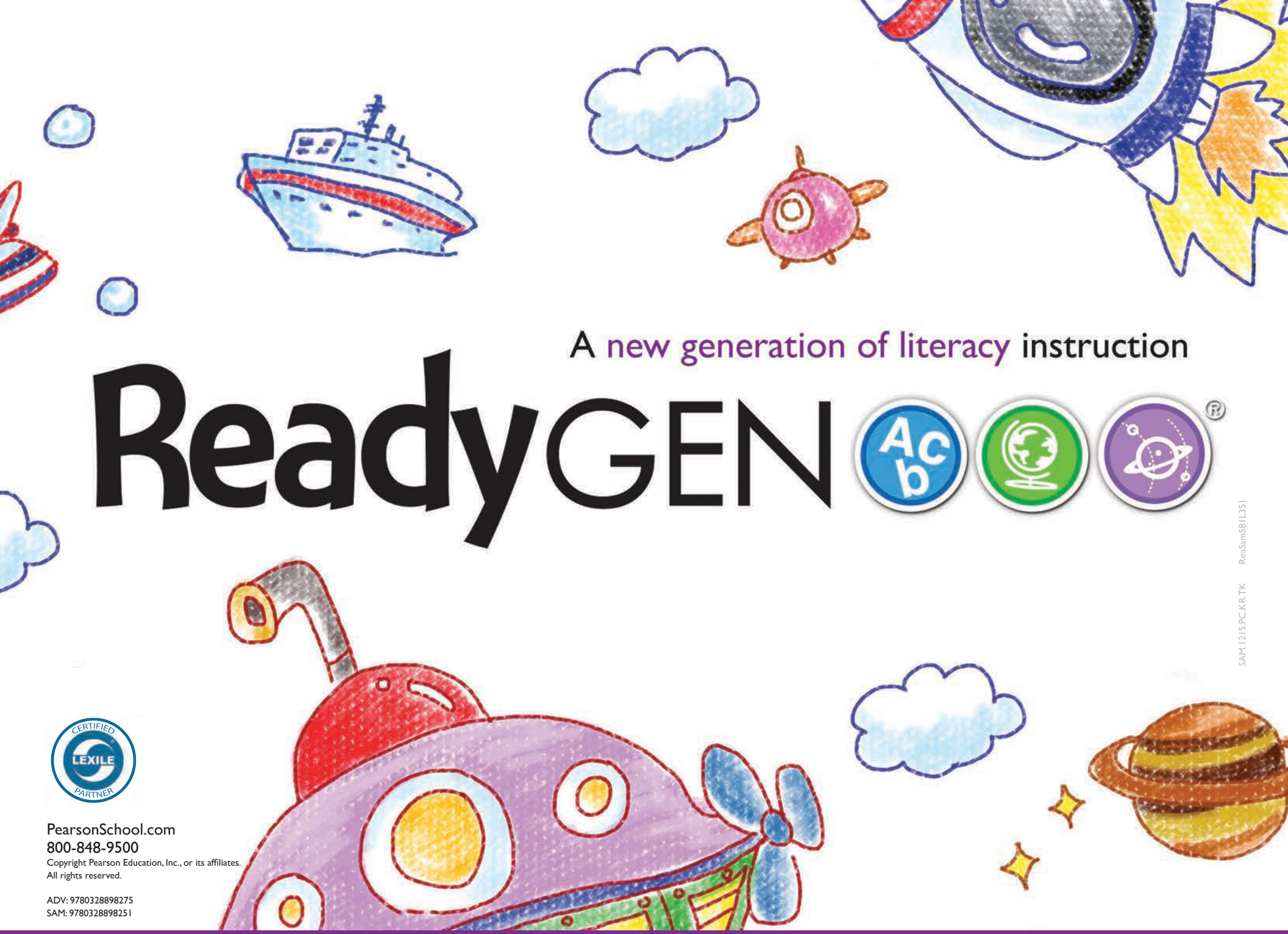

An out-of-this-world adventure story PLUS fascinating facts about the Universe
INCLUDES FULL-COLOR SPACE PHOTOS
GEORGE'S COSMIC TREASURE HUNT
Now with star-studded bonus material!
LUCY & STEPHEN HAWKING
New York Times bestselling authors

Grade 6

UNIT	TITLE AND AUTHOR	SYNOPSIS	LEXILE
UNIT 1 Treasuring History	*The Egypt Game* Zilpha Keatley Snyder 	In this Newbery Honor Book, Melanie Ross meets April Hall and they soon learn that they both have a love of Egypt. Their interest in all things Egyptian prompts them to create the Egypt Game in an old storage yard. Melanie and April read all they can about Egypt and then meet in the yard to create an Egyptian world. They dress in costumes, hold ceremonies, and create a secret code and soon there are unusual adventures.	1010L
UNIT 1 Treasuring History	*The Ancient Maya* Jenny Fretland VanVoorst 	Discover the world of the Ancient Maya. In this informational text with five chapters, readers will learn about the Mayan culture, including their customs, intellectual achievements, and their daily life. The text is supported with photographs and illustrations of Mayan artifacts. Includes maps, a timeline, glossary, a list of resources, and an index.	990L
UNIT 1 Treasuring History	*You Wouldn't Want to Be Cleopatra!* Jim Pipe 	A biography of Cleopatra enhanced with mosaic-like paintings and maps. A brief preface helps to set the stage for text, emphasizing that much of what is known about Cleopatra is based on legend. The book describes Cleopatra's life as the young eighteen-year-old Queen of Egypt, her marriages to Julius Caesar and Mark Antony, and her rise and fall as the Queen.	IG930L
UNIT 2 Exploring Earth and Its Forces	*Ocean Storm Alert* Carrie Gleason 	According to Greek mythology, two sea-monsters named Charybdis and Scylla created treacherous whirlpools by spewing out the water of the sea. Charybdis and Scylla waited on either side of the narrow Strait of Messina between Sicily and Italy, and satisfied their hunger by swallowing passing ships. Today, meteorologists know that extreme ocean storms are caused by weather patterns and conditions. Ocean Storm Alert! explores how whirlpools, tidal waves, and tsunamis begin, and their effect on people at sea and in coastal areas.	1080L
UNIT 2 Exploring Earth and Its Forces	*Journey to the Center of the Earth* Jules Verne 	In this classic science fiction novel, a professor discovers an old note with directions to the center of the Earth. The professor then sets out on an adventure with his nephew and a guide to Iceland, a dormant volcano, and underground worlds.	960L
UNIT 2 Exploring Earth and Its Forces	*Science Fair Showdown* Steven Otfinoski 	The school science fair is quickly approaching and friends Albert, Diya, and Sofia can't agree on a winning project idea! If every idea they have turns into a failure, how can they compete with the brainy Espinoza twins? With a little teamwork, the three friends just might come out on top and help their school community in the process.	970L

Students can access interactivities for this title.

