



2021 TRANSMITTAL AND SUMMARY FORM

Proposed School Information

Proposed Charter School Name:	South Shore Charter School		
Education Corporation Name:	South Shore Charter School		
Incorporating by Reference:	No	Ed. Corp Status	New Education Corporation
Opening Date:	08/01/2022	School District (or NYC CSD):	Central Islip School District

Proposed Grades and Enrollment

Charter Year	Grades	Enrollment
Year 1	K-1	150
Year 2	K-2	225
Year 3	K-3	300
Year 4	K-4	375
Year 5	K-5	450

Proposed Affiliations (if any)

Charter Management Organization ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	
Partner Public Contact Info (Name, Phone):	

Lead Applicant Contact Information

Lead Applicant Name: Dermoth Mattison

Applicant is a (check all that apply): Parent Teacher School Administrator District Resident Education Corp./Charter School

Organization Name: [Redacted]

Applicant Mailing Address: [Redacted]

Primary Phone #: [Redacted] Secondary Phone #: [Redacted] Email: [Redacted]

Secondary Applicant Name (If Applicable): [Redacted]

Applicant is a (check all that apply): Parent Teacher School Administrator District Resident Education Corp./Charter School

Organization Name: [Redacted]

Applicant Mailing Address: [Redacted]

Primary Phone #: [Redacted] Secondary Phone #: [Redacted] Email: [Redacted]

Media/Public Contact Information (required)

Name:	Dermoth Mattison	Phone #:	516-254-4252	Email:	info@southshorecharterscl
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Program Design

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

There has been no change since the submission of the Intent to Apply Form.

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.

There has been no change since the submission of the Intent to Apply Form.

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.)**

There has been no change since the submission of the Intent to Apply Form.

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.

There has been no change since the submission of the Intent to Apply Form.

Lead Applicant Signature

Signature:

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

R-00b - Statistical Overview

Request is not applicable.

R-00c - Replication Checklist

Request is not applicable.

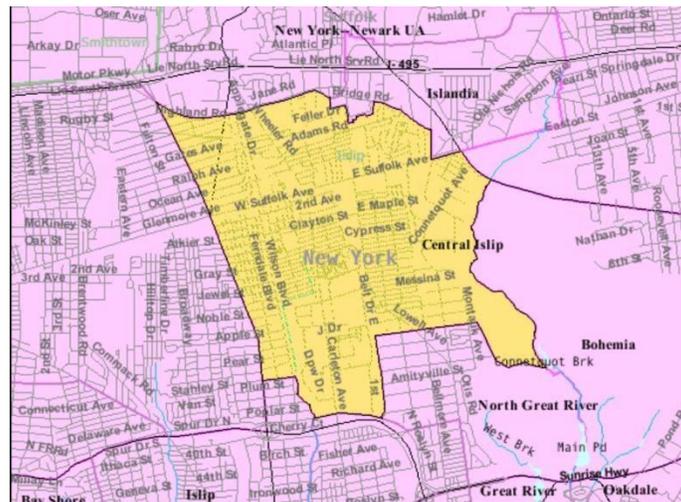
R-01ac - Community Need and Proposed School Impact

1a. Community Description and Need

Provide a narrative analysis of the community and target population for the school including:

- A description of the community from which the proposed school intends to draw students;
- Community demographics including available information and/or changes related to the COVID-19 pandemic;
- A description of the specific population of students the proposed school intends to serve;
- The applicant's rationale for selecting the community;
- Performance of local schools in meeting the community's need;
- How the proposed school would provide a needed alternative for the community; and,
- A detailed discussion of the impact of the COVID-19 pandemic on the target community, which may include:
 - o The prevalence and duration of school closures in the proposed school's catchment area;
 - o The models existing schools employed or are employing as a result of the COVID-19 pandemic (e.g., fully remote, hybrid, etc.); and,
 - o Any available statistics regarding student attendance rates and/or other relevant quantitative and/or qualitative data indicating the extent to which prospective students are receiving regular instruction within the community's educational offerings.

Central Islip (see Figure 1a.1) is considered a hamlet with a total area of 7.1 square miles and is located in the town of Islip in Suffolk County, New York, nestled on the southern shore of Long Island. According to the 2010 Census, the population was 34,450 people.



Central Islip is bordered by Brentwood, Bohemia, Islip and Bayshore, which with Central Islip, comprise the entire Suffolk County area. More detailed census data about Central Islip and these adjacent towns are detailed in Table 1a.1, including demographic breakdowns by race, income, and educational attainment.

Demographic Comparison of Central Islip and Neighboring Communities 2010 - 2016						
Item	Central Islip	Brentwood	Bohemia	Islip	Bay Shore	Suffolk County
Population, (Est. - 2019)	31,205	62,942	9,262	17,853	29,799	1,476,601
Population 2010	34,450	60,664	10,180	18,869	26,337	1,493,116
Percent Change	10%	3.6%	9%	5.3%	13%	1.1%
Persons Under age 18 (2010)	23.5%	25.3%	21.6%	19.6%	26.9%	20.9%
Black (2010)	25.1%	14.9%	2.7%	5.9%	24.7%	8.8%
Hispanic (2010)	47.5%	69%	10.4%	15.8%	38.9%	20.2%
White alone, not Hispanic or Latino (2010)	22.9%	15.4%	84.9%	75.4%	34.7%	66.6%
Asian (2010)	3.7%	2.0%	1.8%	1.8%	4.2%	4.2%
High School grad or higher (Age 25+), 2015-19	75.5%	69%	93.8%	91.9%	84.5%	90.6%
BA or higher (Age 25+), 2015-2019	18%	13.9%	32.6%	37.1%	31.3%	36.3%
Median HH Income, 2018	\$74,458	\$82,165	\$92,113	\$110,387	\$80,341	\$100,468
Per Capita Income, last 12 months, 2015-2019	\$28,501	\$25,402	\$42,836	\$45,242	\$33,830	44,465
Persons in poverty, percent	9.1%	10.9%	6.2%	7.2%	9.6%	6.8%

Table 1a.1 Suffolk County Census Data, *Source: US Census 2010*

History

After centuries of habitation by a subdivision of the Algonquin Indians, the township of Islip became a hub for commerce with the extension of the Long Island Railroad with Central Islip becoming the important intersection between stage and rail. The population continued to grow into the late 1800s, attracting a diverse set of European immigrants, and medical workers to tend to the area's main employer, the Central Islip Psychiatric Center.