UNIT	TITLE AND AUTHOR		SYNOPSIS	LEXILE
UNIT 3 Defining Courage and Freedom	*The Journey That Saved Curious George* Louise Borden		Many people are familiar with the author and illustrator team of Margaret and H.A. Rey, creators of the beloved Curious George series of picture books. However, few know that they were involved in a real-life adventure of their own during World War II. The Reys escaped the German Army as they invaded Paris and fled to Southern France on bicycles. This beautifully illustrated text in the style of the Reys' work is interspersed with primary documents including their diaries, photographs, manuscript, and sketches.	950L
UNIT 3 Defining Courage and Freedom	*A Single Shard* Linda Sue Park		Set in 12th Century Korea, 13 year-old orphan Tree-ear watches and admires the work of a master potter. Tree-ear wants to learn the potter's craft and sets out to do so by becoming his apprentice. Winner of the Newberry Medal.	920L
UNIT 3 Defining Courage and Freedom	*Nelson Mandela* Laura Langston		This powerful biography of South Africa's first black president, Nelson Mandela is told through free verse and realistic paintings that hold the reader's attention. Mandela's story spans from his life as a young child to when he became a lawyer as a young man and eventually fought apartheid. His struggles for freedom in South Africa through the time he becomes the leader of South Africa are captured in poetic-like verse. The book closes with a detailed author's note about Mandela's life.	960L
UNIT 4 Innovating for the Future	*Steve Jobs* Nick Hunter		Learn about Apple CEO Steve Jobs through this biography that describes his childhood and how interest in computers developed at a young age. Discover how Jobs created Apple, his successes and pitfalls, and how he became a strong influence on the world of technology.	1010L
UNIT 4 Innovating for the Future	*George's Cosmic Treasure Hunt* Lucy Hawking Stephen Hawking		In this fun and engaging novel, middle-schoolers George and Annie go to the U.S. on a cosmic mission. The pair embarks on an adventure to repair the Cosmos after Annie receives a coded message. Comic-like illustrations and photographs are interspersed throughout the text. The book also includes essays by Professor Hawking and other leading scientists about the latest research on space travel.	940L
UNIT 4 Innovating for the Future	*No Easy Answers: Our Digital World* Gordon West		With advances in technology occurring at a mile a minute, who's to say what direction we're actually headed? It's possible the progress we've made might actually lead to decline. Is social media destroying our social skills? Are smart-phones making us less smart? Are video games bad for you? This book poses some difficult questions, and there may be no easy answers.	1100L



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Common Core

Standards for Mathematical Practice

Throughout the program, students at every grade level

- ✔ Make sense of problems and persevere in solving them.
- ✔ Reason abstractly and quantitatively.
- ✔ Construct viable arguments and critique the reasoning of others.
- ✔ Model with mathematics.
- ✔ Use appropriate tools strategically.
- ✔ Attend to precision.
- ✔ Look for and make use of structure.
- ✔ Look for and express regularity in repeated reasoning.

Common Core Domains

39 **Counting and Cardinality**
(Grade K)

40 **Operations and Algebraic Thinking**
(Grades K–5)

43 **Expressions and Equations**
(Grade 6)

44 **Number and Operations in Base Ten**
(Grades K–5)

47 **Number and Operations—Fractions**
(Grades 3–5)

49 **The Number System**
(Grade 6)

50 **Ratios and Proportional Relationships**
(Grade 6)

51 **Measurement and Data**
(Grades K–5)

55 **Statistics and Probability**
(Grade 6)

56 **Geometry**
(Grades K–6)

Domain **Counting and Cardinality**

	K	1	2	3	4	5	6
Know number names and the count sequence.							
Count to 100 by ones.	**K.CC.1** Topic 6						
Count to 100 by tens.	**K.CC.1** Topic 6						
Count forward from a given number.	**K.CC.2** Topics 4–6						
Write numbers from 0 to 20.	**K.CC.3** Topics 1–3, 5						
Represent up to 20 objects with a written numeral.	**K.CC.3** Topics 1–3, 5						
Count to tell the number of objects.							
Understand the relationship between numbers and quantities.	**K.CC.4** Topics 1–3						
Connect counting to cardinality.	**K.CC.4** Topics 1–3						
Count objects, saying the number names in the standard order.	**K.CC.4.a** Topics 1, 3						
Pair each object counted with one and only one number name and vice versa.	**K.CC.4.a** Topics 1, 3						
Connect the last number name said to the number of objects counted.	**K.CC.4.b** Topics 1–3, 5, 6						
Understand that the number of objects is the same regardless of how they were counted.	**K.CC.4.b** Topics 1, 5						
Understand that each successive number name represents one more.	**K.CC.4.c** Topics 2–4, 6						
Count up to 10 things in a scattered configuration.	**K.CC.5** Topics 1, 6						
Count up to 20 things in a line, rectangular array, or circle.	**K.CC.5** Topics 1, 6						
Count out up to 20 objects.	**K.CC.5** Topics 1–3, 6						
Compare numbers.							
Compare the number of objects in two groups.	**K.CC.6** Topics 2, 4						
Compare two numbers between 1 and 10.	**K.CC.7** Topic 4						

Domain **Operations and Algebraic Thinking**

	K	1	2	3	4	5	6
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.							
Represent addition using a variety of models.	**K.OA.1** Topics 4, 7						
Represent subtraction using a variety of models.	**K.OA.1** Topics 4, 8						
Add within 10 using objects and drawings.	**K.OA.2** Topic 7						
Solve addition word problems within 10.	**K.OA.2** Topic 7						
Subtract within 10 using objects and drawings.	**K.OA.2** Topic 8						
Solve subtraction word problems within 10.	**K.OA.2** Topic 8						
Decompose numbers less than or equal to 10.	**K.OA.3** Topic 9						
Record decomposition of numbers less than or equal to 10.	**K.OA.3** Topic 9						
Make 10 using objects and drawings.	**K.OA.4** Topic 9						
Record how to make 10 using a drawing or equation.	**K.OA.4** Topic 9						
Fluently add within 5.	**K.OA.5** Topic 7						
Fluently subtract within 5.	**K.OA.5** Topic 8						
Represent and solve problems involving addition and subtraction.							
Add within 20 to solve word problems.		**1.OA.1** Topics 1, 4, 5					
Subtract within 20 to solve word problems.		**1.OA.1** Topics 2, 4, 6					
Solve word problems within 20 with three addends.		**1.OA.2** Topic 5					
Add within 100 to solve one-step word problems.			**2.OA.1** Topics 1–9				
Add within 100 to solve two-step word problems.			**2.OA.1** Topics 3, 9				
Subtract within 100 to solve one-step word problems.			**2.OA.1** Topics 1–9				
Subtract within 100 to solve two-step word problems.			**2.OA.1** Topics 3, 9				
Understand and apply properties of operations and the relationship between addition and subtraction.							
Apply properties of operations as strategies to add.		**1.OA.3** Topics 1, 4, 5					
Apply properties of operations as strategies to subtract.		**1.OA.3** Topics 2, 4, 6					
Understand subtraction as an unknown-addend problem.		**1.OA.4** Topics 2–4, 6					
Add and subtract within 20.							
Relate counting to addition.		**1.OA.5** Topics 3, 4					
Relate counting to subtraction.		**1.OA.5** Topics 3, 4					
Add within 20.		**1.OA.6** Topics 1, 4, 5					
Subtract within 20.		**1.OA.6** Topics 2, 4, 6					

Domain **Operations and Algebraic Thinking** *cont.*

	K	1	2	3	4	5	6
Use the relationship between addition and subtraction.		**1.OA.6** Topics 2, 4, 6					
Fluently add within 20 using mental strategies.			**2.OA.2** Topic 2				
Fluently subtract within 20 using mental strategies.			**2.OA.2** Topic 3				
Work with addition and subtraction equations.							
Understand the meaning of the equal sign.		**1.OA.7** Topics 1, 2					
Determine if equations involving addition are true or false.		**1.OA.7** Topics 4, 5					
Determine if equations involving subtraction are true or false.		**1.OA.7** Topics 2, 6					
Determine the unknown whole number in an addition equation.		**1.OA.8** Topics 1, 4–6					
Determine the unknown whole number in a subtraction equation.		**1.OA.8** Topics 2, 4, 6					
Work with equal groups of objects to gain foundations for multiplication.							
Work with even and odd numbers.			**2.OA.3** Topic 5				
Express an even number as a sum of two equal addends.			**2.OA.3** Topic 5				
Use addition to find the total number of objects in rectangular arrays.			**2.OA.4** Topic 4				
Represent and solve problems involving multiplication and division.							
Interpret products of whole numbers.				**3.OA.1** Topic 4			
Interpret whole-number quotients of whole numbers.				**3.OA.2** Topic 7			
Use multiplication within 100 to solve word problems.				**3.OA.3** Topics 4–6			
Use division within 100 to solve word problems.				**3.OA.3** Topics 7, 8			
Determine the unknown whole number in a multiplication equation.				**3.OA.4** Topics 7, 8			
Determine the unknown whole number in a division equation.				**3.OA.4** Topics 7, 8			
Understand properties of multiplication and the relationship between multiplication and division.							
Apply properties of multiplication.				**3.OA.5** Topics 4, 6			
Apply properties of division.				**3.OA.5** Topic 8			
Understand division as an unknown-factor problem.				**3.OA.6** Topic 7			
Multiply and divide within 100.							
Fluently multiply within 100.				**3.OA.7** Topic 5			
Fluently divide within 100.				**3.OA.7** Topic 8			
Solve problems involving the four operations, and identify and explain patterns in arithmetic.							
Solve two-step word problems.				**3.OA.8** Topics 2, 3, 5, 6, 8			
Assess the reasonableness of answers to two-step word problems.				**3.OA.8** Topics 2, 3, 5, 6, 8			

Domain **Operations and Algebraic Thinking** *cont.*

	K	1	2	3	4	5	6
Identify and explain arithmetic patterns.				**3.OA.9** Topics 2, 4, 5, 7			
Use the four operations with whole numbers to solve problems.							
Relate multiplication equations to multiplicative comparison.					**4.OA.1** Topic 1		
Distinguish multiplicative comparison from additive comparison.					**4.OA.2** Topics 1, 9		
Multiply to solve word problems involving multiplicative comparison.					**4.OA.2** Topics 1, 9		
Divide to solve word problems involving multiplicative comparison					**4.OA.2** Topics 1, 9		
Solve multi-step word problems.					**4.OA.3** Topics 1, 4–10		
Assess the reasonableness of answers to multi-step word problems.					**4.OA.3** Topics 1, 4–10		
Use algebraic equations to represent multi-step word problems.					**4.OA.3** Topics 1, 4–10		
Write and interpret numerical expressions.							
Use parentheses, brackets, or braces in numerical expressions.						**5.OA.1** Topics 3, 8	
Evaluate numerical expressions with parentheses, brackets, or braces.						**5.OA.1** Topics 3, 8	
Write numerical expressions that record calculations.						**5.OA.2** Topics 3, 4, 8	
Interpret numerical expressions.						**5.OA.2** Topics 3, 4, 8	
Gain familiarity with factors and multiples.							
Find factor pairs.					**4.OA.4** Topics 1, 11		
Recognize that a whole number is a multiple of each of its factors.					**4.OA.4** Topics 1, 11		
Determine whether one number is a multiple of another.					**4.OA.4** Topics 1, 11		
Identify prime or composite numbers.					**4.OA.4** Topic 11		
Generate and analyze patterns.							
Generate a number pattern that follows a given rule.					**4.OA.5** Topics 1, 2, 11, 16		
Generate a shape pattern that follows a given rule.					**4.OA.5** Topic 2		
Describe features of a pattern.					**4.OA.5** Topic 2		
Analyze patterns and relationships.							
Generate two numerical patterns using two given rules.						**5.OA.3** Topics 8, 16	
Identify relationships between corresponding terms in two numerical patterns.						**5.OA.3** Topics 8, 16	
Form ordered pairs from two numerical patterns.						**5.OA.3** Topic 16	
Graph ordered pairs generated by two patterns.						**5.OA.3** Topic 16	