A century later, in the later 1990s, Central Islip saw a renewal with new housing developments, commercial properties, and key government complexes, providing steady middle class employment for a diverse population, marked by changing demographics. By the 2010 census, the population density was 4,398 per square mile with a racial makeup of 43% white, 25% African-American, 3.4% Asian, .9% from other races, and 5.9% from two or more races. Hispanic or Latino made up 52% of the population with foreign-born residents comprising 34.7%.

Central Islip's Hispanic population has grown dramatically, led by new immigration from Latin America. The Long Island Hispanic population tripled to nearly 330,000 residents since 1980, and it now represents approximately 12 percent of the general population. Immigrants from Central America, the Caribbean, and South America accounted for almost half of the growth in Long Island's Hispanic population since 1980.

This dramatic population growth of this particular demographic has led to a strain on school resources as they try to serve a population with very special needs with respect to English language acquisition and the social and emotional needs that come with transitioning to a new environment and culture. We believe that our school will provide another option for families to receive targeted academic, social, and emotional support for their children in an effort to prepare them for success in the later years. As well as gird them against the outside forces that might derail their academic progress.

Community Concerns

COVID-19

According to extensive data collected by the Center for Disease Control¹, COVID-19 has hit Black and Hispanic communities the hardest, with Blacks and Hispanics contracting the disease 1.1x and 1.3x than that of Whites. The hospitalization and death toll are even more grim with Blacks and Hispanics being hospitalized at a rate of almost 3 times that of whites and death rates at almost 2 times for Blacks and 2.3x for Hispanics.

Suffolk County has not been immune to this reality as this pandemic has taken its hardest toll on this Hispanic community in the region. Early in the pandemic, Brentwood saw the highest number of cases, with Central Islip ranking closely behind with the second highest². Just as nationwide trends indicate, Suffolk County's Hispanic population are often found on the frontlines as essential workers, making them more vulnerable to contracting the disease.

¹ <https://www.cdc.gov/coronavirus/2019-ncov/covid-data/investigations-discovery/hospitalization-death-by-race-ethnicity.html>

² <https://www.newsday.com/news/health/coronavirus/brentwood-high-infection-rates-1.50174465>

That coupled with living in multi-generational households has created virtual hotspots in each home, compounding the spread of the virus and resulting in the subsequent hospitalizations and deaths. In total, Suffolk County has registered over 170,000 cases of COVID-19 and 3,158 deaths as of April of 2021.

With respect to the specific impact of the COVID-19 pandemic on the Central Islip School District, in the Spring of 2020, the pandemic resulted in the closure of the Central Islip schools for the remainder of the academic year. At the start of the 2020-2021 school year, the Central Islip School district implemented a hybrid model. Students received in person instruction twice per week and remote learning the remaining days. Many Central Islip students were suddenly required to participate in remote learning, yet lacked the necessary devices to gain access to their classroom teachers. Some students did not receive devices until up to 11 months after the first date of school closure.

According to a report by Newsday, economically disadvantaged families were also unable to afford internet access to log into the district's virtual learning platform. This resulted in high absentee rates among this subgroup of students. Additionally, unlike several of the surrounding school districts in the area who re-opened for in-person learning in September 2020, the Central Islip School District did open for five days of in-person learning until May of this year.

MS-13 and Gang Violence

Another urgent concern in the Central Islip community is the presence of the MS-13 gang. On Long Island, MS-13 has had a presence for several decades, but there has been a resurgence of their violent activity in the last five years, punctuated by the brutal murder of four young Latino boys in April 2017. Suffolk County police report that MS-13 was responsible for at least 17 murders during that time and are a continued threat to the immigrant families and their youth. (Robbins, Rodriguez, 2017).³

These communities were already feeling vulnerable from this violent threat and since the start of the pandemic, have dealt with even greater trauma and loss, while trying to recover economically from the impact of lost jobs and livelihoods.

In light of these realities, South Shore Charter School is targeting the Central Islip community as a much needed additional resource on the road to resilience and recovery. Our thorough review of New York State Education Department's data, the district's English Language Learners, Students with Disabilities and Economically Disadvantaged students are performing well below New York State averages. It is our intent to target these specific populations and provide a safe haven for teaching and learning for these most vulnerable students in the county. It is our plan to mirror our enrollment to the existing numbers present in the district--31% ELLs, 12% SWD and 59% Economically Disadvantaged students.

As detailed in our school performance analysis, we are confident that we would provide a much needed alternative to schools that have historically underperformed, leaving a generation of students without the necessary emotional and academic resources to succeed. We are investing in this community because we believe we can make a measurable difference in the trajectory of their lives as they confront a post-COVID reality, marked by grief and uncertainty for themselves and their families.

³ <https://www.nytimes.com/2017/07/12/nyregion/ms-13-murders-long-island.html>

1b. Programmatic Impact

A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area;

- *Information demonstrating a thorough analysis of existing educational options for the community and target population that takes into account disruptions caused by the COVID-19 pandemic;*
- *Analysis of how the proposed school's enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools; and,*
- *Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.*

Overview

Reflecting on the existing programmatic offerings with the Central Islip community, we at South Shore Charter School believe that two of our key design elements, our focus on social emotional learning and character education, differentiate us from other schools. Given recent concerns regarding the rise of gang violence and the emotional damage created by the pandemic, we believe that these are two vital areas of priority for the Central Islip community on their way to recovery. Our school offers a unique instructional approach that intertwines social emotional learning (SEL) into our culture and academic programs. Students receive 30 minutes of SEL during circle time each morning. In addition, students have a weekly 45-minute character education class which targets issues facing our community and ways to address them through innovative solutions.

District and School Performance Analysis

We have provided state exam proficiency data for all Central Islip schools in Table 1a.2 below. Overall, Central Islip has been designated as a target district with overall proficiency in ELA and Math at 28% in 2019. While most schools are considered to be in good standing, Cordello Avenue School and the only middle school in the district, Ralph Reed, have both been targeted for support and improvement. We also question the good standing designation for most of the elementary schools in that the highest recorded levels of proficiency for ELA and Mathematics are only 38% and 46% respectively.

	ELA Proficiency (2019)	Math Proficiency (2019)	Accountability Status
Central Islip Community District	28% (836)	28% (821)	Target District
Andrew T. Morrow (K-6)	31% (84)	38% (96)	Good Standing
Anthony Alfano (K-6)	19% (49)	24% (60)	Good Standing
Central Islip Senior High	NA	NA	Good Standing
Charles A. Mulligan (K-6)	27% (150)	30% (175)	Good Standing
Cordello Avenue (K-6)	39% (113)	46% (127)	Targeted Support and Improvement
Francis J. O'Neill (1-5)	31% (103)	40% (129)	Good Standing
Marguerite L Mulvey (K-6)	28% (100)	30% (112)	Good Standing
Ralph Reed (7-8)	25% (237)	13% (122)	Comprehensive Support and Improvement

Table 1a.2 Central Islip School Proficiency Data 2019, *Source: data.nysed.gov*

When we zoomed in our analysis of the more vulnerable populations of students, including Students with Disabilities (SWDs), English Language Learners (ELLs) and Economically Disadvantaged Students, we discovered a more pressing concern. According to the NYSED testing data, these groups are performing well below the New York State average in ELA proficiency. In tables 1.3a-1.5a, we have detailed the performance of our special population of students from 2017-2019. The data shows that student performances were below the state average each year. There was one exception in 2017 when ELLs outperformed the state by one percentage point. The reason for these decline in student performance is evident in the Central Islip School District's 2020-2021 Comprehensive Improvement Plan⁴. The plan identified the absence of an effective protocol to communicate trends, patterns, and gaps to school leaders, teachers, and parents and special needs teachers. The plan also revealed deficiencies in the leadership team's understanding of data protocols. In addition, the plan also

⁴ <https://www.centralislip.k12.ny.us/common/pages/DisplayFile.aspx?itemId=49957058>

revealed that the instructional staff of the Bilingual and Special Education departments were also not using data to modify the curriculum specific to their subgroups.

South Shore Charter School is committed to serving the students in the Central Islip community who need the most support. We believe our balanced program of academic rigor with social emotional learning and a comprehensive character education approach will allow these students to improve their proficiency in the short-term and set them up for greater school success in the long-term. We will implement effective protocols for communicating data to all stakeholders in the school community. Our instructional leadership team and teaching staff will receive training and coaching on how to interpret and utilize data to modify instruction for all students, including our special population of students. We will hire a Director of Data and Assessments who will be responsible for designing high quality assessments, providing high quality data packets to support teachers with action planning and facilitating professional development to all stakeholders around data analysis. The role of the Director of Assessment and Data is discussed in detail in **12b- Qualifications and Responsibilities**. We will also prioritize analyzing the disaggregated data of Students with Disabilities, English Language Learners and Economically disadvantaged students for the purposes of modifying the curriculum and developing action plans. We have provided further details of our strategies in **R-08ad – Specific Populations**.

Sub-Group Categories	Central Islip’s ELA Proficiency (2017) Grade 3-5	New York State ELA Proficiency Average (2017) Grade 3-5
English Language Learners	6%	5%
Economically Disadvantaged	22%	29%
Students w/ Disabilities	6%	9%

Table 1a.3 Central Islip Sub-Group Performance Data 2017, *Source: data.nysed.gov*

Sub-Group Categories	Central Islip’s ELA Proficiency (2018) Grade 3-5	New York State ELA Proficiency Average (2018) Grade 3-5
English Language Learners	11%	12%
Economically Disadvantaged	27%	35%
Students w/ Disabilities	8%	14%

Table 1a.4 Central Islip Sub-Group Performance Data 2018, *Source: data.nysed.gov*

Sub-Group Categories	Central Islip's ELA Proficiency (2019) Grade 3-5	New York State ELA Proficiency Average (2019) Grade 3-5
English Language Learners	9%	12%
Economically Disadvantaged	25%	36%
Students w/ Disabilities	7%	15%

Table 1a.5 Central Islip Sub-Group Performance Data 2019, *Source: data.nysed.gov*

We deem it a great concern that students are leaving their elementary school experiences with such low levels of proficiency, undoubtedly unprepared to be successful in their middle schools. Being unsuccessful in middle school translates into poor performance at high school and college, and ultimately leads to limited chances for future success.⁵ South Shore Charter School would provide a much-needed elementary school option in the community, offering small class sizes, a strong character education program, and a compelling mission and promise to families stating that we will not only help their children make better gains, but we will give them the support and tools to become innovative leaders in their community.

Additional Target Districts

We will also be targeting the adjacent districts to Central Islip--Brentwood and Bay Shore. Brentwood is a highly populated district with the highest level of poverty and the lowest per capita income within Suffolk County. Bay Shore is a more balanced district with respect to diversity with a more educated population compared to other districts in the county. We are targeting these districts in our recruitment efforts to infuse more diversity in our school. We believe that all South Shore Charter School students would benefit from learning side by side with peers from other parts of the county who have different experiences, speak different languages, and have access to different resources overall. Suffolk County and South Shore Charter School offer a unique opportunity to create this type of diverse community, collectively committed to developing innovative leaders into the future.

In Table 1a.6, we have detailed the elementary school options in the Brentwood School District to provide a sense of their performance and how South Shore Charter School would fill a gap in the current school landscape for the Brentwood School District. In Table 1a.7, we have detailed the elementary school options in the Bay Shore School District to serve the same purpose.