Domain **Expressions and Equations**

	K	1	2	3	4	5	6
Apply and extend previous understandings of arithmetic to algebraic expressions.							
Write numerical expressions with exponents.							**6.EE.1** Topic 1
Evaluate numerical expressions with exponents.							**6.EE.1** Topic 1
Read and write algebraic expressions.							**6.EE.2** Topic 2
Evaluate algebraic expressions.							**6.EE.2** Topic 2
Write algebraic expressions that record operations.							**6.EE.2.a** Topic 2
Identify parts of an expression using mathematical terms.							**6.EE.2.b** Topic 2
View one or more parts of an expression as a single entity.							**6.EE.2.b** Topic 2
Evaluate expressions at specific values of their variables.							**6.EE.2.c** Topics 2, 3, 17
Evaluate expressions that arise from formulas.							**6.EE.2.c** Topic 17
Evaluate expressions using Order of Operations.							**6.EE.2.c** Topics 2, 3, 17
Generate equivalent expressions.							**6.EE.3** Topics 2, 4
Identify when two expressions are equivalent.							**6.EE.4** Topic 4
Reason about and solve one-variable equations and inequalities.							
Determine the values from a specified set that make an equation true.							**6.EE.5** Topics 3, 4
Determine the values from a specified set that make an inequality true.							**6.EE.5** Topics 3, 15
Solve problems by using variables to represent numbers and write expressions.							**6.EE.6** Topics 2–4
Understand how variables are used.							**6.EE.6** Topics 2–4
Write and solve equations of the form $x + p = q$.							**6.EE.7** Topics 4, 9, 15, 17
Write and solve equations of the form $px = q$.							**6.EE.7** Topics 4, 9, 15, 17
Write an inequality of the form $x > c$ or $x < c$.							**6.EE.8** Topic 15
Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions.							**6.EE.8** Topic 15
Represent solutions of inequalities on number lines.							**6.EE.8** Topic 15
Represent and analyze quantitative relationships between dependent and independent variables.							
Use variables to represent two quantities that change in relationship to one another.							**6.EE.9** Topics 11, 12, 15
Analyze relationships between dependent and independent variables.							**6.EE.9** Topics 11, 12, 15

Domain **Number and Operations in Base Ten**

	K	1	2	3	4	5	6
Work with numbers 11–19 to gain foundations for place value.							
Compose and decompose numbers from 11 to 19 into ten ones and some further ones.	**K.NBT.1** Topics 10, 11						
Record composition or decomposition.	**K.NBT.1** Topics 10, 11						
Understand that numbers from 11 to 19 are composed of ten ones and one to nine ones.	**K.NBT.1** Topics 10, 11						
Extend the counting sequence.							
Count to 120 from a given number.		**1.NBT.1** Topic 7					
Read and write numerals to 120.		**1.NBT.1** Topic 7					
Represent up to 120 objects with a written numeral.		**1.NBT.1** Topic 7					
Understand place value.							
Understand that the two digits of a two-digit number represent amounts of tens and ones.		**1.NBT.2** Topics 7–9					
Understand that 10 can be thought of as a bundle of ten ones — called a "ten."		**1.NBT.2.a** Topics 7, 8					
Understand that numbers from 11 to 19 are composed of ten ones and one to nine ones.		**1.NBT.2.b** Topic 7					
Understand that the numbers 10, 20, ... 90 refer to one to nine tens (and 0 ones).		**1.NBT.2.c** Topics 7, 8					
Compare two two-digit numbers and use the symbols >, =, and <.		**1.NBT.3** Topic 9					
Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.			**2.NBT.1** Topic 10				
Understand that 100 can be thought of as a bundle of ten tens — called a "hundred."			**2.NBT.1.a** Topic 10				
Understand that the numbers 100, 200, ... 900 refer to one to nine hundreds (and 0 tens and 0 ones).			**2.NBT.1.b** Topic 5				
Count within 1000.			**2.NBT.2** Topics 5, 6, 10				
Skip-count by 5s, 10s, and 100s.			**2.NBT.2** Topic 10				
Read and write base-ten numerals to 1000.			**2.NBT.3** Topics 5, 10				
Read and write number names to 1000.			**2.NBT.3** Topics 5, 10				
Use expanded form for numbers to 1000.			**2.NBT.3** Topic 10				
Compare two three-digit numbers and use the symbols >, =, and <.			**2.NBT.4** Topics 5, 10				
Generalize place value understanding for multi-digit whole numbers.							
Recognize that a digit in one place represents ten times what it represents in the place to its right.					**4.NBT.1** Topics 3, 10		
Read and write base-ten numerals for multi-digit numbers.					**4.NBT.2** Topic 3		
Read and write number names for multi-digit numbers.					**4.NBT.2** Topic 3		
Use expanded form for multi-digit numbers.					**4.NBT.2** Topic 3		
Compare two multi-digit numbers and use the symbols >, =, and <.					**4.NBT.2** Topic 3		

Domain **Number and Operations in Base Ten** *cont.*

	K	1	2	3	4	5	6
Round multi-digit whole numbers to any place.					**4.NBT.3** Topics 3–7		
Understand the place value system.							
Understand how the value of a digit in one place compares to the value in the place to its right or left.						**5.NBT.1** Topics 1, 6, 7	
Explain patterns of zeros when multiplying a number by powers of 10.						**5.NBT.2** Topics 3, 6	
Use exponents to denote powers of 10.						**5.NBT.2** Topics 3, 6, 7	
Explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10.						**5.NBT.2** Topic 6	
Explain patterns in the placement of the decimal point when a decimal is divided by a power of 10.						**5.NBT.2** Topic 7	
Read and write decimals to thousandths.						**5.NBT.3** Topic 1	
Compare decimals to thousandths.						**5.NBT.3** Topic 1	
Read and write decimals to thousandths using base-ten numerals and number names.						**5.NBT.3.a** Topic 1	
Use expanded form for decimals.						**5.NBT.3.a** Topic 1	
Compare decimals to thousandths using the symbols >, =, and <.						**5.NBT.3.b** Topic 1	
Round decimals to any place.						**5.NBT.4** Topic 2	
Use place value understanding and properties of operations to add and subtract.							
Add a two-digit number and a one-digit number.		**1.NBT.4** Topics 9, 10					
Add a two-digit number and a multiple of 10.		**1.NBT.4** Topics 9, 10					
Understand place-value concepts involved in adding two-digit numbers.		**1.NBT.4** Topics 9, 10					
Mentally find 10 more than a given number.		**1.NBT.5** Topics 9, 10					
Mentally find 10 less than a given number.		**1.NBT.5** Topics 9, 11					
Subtract multiples of 10.		**1.NBT.6** Topic 11					
Fluently add within 100.			**2.NBT.5** Topics 1–3, 5–9				
Fluently subtract within 100.			**2.NBT.5** Topics 1–3, 5–9				
Add up to four two-digit numbers.			**2.NBT.6** Topics 5, 8, 9				
Understand written methods for adding within 1000.			**2.NBT.7** Topics 7, 11				
Understand place-value concepts for addition within 1000.			**2.NBT.7** Topics 7, 11				
Subtract within 1000.			**2.NBT.7** Topics 7, 11				
Understand place-value concepts for subtraction within 1000.			**2.NBT.7** Topics 7, 11				
Mentally add 10 or 100.			**2.NBT.8** Topics 6, 10, 11				