⁵ <https://files.eric.ed.gov/fulltext/ED538706.pdf>

	ELA Proficiency (2019)	Math Proficiency (2019)	Accountability Status
Brentwood Community District	22% (981)	26% (1075)	Target District
East Elementary School (K-2)	NA	NA	Good Standing
Hemlock Elementary School (K-6)	21% (32)	24% (36)	Targeted Support and Improvement
Laurel Park Elementary School	24% (80)	27% (89)	Good Standing
Loretta Park Elementary School (K-6)	22% (75)	26% (88)	Good Standing
North Elementary School (K-6)	33% (112)	40% (136)	Good Standing
Northeast Elementary School (1-5)	32% (108)	27% (96)	Good Standing
Oak Park Elementary School (K-6)	19% (31)	21% (35)	Good Standing
Pine Park Elementary School	NA	NA	Good Standing
Southeast Elementary School	18% (51)	26% (75)	Good Standing
Southwest Elementary School	19% (53)	28% (79)	Comprehensive Support and Improvement
Twin Pines Elementary School	34% (111)	37% (128)	Good Standing

Table 1a.6 Brentwood School District Proficiency Data *Source: data.nysed.gov*

Our analysis of the Brentwood School District, also a designated target district in the county, reveals the same concerns. Although there are several elementary school options, the level of proficiency in both

ELA and Math are alarmingly low, suggesting that students in this district are moving onto middle school without the proper skills and mastery to be successful in the long term.

	ELA Proficiency (2019)	Math Proficiency (2019)	Accountability Status
Bay Shore Community District	41% (484)	33% (365)	Good Standing
Brook Avenue Elementary School (K-2)	NA	NA	Good Standing
Fifth Avenue School (K-2)	NA	NA	Good Standing
Gardiner Manor School (3-5)	36% (165)	31% (139)	Good Standing
Mary G Clarkson (K-2)	NA	NA	Good Standing
South Country School (3-5)	51% (113)	38% (87)	Good Standing

Table 1a.7 Bay Shore School District Proficiency Data *Source: data.nysed.gov*

While the Bay Shore School District is in better standing than its adjacent counterparts, it only has two schools that serve students from grades 3-5, crucial grades for academic preparation for middle school. In the 2020 school year, according to the BEDS data, those two schools served over 1,300 students combined in grades 3-5.

We believe that South Shore Charter School would serve as an additional option for families who seek a more intimate school setting with a distinct mission of developing their child into an innovative leader and problem solver in their communities.

Central Islip Schools

According to New York State Department of Education’s most recent available data, the number of K-12 enrolled public school students in Central Islip in 2018-2019 was 7,517 students. As displayed in Table 1a.5 below, the district has six elementary schools with grades K-6, one middle school serving grades 6-8 and one senior high school. There are currently no charter schools in the Central Islip area. Table 1a.9 outlines other key groups including the percentage of English Language Learnings, Students with Disabilities and Economically Disadvantaged.

Ethnicity Demographic Analysis

The Central Islip community has seen a swift expansion in the Latino and Hispanic communities in the past two decades and this is reflected in all of the local district schools with numbers as high as 85% of

the school population. There is greater diversity academically and socio-economically with 31% of the district classified as English Language Learners, 12% classified as students with disabilities and about 59% are economically disadvantaged.(Table 1a.8)

	American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Pacific Islander	White	Multiracial
Central Islip Community District	0% (1)	16% (1,236)	77% (5,769)	2% (140)	5% (341)	0% (30)
Andrew T. Morrow (K-6)	NA	16% (103)	76% (493)	2% (11)	5% (35)	1% (4)
Anthony Alfano (K-6)	NA	16% (84)	78% (402)	2% (9)	4% (20)	0% (2)
Central Islip Senior High	NA	18% (424)	76% (1,769)	2% (52)	4% (89)	0% (6)
Charles A. Mulligan (K-6)	0% (1)	15% (145)	78% (758)	3% (26)	3% (32)	0% (4)
Cordello Avenue (K-6)	NA	14% (83)	84% (502)	1% (6)	1% (7)	0% (1)
Francis J. O'Neill (1-5)	NA	17% (119)	77% (535)	2% (13)	3% (21)	1% (5)
Marguerite L Mulvey (K-6)	NA	13% (80)	82% (501)	1% (7)	4% (23)	0% (3)
Ralph Reed (6-8)	NA	17% (198)	71% (809)	1% (16)	10% (114)	0% (5)

Table 1a.8 Central Islip School Data by Ethnicity, Source: www.data.nysed.gov, 2018-2019

Other Key Demographic Factors for Central Islip School District

	English Language Learners	Students with Disabilities	Economically Disadvantaged
Central Islip Community District	31% (2338)	12% (884)	59% (4,472)
Andrew T. Morrow (K-6)	30% (194)	15% (100)	61% (397)
Anthony Alfano (K-6)	34% (174)	13% (68)	64% (331)
Central Islip Senior High	24% (573)	9% (205)	56% (1,309)
Charles A. Mulligan (K-6)	35% (342)	9% (89)	60% (576)
Cordello Avenue (K-6)	42% (249)	11% (66)	61% (365)
Francis J. O'Neill (1-5)	34% (239)	21% (146)	58% (403)
Marguerite L Mulvey (K-6)	45% (276)	12% (76)	66% (406)
Ralph Reed (6-8)	25% (291)	12% (134)	60% (685)

Table 1a.9 Central Islip School Data Key Demographics, Source: www.data.nysed.gov

Ethnicity and Key Demographic Data for Brentwood and Bay Shore School District

The following tables--Table 1a. 10 and 1a.11, detail the ethnicity demographic data and other relevant data for both the Brentwood and Bay Shore school districts.

	American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Pacific Islander	White	Multiracial
Brentwood School District	48% (1)	9% (1,647)	85% (15,600)	2% (419)	3% (583)	0% (80)
Bay Shore School District	0% (9)	18% (1099)	46% (2728)	5% (268)	28% (1687)	3% (164)

Table 1a.10 Brentwood and Bay Shore School District by Ethnicity, *Source: data.nysed.gov*

	English Language Learners	Students with Disabilities	Economically Disadvantaged
Brentwood School District	33% (6,065)	14% (2,577)	92% (16,866)
Bay Shore School District	11% (656)	15% (892)	60% (3,558)

Table 1a.11 Brentwood and Bay Shore School Districts by Key Demographics, *Source: data.nysed.gov*

Our analysis of this key demographic data of these additional target districts further illustrates the premise behind our outreach and enrollment strategies and our vision for South Shore Charter School. According to a Newsday article, the New York School System is the most segregated in the United States⁶. By targeting these three districts, it is our aim to create a diverse school community that brings together students of varying ethnicities, races, and socio-economic backgrounds. While Central Islip and Brentwood have large Latino populations, the Bay Shore community has greater diversity within itself and would therefore offer us the opportunity to provide a smaller, more intimate school experience to a more diverse group of learners.