Domain **Number and Operations in Base Ten** *cont.*

	K	1	2	3	4	5	6
Mentally subtract 10 or 100.			**2.NBT.8** Topics 7, 10, 11				
Explain why addition strategies work.			**2.NBT.9** Topics 2, 5, 8, 11, 14				
Explain why subtraction strategies work.			**2.NBT.9** Topics 3, 5, 7, 9, 11, 14				
Use place value understanding and properties of operations to perform multi-digit arithmetic.							
Round whole numbers to the nearest 10.				**3.NBT.1** Topics 1–3			
Round whole numbers to the nearest 100.				**3.NBT.1** Topics 1–3			
Fluently add within 1000.				**3.NBT.2** Topics 1–3			
Fluently subtract within 1000.				**3.NBT.2** Topics 1–3			
Fluently subtract within 1000 using the relationship between addition and subtraction.				**3.NBT.2** Topics 1–3			
Multiply one-digit whole numbers by multiples of 10.				**3.NBT.3** Topic 5			
Fluently add multi-digit whole numbers using the standard algorithm.					**4.NBT.4** Topic 4		
Fluently subtract multi-digit whole numbers using the standard algorithm.					**4.NBT.4** Topic 4		
Multiply up to a four-digit number by a one-digit number.					**4.NBT.5** Topics 5–10		
Multiply two two-digit numbers.					**4.NBT.5** Topics 7–10		
Model multi-digit multiplication.					**4.NBT.5** Topics 5–10		
Divide up to four-digit dividends by one-digit divisors.					**4.NBT.6** Topics 9, 10		
Model division of up to four-digit dividends by one-digit divisors.					**4.NBT.6** Topics 9, 10		
Perform operations with multi-digit whole numbers and with decimals to hundredths.							
Fluently multiply multi-digit whole numbers using the standard algorithm.						**5.NBT.5** Topic 3	
Divide up to four-digit dividends by two-digit divisors.						**5.NBT.6** Topic 5	
Model division of up to four-digit dividends by two-digit divisors.						**5.NBT.6** Topics 4, 5	
Add decimals to hundredths.						**5.NBT.7** Topic 2	
Subtract decimals to hundredths.						**5.NBT.7** Topic 2	
Subtract decimals using the relationship between addition and subtraction.						**5.NBT.7** Topic 2	
Multiply decimals to hundredths.						**5.NBT.7** Topic 6	
Divide decimals to hundredths.						**5.NBT.7** Topic 7	
Explain strategies used to perform decimal operations.						**5.NBT.7** Topics 2, 6, 7	

Domain **Number and Operations—Fractions**

	K	1	2	3	4	5	6
Develop understanding of fractions as numbers.							
Interpret proper fractions.				**3.NF.1** Topic 9			
Relate fractions to numbers on the number line.				**3.NF.2** Topics 9, 10			
Interpret and show unit fractions on the number line.				**3.NF.2.a** Topic 9			
Interpret and show fractions of the form a/b on the number line.				**3.NF.2.b** Topic 9			
Explain equivalence of fractions.				**3.NF.3** Topic 10			
Compare fractions by reasoning about their size.				**3.NF.3** Topic 10			
Relate fraction equivalence to size.				**3.NF.3.a** Topic 10			
Relate fraction equivalence to the number line.				**3.NF.3.a** Topic 10			
Generate and model equivalent fractions.				**3.NF.3.b** Topic 10			
Relate whole numbers and fractions.				**3.NF.3.c** Topic 10			
Compare two fractions with the same numerator or same denominator and use the symbols $>$, $=$, or $<$.				**3.NF.3.d** Topic 10			
Extend understanding of fraction equivalence and ordering.							
Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$.					**4.NF.1** Topic 11		
Recognize and generate equivalent fractions.					**4.NF.1** Topic 11		
Compare two fractions with different numerators and different denominators and use the symbols $>$, $=$, or $<$.					**4.NF.2** Topic 11		
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.							
Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.					**4.NF.3** Topic 12		
Interpret addition of fractions.					**4.NF.3.a** Topic 12		
Interpret subtraction of fractions.					**4.NF.3.a** Topic 12		
Decompose fractions.					**4.NF.3.b** Topic 12		
Add mixed numbers with like denominators.					**4.NF.3.c** Topic 12		
Subtract mixed numbers with like denominators.					**4.NF.3.c** Topic 12		
Solve word problems involving addition of fractions with like denominators.					**4.NF.3.d** Topic 12		
Solve word problems involving subtraction of fractions with like denominators.					**4.NF.3.d** Topic 12		
Multiply a fraction by a whole number.					**4.NF.4** Topic 13		
Understand a fraction a/b as a multiple of $1/b$.					**4.NF.4.a** Topic 13		
Understand that $n \times (a/b) = (n \times a)/b$.					**4.NF.4.b** Topic 13		
Solve word problems involving multiplication of a fraction by a whole number.					**4.NF.4.c** Topic 13		
Understand decimal notation for fractions, and compare decimal fractions.							
Express a fraction with denominator 10 as an equivalent fraction with denominator 100.					**4.NF.5** Topic 13		

Domain **Number and Operations—Fractions** *cont.*

	K	1	2	3	4	5	6
Use equivalent fractions to add two fractions with respective denominators 10 and 100.					**4.NF.5** Topic 13		
Use decimal notation for fractions with denominators 10 or 100.					**4.NF.6** Topic 13		
Use decimal notation to describe length.					**4.NF.6** Topic 13		
Show decimals on a number line.					**4.NF.6** Topic 13		
Compare two decimals to hundredths and use the symbols >, =, and <.					**4.NF.7** Topic 13		
Use equivalent fractions as a strategy to add and subtract fractions.							
Add fractions with unlike denominators.						**5.NF.1** Topic 9	
Add mixed numbers with unlike denominators.						**5.NF.1** Topic 10	
Subtract fractions with unlike denominators.						**5.NF.1** Topic 9	
Subtract mixed numbers with unlike denominators.						**5.NF.1** Topic 10	
Solve word problems involving addition of fractions.						**5.NF.2** Topics 9, 10	
Solve word problems involving subtraction of fractions.						**5.NF.2** Topics 9, 10	
Estimate mentally and assess the reasonableness of a fraction sum or difference.						**5.NF.2** Topics 9, 10	
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.							
Interpret a fraction as division.						**5.NF.3** Topic 11	
Solve word problems involving division of whole numbers with answers that are fractions or mixed numbers.						**5.NF.3** Topic 11	
Multiply a whole number by a fraction.						**5.NF.4** Topic 11	
Multiply a fraction by a fraction.						**5.NF.4** Topic 11	
Interpret the product of a fraction and a whole number.						**5.NF.4.a** Topic 11	
Relate multiplication of fractions and the area of a rectangle with fractional side lengths.						**5.NF.4.b** Topic 11	
Interpret multiplication as scaling (resizing).						**5.NF.5** Topic 11	
Predict the size of a product compared to the size of one factor on the basis of the size of the other factor.						**5.NF.5.a** Topic 11	
Explain the effect of multiplying a given number by a fraction greater than 1, less than 1, or equal to 1.						**5.NF.5.b** Topic 11	
Solve real-world problems involving multiplication of fractions.						**5.NF.6** Topic 11	
Solve real-world problems involving multiplication of mixed numbers.						**5.NF.6** Topic 11	
Divide whole numbers and unit fractions.						**5.NF.7** Topic 11	
Interpret division of a unit fraction by a whole number.						**5.NF.7.a** Topic 11	
Interpret division of a whole number by a unit fraction.						**5.NF.7.b** Topic 11	
Solve real-world problems involving division of fractions and whole numbers.						**5.NF.7.c** Topic 11	