Additionally, we believe economic and academic diversity is equally as important as racial and ethnic diversity. By attracting students and families with varying degrees of economic resources, we will develop a community that is invested in sharing those resources, whether time or treasure, for the betterment of the South Shore Charter School community overall.

Economics should not be a barrier to building bridges among communities and people, especially if we are all committed to the same purpose which is to cultivate in our students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society.

In 2020, according to the BEDS Day data, 14,295 elementary school students were served by our three target districts with Brentwood serving the largest population of K-5 students at 8,442 learners. As our

⁶ <https://www.newsday.com/opinion/commentary/elaine-gross-covid-19-racial-education-gap-long-island-schools-internet-access-devices-for-students-1.50181129>

target maximum enrollment when we reach grade 5 is 450 students, we do not believe that an additional school option will have an adverse impact on the viability of the existing public schools in any of these target districts. In fact, given the large population of students served by Brentwood alone, we are confident that South Shore Charter School will provide a new and innovative choice to families that will offer greater intimacy and individual support and attention to their children.

1c. Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- Enrollment expectations;
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least ten students).

South Shore Charter School will have a negligible impact on the finances of surrounding schools.

Largest Enrollment District: CENTRAL ISLIP 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 CENTRAL ISLIP UFSD School District	Projected Impact (% of District's Total Budget)
Year 1 (2022-23)	150	22,124	3,318,600	911,987	4,230,587	288,432,084	1.467%
Year 2 (2023-24)	225	22,124	4,977,900	462,066	5,439,966	288,432,084	1.886%
Year 3 (2024-25)	300	22,124	6,637,200	452,754	7,089,954	288,432,084	2.458%
Year 4 (2025-26)	375	22,124	8,296,500	543,443	8,839,943	288,432,084	3.065%
Year 5 (2026-27)	450	22,124	9,955,800	634,131	10,589,931	288,432,084	3.672%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Central Islip Four Year Financial Plan: https://www.centralislip.k12.ny.us/common/pages/DisplayFile.aspx?itemId=50199497
OTHER NOTES:	

R-02ab – Addressing Need

2a. Mission

Provide the mission statement for the proposed charter school.

MISSION

As addressed in the Community Need section of this application, we recognize that we are confronting powerful forces challenging our youth. The lure of gangs, the academic, emotional, and economic impact of the COVID-19 pandemic, and a limited number of high-performing school options in the community. In these times, we know that it is not enough to declare a general mission intended to provide our students with a rigorous academic program. We know that we must dig deeper and consider the social, emotional, and psychological needs of the students and families that we serve, in order to ensure a long-term trajectory towards success.

To that end, the mission of South Shore Charter School is to cultivate in our students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society.

Academically, South Shore Charter School will balance constructivist approaches that promote higher-level thinking and collaborative learning with standards-based instruction and assessments that provide specific learning targets and ensure greater accountability. While we honor the structure and rigor that is defined by the learning standards, we believe that a constructivist approach allows for flexibility in a child's learning and aligns to our mission of fostering curiosity in our students. According to Danforth (2005)⁷, implementing constructivist approaches to teaching and learning increases engagement among disadvantaged students.

We believe this dual approach differentiates us from other school options provided by the district in that we nurture curiosity and foster creativity in our students across the content area. Students will be challenged to utilize their critical thinking and problem solving skills. By balancing these two approaches, students will become nimble in proposing clear hypotheses while supporting them with clear evidence. They will devise their own strategies to problem-solving, with a clear sense of their learning goals within each subject area on a daily basis.

⁷ Danforth, S., & Smith, T. J. (2005). Engaging troubling students: A constructivist approach. Corwin Press.

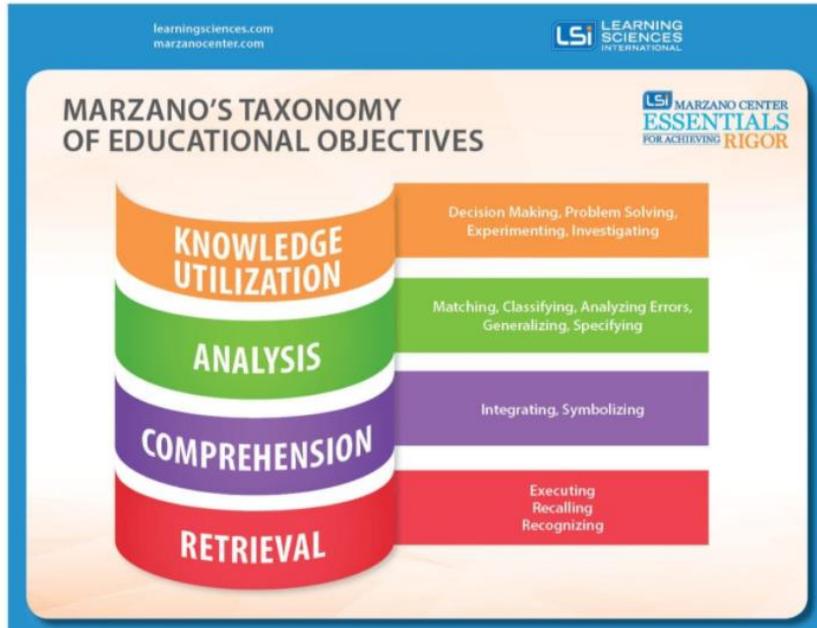


Figure 2a.1 Marzano’s Taxonomy of Educational Objectives

We will use Marzano’s Taxonomy of Educational Objectives (Figure 2a.1) as a guide to building a foundation of rigorous instruction for our students. Too often, most checks for understanding reside in the first two levels—retrieval and comprehension. Modern day problem-solving, including the demanding nature of higher education, requires that students know how to analyze and apply their knowledge. We will build our assessment process on these educational objectives to ensure that we are measuring progress against these critical targets in alignment with the Next Generation Learning Standards.

Beyond our academic program, we know that to develop innovative leaders, we must cultivate the integrity and mindset to build strong character within them. The year 2020 has shown us that the fierce sense of American individualism that has defined our society is inadequate to creating a just society in which “all men are created equal.” South Shore Charter School will provide a character development program that instills the notion of socially responsible leadership in our students. Innovation and personal success cannot come at the cost of doing harm to others. South Shore Charter School students will use their tenacity and curiosity as tools to build a better society defined by collaborative problem-solving and a commitment to doing the right thing on behalf of others.

2b. Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, which are those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. The response should also address how the key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed.

NOTE: This response should not exceed five pages in length, and the key design elements discussed should match those included in the Transmittal and Summary Form.

KEY DESIGN ELEMENTS

Our educational program is designed to foster academic rigor and a curiosity for learning by implementing the following key design elements:

1. Resilience Focused- Character Education

Our character education program will serve both as a complement and a container for our academic program. We want our students to understand that our character governs how we approach all aspects of life, including our approach to learning and achievement. Innovative leaders, in particular, must exhibit the tenacity, integrity, and curiosity needed to solve our most challenging problems. The impact of the global pandemic on communities, families, and individuals is beyond measure. Collectively, we are dealing with an immense degree of grief, economic and social upheaval. For our children, months of separation from their peers and classrooms has disrupted their sense of safety and motivation and raised questions about the path of their futures. With this in mind, we know that our character education will have to focus on building a sense of resiliency in our scholars to repair the harm from this traumatic time in our world's history. Our internally developed character education program will be grounded in the Restorative Practice and Responsive Classroom methodology, utilizing tools to create a caring school community that prioritizes relationship building and character development. At South Shore Charter School, responsive classrooms will include interactive modeling of procedures and routines, emphasizing the use of effective teacher language, logical consequence, and interactive learning structures. Restorative practices will include community-building circles, norm-setting, restorative circles and daily reflection. According to a comprehensive study released by the RAND Corporation in 2019⁸, the implementation of restorative practices has proven to reduce suspension rates among minority students at a fast rate. We believe that the implementation of these practices will improve student discipline in the Central Islip community which consists of 93% minority students. We will implement these practices to foster a sense of community where students feel a sense of belonging. Our school is founded on the core values of resilience, integrity, excellence, grit and accountability. Their detailed definitions are outlined below. These values unite our community with common goals and beliefs about what is important to our community and how we function as a school.

⁸ Scot Danforth, Terry Jo Smith (2005). *Engaging Troubling Students: A Constructivist Approach* Corwin Press

Our core values are explicitly taught, posted throughout the school and in each classroom and are interwoven throughout the school year through a social emotional learning program, intentional behavior management and discipline practices.

South Shore Charter School's Core Values

- **Resilience**--I will never give up no matter what challenge I face.
- **Integrity**--I will make the right choices no matter where I am or who I am around.
- **Excellence**--I will always do my personal best
- **Grit**--I will have courage and resolve in the face of adversity
- **Accountability**--I am responsible for myself and for you.

These values will be taught and explored on a daily basis throughout the school year. We will instill these values through three main programs: Positive Action Program, the Responsive Classroom approach to teaching and Restorative Justice Practices. Positive Actions is a comprehensive social-emotional learning curriculum that helps students develop self-management skills and encourages responsible decision making. We have chosen this program because it is a research-based program that is aligned with our core values and mission. Positive Actions has been proven to improve academic and social performance while reducing instances of disciplinary action, bullying, and other negative behaviors. Our Deans of School Culture will lead the School Culture Response Team to establish the social-emotional curriculum, closely manage school climate through data, establish a shared approach to discipline, and engage families as partners. The School Culture response team is made up of the Principal, Deans of School Culture, Guidance Counselor and Social Worker. Together, they will develop the social emotional curriculum to support the implementation of teaching and celebrating the South Shore Charter School values. All members of the school community will be expected to embody these values to model positive school culture and allow academics, innovation, and collaboration to flourish.

2. Inquiry Based Learning

Our inquiry-based learning is about cultivating curiosity in the classroom which is central to South Shore Charter School's mission. We define inquiry-based learning as the process of educational discovery, in which students are guided to see issues, ask meaningful questions, and decide how they will answer those questions. We believe that students learn best when they are given tools and resources to test their hypothesis, structures to collaborate with others and the skills and strategies necessary to access academic resources. At South Shore, lessons in all subjects will begin with an essential question to spark curiosity and prompt students to develop a course of action. Students will be required to utilize knowledge, which is the top educational objective on the Marzano taxonomy. We will have high student engagement since teachers will become facilitators and students will be actively involved in creating unique products to demonstrate their understanding. There will be high levels of collaboration between students since they will be required to work in groups to communicate and discuss their ideas. Research shows that such students who engage in inquiry-based learning yield significantly higher academic results.⁹ In the 1995 School Restructuring Study, conducted at the Center on Organization and Restructuring of Schools by Fred Newmann and colleagues at the University of Wisconsin, 2,128 students in twenty-three schools were found to have significantly higher achievement on challenging tasks when they were taught with inquiry-based teaching. This demonstrates that involvement leads to

⁹ <https://files.eric.ed.gov/fulltext/EJ1053967.pdf>

understanding.¹⁰ These practices were found to have a more significant impact on student performance than any other variable, including student background and prior achievement.¹¹ Inquiry based learning has been proven to increase the performance of English language learners. Research conducted by Amaral and Garrison showed that the academic achievement of English language learners increased when they were engaged in inquiry based learning.¹² A similar research also shows evidence that students with disability also demonstrated measurable increases in classrooms that implemented an inquiry based model.¹³ In addition, economically disadvantaged students have also seen improvements as a result of inquiry based learning due to high levels of student engagement.¹⁴ We will adapt this approach in order to increase academic rigor in the classroom to close the achievement gap among these sub-groups of students as discussed in request 1. With students consistently performing below the state average in ELA and Math, we will adopt this approach to improve student mastery of the New York State Learning Standards.