Domain **The Number System**

	K	1	2	3	4	5	6
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.							
Divide fractions.							**6.NS.1** Topic 9
Solve word problems involving division of fractions by fractions.							**6.NS.1** Topic 9
Compute fluently with multi-digit numbers and find common factors and multiples.							
Fluently divide multi-digit numbers using the standard algorithm.							**6.NS.2** Topics 3, 4
Fluently add multi-digit decimals using the standard algorithm.							**6.NS.3** Topics 3, 6
Fluently subtract multi-digit decimals using the standard algorithm.							**6.NS.3** Topics 3, 6
Fluently multiply multi-digit decimals using the standard algorithm.							**6.NS.3** Topics 3, 6
Fluently divide decimals using the standard algorithm.							**6.NS.3** Topics 3, 6
Find the greatest common factor of two numbers.							**6.NS.4** Topic 5
Find the least common multiple of two numbers.							**6.NS.4** Topic 7
Use the distributive property.							**6.NS.4** Topic 5
Apply and extend previous understandings of numbers to the system of rational numbers.							
Interpret positive and negative numbers.							**6.NS.5** Topic 10
Show rational numbers on the number line.							**6.NS.6** Topics 9, 10
Show points on the number line with negative number coordinates.							**6.NS.6** Topic 10
Graph points with negative number coordinates.							**6.NS.6** Topic 10
Interpret opposites of numbers.							**6.NS.6.a** Topic 10
Relate signs of numbers in ordered pairs to quadrants of the coordinate plane.							**6.NS.6.b** Topic 10
Relate signs of numbers in ordered pairs to reflections in the coordinate plane.							**6.NS.6.b** Topic 10
Find and position integers on a horizontal or vertical number line.							**6.NS.6.c** Topic 10
Find and position pairs of integers on a coordinate plane.							**6.NS.6.c** Topic 10
Find and position pairs of rational numbers on a coordinate plane.							**6.NS.6.c** Topic 10
Order rational numbers.							**6.NS.7** Topic 10
Understand absolute value.							**6.NS.7** Topic 10
Relate inequalities to number lines.							**6.NS.7.a** Topic 10
Write, interpret, and explain ordering of rational numbers in real-world contexts.							**6.NS.7.b** Topic 10
Interpret the absolute value of a rational number.							**6.NS.7.c** Topic 10
Relate absolute value and order.							**6.NS.7.d** Topic 10
Graph points in the coordinate plane.							**6.NS.8** Topic 10
Find distances between points with the same first coordinate or the same second coordinate.							**6.NS.8** Topic 10

Domain **Ratios and Proportional Relationships**

	K	1	2	3	4	5	6
Understand ratio concepts and use ratio reasoning to solve problems.							
Understand and apply the concept of a ratio.							**6.RP.1** Topics 7, 12
Understand the concept of a unit rate.							**6.RP.2** Topics 12, 13
Use rate language.							**6.RP.2** Topics 12, 13
Solve problems involving ratios.							**6.RP.3** Topics 12–14
Solve problems involving rates.							**6.RP.3** Topics 12–14
Make tables of equivalent ratios.							**6.RP.3.a** Topic 13
Find missing values in tables of equivalent ratios.							**6.RP.3.a** Topic 13
On the coordinate plane, plot pairs of values given in tables of equivalent ratios.							**6.RP.3.a** Topic 13
Use tables to compare ratios.							**6.RP.3.a** Topic 13
Solve unit rate problems.							**6.RP.3.b** Topics 12, 13
Find a percent of a quantity.							**6.RP.3.c** Topic 14
Find the whole, given a part and the percent.							**6.RP.3.c** Topic 14
Convert measurement units.							**6.RP.3.d** Topic 16
Transform measurement units when multiplying or dividing quantities.							**6.RP.3.d** Topic 16

Domain **Measurement and Data**

	K	1	2	3	4	5	6
Describe and compare measurable attributes.							
Describe length as a measurable attribute of objects.	**K.MD.1** Topic 12						
Describe weight as a measurable attribute of objects.	**K.MD.1** Topic 12						
Describe several measurable attributes of a single object.	**K.MD.1** Topic 12						
Directly compare and describe two objects with a measurable attribute in common.	**K.MD.2** Topic 12						
Measure lengths indirectly and by iterating length units.							
Order three objects by length.		**1.MD.1** Topic 12					
Compare the lengths of two objects indirectly by using a third object.		**1.MD.1** Topic 12					
Understand and use length units.		**1.MD.2** Topic 12					
Measure and estimate lengths in standard units.							
Use rulers, yardsticks, meter sticks, and measuring tapes.			**2.MD.1** Topic 15				
Use and analyze different length units for the same object.			**2.MD.2** Topic 15				
Estimate lengths using inches or feet.			**2.MD.3** Topic 15				
Find how much longer one object is than another in standard units.			**2.MD.4** Topic 15				
Relate addition and subtraction to length.							
Use addition to solve word problems involving lengths.			**2.MD.5** Topic 15				
Use subtraction to solve word problems involving lengths.			**2.MD.5** Topic 15				
Represent whole numbers as lengths on a number line.			**2.MD.6** Topics 8, 9				
Show sums and differences within 100 on a number line.			**2.MD.6** Topics 8, 9				
Tell and write time.							
Tell and write time in hours.		**1.MD.3** Topic 13					
Tell and write time in half-hours.		**1.MD.3** Topic 13					
Work with time and money.							
Tell and write time to the nearest five minutes.			**2.MD.7** Topic 16				
Use a.m. and p.m.			**2.MD.7** Topic 16				
Solve word problems involving dollars and cents.			**2.MD.8** Topics 13, 14				
Use $ and ¢ symbols.			**2.MD.8** Topics 13, 14				
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.							
Tell and write time to the nearest minute.				**3.MD.1** Topic 12			
Measure time intervals in minutes.				**3.MD.1** Topic 12			
Solve word problems involving addition and subtraction of time intervals in minutes.				**3.MD.1** Topic 12			