3. Extended Learning Time

To best meet the academic and social emotional needs of our students, we will offer an extended school day and an extended school year. We will offer 185 days of instruction. A typical school day will run from 7:45am to 4:00pm. This extended day will ensure students receive more instructional time to master key skills and apply new knowledge. An early release twice per month on Wednesday afternoons (2pm) will ensure teachers receive critical professional development opportunities to engage in collaborative planning, conduct data analysis, and refine their instructional approach as new and more difficult standards and content are introduced into the curriculum. According to data gathered from the NYSED portal, 66 percent of Central Islip students have been identified as economically disadvantaged. In “The Impact of Learning Time on Academic Achievement”, Jez and Wassner¹⁵ provided evidence that extended learning benefits students who are economically disadvantaged, low-performing, and of racial/ethnic minority. With only 28 percent of students scoring proficient on the 2019 New York State ELA and Math Exam, we believe that an extended school day and a longer school year will provide additional learning opportunities for students to close the achievement gap. This is especially true since the COVID-19 pandemic had significantly reduced learning opportunities for students as discussed in request 1. According to research conducted by Kidron and Linday, extended learning has proven to increase the performance of students with disabilities.¹⁶ Research also suggests that students in high-poverty schools with at least 25% more time outperform their peers in schools with less time. Our extended learning time will ensure that students have more time to engage in inquiry-based learning. This has also been proven beneficial for English Language Learners.¹⁷

¹⁰ Newmann, F., Wehlage, G. (1995). Successful School Restructuring: A Report to the Public and Educators. University of Wisconsin

¹¹ <https://www.edutopia.org/inquiry-project-learning-research>

¹² https://www.researchgate.net/publication/251349538_Helping_English_Learners_Increase_Achievement_Through_Inquiry-Based_Science_Instruction

¹³ <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1021.3831&rep=rep1&type=pdf>

¹⁴ https://scholar.stjohns.edu/cgi/viewcontent.cgi?article=1102&context=theses_dissertations

¹⁵ Su Jin Jez, Robert Wassmer (2015). The Impact of Learning Time on Academic Achievement. Education and Urban Society.

¹⁶ https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014015.pdf

¹⁷ <https://www.ewa.org/blog-latino-ed-beat/expanded-learning-time-english-language-learners>

4. Increased ELA & Math Instructional Minutes

At South Shore Charter School, we believe that students in underserved communities need an enormous amount of rich language experiences to close potential gaps and to equip them with the vocabulary and nuances to best support their ability to frame well-crafted hypotheses.¹⁸ To this end, we will offer 165 minutes of literacy each day, with a specific focus on a balanced literacy approach. This approach will include components such as shared reading, read aloud, guided reading, word study, interactive writing, independent reading and direct instruction, ensuring a highly personalized, literacy-rich experience for our students throughout their day. We will further develop a generation of innovative leaders by equipping them with several opportunities to engage in creative problem-solving. We see the math block as instrumental in cultivating a strategy-focused mindset with which our students use given information to find solutions using unique strategies. Our student schedules will include 90-minutes of math instruction on a daily basis. These additional instructional minutes will be used to challenge our students with standards-based problem-solving activities that will help them be nimble and even courageous as they encounter more complex content. Research conducted by Kidron and Lindsay (2014) showed that increased learning time improved literacy and math academic achievement in students with disabilities and students performing below standard such as English language learners and students with disabilities¹⁹. We will implement this design to improve the literacy and math performance of Central Islip students which were below the state averages in 2019.

5. Academic & Social Emotional Intervention Services

Academic intervention will be a critical component of our educational program, targeted at our Students with Disabilities, English Language Learners and Title I population. According to a Newsday article, these special populations of students fell further behind as a result of school closure.²⁰ We will use assessment and data analysis tools to identify students that may be struggling to meet specific learning targets and diagnose their needs to devise a plan for support. Our response to intervention will include a detailed learning plan, advocacy with the appropriate agencies for more comprehensive evaluation and services, and additional academic and counseling specialists to support other needs. A more detailed outline of our plan to support our special population of learners can be found in **R-08ad – Specific Populations**. In order to effectively implement our intervention plan, we will need to hire the expertise and experience necessary to address the needs of our scholars. This will include certified ENL teachers and special education certified teachers who can use various strategies, such as pushing into the classroom or inclusive co-teaching. If social emotional issues are the root cause of a student’s challenges, we will engage counselors and social workers to provide additional support that will help mitigate the impact of these issues on a child’s learning.

6. Social and Emotional Learning

Research shows that a focus on social emotional learning not only improves academic achievement by an average of 11 percentile points, but it also increases prosocial behaviors, such as kindness, sharing, and empathy, improves student attitudes toward school, and reduces depression and stress among

¹⁸ <https://news.stanford.edu/news/2013/september/toddler-language-gap-091213.html>

¹⁹ Kidron, Y., & Lindsay, J. (2014). *The effects of increased learning time on student academic and nonacademic outcomes: Findings from a meta-analytic review* (REL 2014-015). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia.

²⁰ <https://www.newsday.com/long-island/education/special-education-students-covid-19-1.50082659>

students²¹. At South Shore Charter School, we believe that a focus on social emotional learning will discourage gang involvement--a unique threat within the Central Islip community-- by fostering a sense of belonging in the school community and provide students with tools and skills to make better choices. Research conducted by Lenzi, M., et al (2017)²², showed that a higher level of emotional competence was associated with lower likelihood of students identifying as gang members. The study showed a stronger disassociation with gangs when social emotional learning is implemented at the school level. The study highlighted the importance of the school in promoting emotional regulation, empathy, and behavior regulation and its positive effects on decreasing gang involvement. We know that the distance learning required by the COVID-19 pandemic has had a profound impact on the social and emotional lives of children. Schools are not just environments for academic learning, but they are the spaces in which our children learn important interpersonal management skills, as well as build key emotional muscles like resilience, perseverance, and humility. We have yet to see the full effects of the pandemic on the lives and well-being of our children, but we know that we must take an active approach to restore the sense of safety and connection that has been lost during these past 18 months.

Figure 2b.1 CASEL's SEL Framework



Our social and emotional learning program will focus on developing the five(5) core SEL competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making outlined by the Collaborative for Academic, Social and Emotional Learning Framework(CASEL) displayed in Figure 2b.1. Each of these competencies work together to provide a comprehensive approach to the social and emotional development of students.

- *Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.*
- *Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.*

²¹ <https://srcd.onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2010.01564.x>

²² Lenzi, M., et al (2017) Adolescent gang involvement: The role of individual, family, peer, and school factors in a multilevel perspective

- *Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.*
- *Relationship skills: The abilities to establish healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.*
- *Responsible decision-making: The abilities to make caring and constructive choices about personal behaviors and social interactions across diverse situations. (CASEL.org, 2021)*

R-03ad - Proposal History

3a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act or, if a board chair, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and education background.