Domain **Measurement and Data** *cont.*

	K	1	2	3	4	5	6
Represent a time problem on a number line.				**3.MD.1** Topic 12			
Measure and estimate liquid volumes using standard units of liters (l).				**3.MD.2** Topic 15			
Solve one-step word problems involving liquid volumes.				**3.MD.2** Topic 15			
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.							
Know relative sizes of measurement units within one system of units.					**4.MD.1** Topic 14		
Know relative sizes of units of length.					**4.MD.1** Topic 14		
Know relative sizes of units of mass.					**4.MD.1** Topic 14		
Know relative sizes of units of weight.					**4.MD.1** Topic 14		
Know relative sizes of units of liquid volume.					**4.MD.1** Topic 14		
Know relative sizes of units of time.					**4.MD.1** Topic 14		
Convert from larger units to smaller units.					**4.MD.1** Topics 13, 14		
Make a table of measurement equivalents.					**4.MD.1** Topics 13, 14		
Solve word problems involving distances.					**4.MD.2** Topics 13–15		
Solve word problems involving intervals of time.					**4.MD.2** Topics 14, 15		
Solve word problems involving liquid volumes.					**4.MD.2** Topics 14, 15		
Solve word problems involving masses of objects.					**4.MD.2** Topics 14, 15		
Solve word problems involving money.					**4.MD.2** Topics 13–15		
Use the four operations to solve measurement word problems involving simple fractions.					**4.MD.2** Topics 13–15		
Represent measurement quantities on number line diagrams.					**4.MD.2** Topics 13–15		
Use the area formula for rectangles.					**4.MD.3** Topic 15		
Use the perimeter formula for rectangles.					**4.MD.3** Topic 15		
Convert like measurement units within a given measurement system.							
Convert measurement units.						**5.MD.1** Topic 13	
Use conversions to solve real-world problems.						**5.MD.1** Topic 13	
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.							
Recognize area as an attribute of plane figures.				**3.MD.5** Topic 14			
Understand concepts of area measurement.				**3.MD.5** Topic 14			
Understand the concept of square unit.				**3.MD.5.a** Topic 14			
Relate *n* unit squares to an area of *n* square units.				**3.MD.5.b** Topic 14			
Measure areas by counting in square inches and feet.				**3.MD.6** Topic 14			

Domain **Measurement and Data** *cont.*

	K	1	2	3	4	5	6
Measure areas by counting unit squares in improvised units.				**3.MD.6** Topic 14			
Relate area to the operation of multiplication.				**3.MD.7** Topic 14			
Relate area to the operation of addition.				**3.MD.7** Topic 14			
Find the area of a rectangle by tiling it.				**3.MD.7.a** Topic 14			
Show that the area of a rectangle can be found by multiplying the side lengths.				**3.MD.7.a** Topic 14			
Multiply side lengths to find areas of rectangles.				**3.MD.7.b** Topic 14			
Represent whole-number products as rectangular areas in mathematical reasoning.				**3.MD.7.b** Topic 14			
Use tiling to show that the area of a rectangle with side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$.				**3.MD.7.c** Topics 6, 14			
Use area models to represent the distributive property.				**3.MD.7.c** Topic 14			
Find areas of rectilinear figures by decomposing them into non-overlapping rectangles.				**3.MD.7.d** Topics 6, 14			
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.							
Solve perimeter problems.				**3.MD.8** Topics 6, 13, 14			
Solve perimeter problems involving finding an unknown side length.				**3.MD.8** Topic 13			
Exhibit rectangles with the same perimeter and different areas.				**3.MD.8** Topic 13			
Exhibit rectangles with the same area and different perimeters.				**3.MD.8** Topic 14			
Geometric measurement: understand concepts of angle and measure angles.							
Understand how angles are formed.					**4.MD.5** Topic 16		
Understand concepts of angle measurement.					**4.MD.5** Topic 16		
Relate angle measurement in degrees to circles.					**4.MD.5.a** Topic 16		
Relate one-degree angles to n-degree angles.					**4.MD.5.b** Topic 16		
Measure angles using a protractor.					**4.MD.6** Topic 16		
Sketch angles of specified measure.					**4.MD.6** Topic 16		
Recognize angle measure as additive.					**4.MD.7** Topic 16		
Solve addition and subtraction problems to find unknown angles on a diagram.					**4.MD.7** Topic 16		
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.							
Recognize volume as an attribute of solid figures.						**5.MD.3** Topic 12	
Understand concepts of volume measurement.						**5.MD.3** Topic 12	
Understand the concept of cubic unit.						**5.MD.3.a** Topic 12	
Relate n unit cubes to a volume of n cubic units.						**5.MD.3.b** Topic 12	

Domain **Measurement and Data** *cont.*

	K	1	2	3	4	5	6
Measure volumes by counting in cubic inches and feet.						**5.MD.4** Topic 12	
Measure volumes by counting unit cubes in improvised units.						**5.MD.4** Topic 12	
Relate volume to the operations of multiplication and addition.						**5.MD.5** Topic 12	
Solve real-world and mathematical problems involving volume.						**5.MD.5** Topic 12	
Show that the volume of a right rectangular prism can be found by multiplying the edge lengths.						**5.MD.5.a** Topic 12	
Show that the volume of a right rectangular prism can be found by multiplying the height by the area of the base.						**5.MD.5.a** Topic 12	
Represent threefold whole-number products as volumes.						**5.MD.5.a** Topic 12	
Use the formulas $V = \ell \times w \times h$ and $V = b \times h$ for rectangular prisms.						**5.MD.5.b** Topic 12	
Find volumes of solid figures composed of two non-overlapping right rectangular prisms.						**5.MD.5.c** Topic 12	
Classify objects and count the number of objects in each category.							
Classify objects into given categories.	**K.MD.3** Topics 9, 13						
Count the numbers of objects in a category.	**K.MD.3** Topics 9, 13						
Sort categories by count.	**K.MD.3** Topics 9, 13						
Represent and interpret data.							
Organize, represent, interpret, and compare data with up to three categories.		**1.MD.4** Topic 14					
Measure objects to generate whole-number length data.			**2.MD.9** Topic 16				
Make repeated measurements of the same object to generate length data.			**2.MD.9** Topic 16				
Draw a picture graph to represent a data set with up to four categories.			**2.MD.10** Topic 16				
Draw a bar graph with up to four categories.			**2.MD.10** Topic 16				
Solve problems using data presented in a bar graph.			**2.MD.10** Topic 16				
Draw a scaled picture graph to represent a data set with several categories.				**3.MD.3** Topic 16			
Draw a scaled bar graph to represent a data set with several categories.				**3.MD.3** Topic 16			
Solve problems using information presented in scaled bar graphs.				**3.MD.3** Topic 16			
Find lengths involving halves and fourths of a unit and display them in a line plot.				**3.MD.4** Topic 16			
Solve problems involving addition and subtraction of fractions by using measurement data in line plots.					**4.MD.4** Topic 15		
Make a line plot to display measurements involving halves, fourths, and eighths of a unit.					**4.MD.4** Topic 15		
Solve problems involving fraction operations by using measurement data in line plots.						**5.MD.2** Topic 14	

Domain **Statistics and Probability**

	K	1	2	3	4	5	6
Develop understanding of statistical variability.							
Understand statistical questions.							**6.SP.1** Topic 19
Understand how data are described by a measure of center.							**6.SP.2** Topic 19
Understand how data are described by their spread.							**6.SP.2** Topic 19
Understand how data are described by the overall shape.							**6.SP.2** Topic 19
Understand how a measure of center describes the data values.							**6.SP.3** Topic 19
Understand how a measure of variability describes how the data values in a set vary.							**6.SP.3** Topic 19
Summarize and describe distributions.							
Display numerical data in plots on a number line.							**6.SP.4** Topic 19
Display numerical data in dot plots.							**6.SP.4** Topic 19
Display numerical data in histograms.							**6.SP.4** Topic 19
Display numerical data in box plots.							**6.SP.4** Topic 19
Summarize numerical data in relation to their context.							**6.SP.5** Topic 19
For numerical data, report the number of observations.							**6.SP.5.a** Topic 19
For numerical data, describe the nature of the attribute under investigation.							**6.SP.5.b** Topic 19
For numerical data, describe how the investigated attribute was measured and its units of measurement.							**6.SP.5.b** Topic 19
Find the median of a set of data.							**6.SP.5.c** Topic 19
Find the mean of a set of data.							**6.SP.5.c** Topic 19
Find the interquartile range and/or mean absolute deviation of a data set.							**6.SP.5.c** Topic 19
Describe overall patterns or deviations in a data set.							**6.SP.5.c** Topic 19
Relate a measure of center to the shape of the data distribution and context of data collection.							**6.SP.5.d** Topic 19
Relate a measure of variability to the shape of the data distribution and context of data collection.							**6.SP.5.d** Topic 19

Domain **Geometry**

	K	1	2	3	4	5	6
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).							
Describe shapes in the environment.	**K.G.1** Topic 15						
Describe position.	**K.G.1** Topic 15						
Correctly name shapes regardless of their orientations.	**K.G.2** Topics 14, 16						
Correctly name shapes regardless of their overall size.	**K.G.2** Topics 14, 16						
Identify two-dimensional shapes as flat.	**K.G.3** Topics 14, 16						
Identify three-dimensional shapes as solid.	**K.G.3** Topics 14, 16						
Analyze, compare, create, and compose shapes.							
Analyze and compare two- and three-dimensional shapes in different sizes.	**K.G.4** Topic 16						
Analyze and compare two- and three-dimensional shapes in different orientations.	**K.G.4** Topic 16						
Build and draw shapes to model shapes in the world.	**K.G.5** Topic 16						
Compose simple shapes to form larger shapes.	**K.G.6** Topic 16						
Reason with shapes and their attributes.							
Distinguish between defining attributes versus non-defining attributes.		**1.G.1** Topic 15					
Build and draw shapes with defining attributes.		**1.G.1** Topic 15					
Compose two- and three-dimensional shapes.		**1.G.2** Topic 15					
Compose new shapes from composite shapes.		**1.G.2** Topic 15					
Partition circles and rectangles into two equal shares and use related vocabulary.		**1.G.3** Topic 16					
Partition circles and rectangles into four equal shares and use related vocabulary.		**1.G.3** Topic 16					
Recognize that decomposing shapes into more equal shares creates smaller shares.		**1.G.3** Topic 16					
Recognize and draw two- and three-dimensional shapes having specified attributes.			**2.G.1** Topic 12				
Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.			**2.G.1** Topic 12				
Partition a rectangle into rows and columns of same-size squares and count the squares.			**2.G.2** Topic 12				
Partition circles and rectangles into two, three, or four equal shares, and use related vocabulary.			**2.G.3** Topic 12				
Recognize that equal shares of identical wholes need not have the same shape.			**2.G.3** Topic 12				
Understand that shapes in different categories may share attributes.				**3.G.1** Topic 11			
Understand that shared attributes of shapes can define a larger category.				**3.G.1** Topic 11			
Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and draw quadrilaterals that are non-examples.				**3.G.1** Topic 11			
Partition shapes into parts with equal areas.				**3.G.2** Topics 11, 14			
Express the area of each equal part of a shape as a unit fraction of the whole.				**3.G.2** Topics 11, 14			

Domain **Geometry** *cont.*

	K	1	2	3	4	5	6
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.							
Draw and identify points, lines, line segments, and rays.					**4.G.1** Topic 16		
Draw and identify parallel and perpendicular lines.					**4.G.1** Topic 16		
Draw and identify angles.					**4.G.1** Topic 16		
Draw and identify right, acute, and obtuse angles.					**4.G.1** Topic 16		
Use parallel or perpendicular lines to classify figures.					**4.G.2** Topic 16		
Use angle measure to classify figures.					**4.G.2** Topic 16		
Categorize and identify right triangles.					**4.G.2** Topic 16		
Understand line symmetry.					**4.G.3** Topic 16		
Identify line-symmetric figures.					**4.G.3** Topic 16		
Draw lines of symmetry.					**4.G.3** Topic 16		
Classify two-dimensional figures into categories based on their properties.							
Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.						**5.G.3** Topic 15	
Classify two-dimensional figures in a hierarchy based on properties.						**5.G.4** Topic 15	
Graph points on the coordinate plane to solve real-world and mathematical problems.							
Understand a coordinate system.						**5.G.1** Topic 16	
Graph points in the first quadrant of the coordinate plane.						**5.G.2** Topic 16	
Interpret coordinate values of points in the first quadrant of the coordinate plane.						**5.G.2** Topic 16	
Solve real-world and mathematical problems involving area, surface area, and volume.							
Find area by composing a figure into rectangles.							**6.G.1** Topics 8, 11, 17
Find area by decomposing a figure into triangles and other shapes.							**6.G.1** Topics 8, 11, 17
Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths.							**6.G.2** Topic 18
Show that the volume of a right rectangular prism with fractional edge lengths can be found by multiplying the edge lengths of the prism.							**6.G.2** Topic 18
Apply the formulas $V = \ell\ w\ h$ and $V = b\ h$ to find volumes of right rectangular prisms with fractional edge lengths.							**6.G.2** Topic 18
Draw polygons in the coordinate plane.							**6.G.3** Topics 10, 11
Find the length of a side of a polygon drawn in the coordinate plane.							**6.G.3** Topic 11
Represent three-dimensional figures using nets.							**6.G.4** Topics 17, 18
Use nets to find the surface area of three-dimensional figures.							**6.G.4** Topic 18