Dermoth Mattison, the lead applicant and proposed Executive Director of South Shore Charter School is an experienced school administrator whose educational philosophy is rooted in the core belief that all children, no matter their race, culture, or creed, can learn and perform at high levels. He has been an educator for twelve years. He strives to ensure that each student receives the best possible education using the most effective instructional practices. After completing his Master's in Childhood Education and obtaining his NYS teaching certification in Childhood Education (1-6), Dermoth spent several years teaching in elementary charter schools in Harlem and Bedford-Stuyvesant. After demonstrating leadership and delivering consistent high academic results, he was promoted to serve as an Assistant Principal at La Cima Elementary Charter School. During this time, he also obtained a Master's in Educational Leadership and Administration and his School Building and School District Leadership certifications. During his tenure, the school made significant gains in student achievement. In two-thousand and fifteen, the school also earned the National School of Character Award distinction for its outstanding implementation of an impactful character education program. After years of delivering successful results, he was assigned to serve as principal of The Academy Charter School in Hempstead, New York. There he led a team that made unprecedented gains in student achievement and climate improvement. Throughout his six years as principal, the school met and exceeded its academic growth goals with New York State. He was rated highly effective by his superintendent each year as a principal. Under his tenure, the school was recognized by New York State as a reward school for high achievement and high progress. After years of exemplary leadership as Principal, he was asked to serve as the Senior Network Principal of the Academy Charter School. In this role, Mr. Mattison worked with the superintendent and CEO to provide mentorship to the other Principals in the Academy Charter School network. In addition to his role as a school building leader, Dermoth also serves as an Adjunct Instructor in the Graduate Schools of Education at Touro College and New York Institute of Technology. He is a Suffolk County resident who cares deeply about providing a high-quality learning environment for underserved students. He currently serves as Principal at Riverhead Charter School where he provides leadership to faculty and students. In addition to his role as a school leader and adjunct instructor, Mr. Mattison is currently pursuing his Doctorate degree in Educational Leadership at St. John's University.

3b- Proposal History

Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors (e.g., support organizations or consultants), even if these outside advisors are not active members of the founding group.

The concept of South Shore Charter School was born in September of 2016. Dermoth Mattison (proposed Executive Director) then Principal of the Academy Charter School in Hempstead had recently moved back to Long Island with his wife and children after years of living in Brooklyn, NY. After having successfully served the Hempstead Community as Principal for several years in Nassau County, he began to realize that families from the Suffolk County region where he now resides also struggled to find high quality alternatives to their underperforming school districts in the area. Several local community leaders from Central Islip met with Mr. Mattison to share their concerns about the continued poor performance of the Central Islip School District and the need for a high-quality alternative. From these meetings a founding team was created to better understand the needs of the community. This group included:

- Dermoth Mattison, Principal at Academy Charter School
- Nicole Barzey, Principal at Bronx Charter School for Excellence
- Kanika Mobley, Instructional Coach, Educational Consultant
- Keith Brown, Director of Finance, Valor Hospitality
- Camille Laurd, Veteran Special Education Coordinator
- O'Neil Edwards, Veteran Literacy Educator
- Margaret Banks, Human Resource Specialist

In 2017, Dermoth led the founding team to begin working together to develop a mission statement, key design elements and core values. The diverse educational experience of the team ranged from district, charter, elementary and middle school settings, general education, special education, human resources, and finance. The team used its knowledge and experience to design the school's model. Nicole, Kanika, Michelle and Camille formed the academic committee. Several key members with additional areas of expertise were added to develop the application. Keith Brown, Karlene Cowan, Ryan Miller and Adel Hagel were instrumental in developing the school's budget. As the team continued to engage the community through forums and focus groups, the key design elements were revised. The team continued to connect on a weekly basis throughout the development process. Dermoth Mattison is the primary author of the proposal. Each week he dedicates time to connecting with community stakeholders. Members of the founding team spent the majority of their time brainstorming and drafting the proposal, as well as networking and conducting outreach on behalf of the school. All founding team members have given feedback on various sections of the proposal, according to their expertise.

3c-List of Founding Team Members

Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school. Do not include proposed board members on this list (applicants will submit board member information as part of Request 14 – Governance).

Below is a list and description of the non-board founding team members.

Non-Board Founding Team Members		
Names	Relevant Experience and Role in Founding Team	Proposed School Role
1. Dermoth Mattison	Dermoth has served as a charter school teacher and Principal for the past 12 years in the elementary and middle school setting. He holds a Masters in Childhood Education and a Masters in Education Leadership and Administration. He holds New York State certification in Childhood Education (1-6), School Building Leadership and School District Leadership. Mr. Mattison is the lead applicant and primary writer of the proposal.	Executive Director
2. Camille Laird	Camille Laird currently serves as a Middle School Special Education Coordinator in the NYC DOE. She holds a Master's Degree in Educational Leadership from the College of St. Rose. She also earned a Master's in Education from Touro College. Ms. Laird was instrumental in developing the school design and special education policy.	No Proposed School Role

3d- Withdrawn, Rejected, and Concurrent Proposals

This request is not applicable.

3e- Letters of Justification

This request is not applicable.

3f- Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

Dermoth Mattison, M.S.Ed

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R-4abc - Community Outreach, Support, and Demand

4a- Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

- *The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;*
- *The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,*
- *The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.*

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

South Shore Charter School engaged in meaningful community outreach to inform the Central Islip community about our intent to establish the school. We also sought to identify the educational and programmatic needs of students in the community. This enabled us to develop a strategic plan to meet the needs of students. Our team led by Dermoth Mattison first met with a group of educators to discuss our core values and key design elements. We then met virtually with educators, parents, community leaders, community organizations, and elected officials to further understand the unique needs of Central Islip. These discussions gave us big ideas that helped to develop and refine our school design.

Website and Social Media Platforms

Due to restrictions caused by COVID-19, the founding team utilized social media and other online platforms to solicit comments/feedback from parents through surveys, emails and webchats. Our website (www.southshorecharterschool.org) was created in 2017. It has over 1,500-page views. We also established a Facebook page (www.facebook.com/proposedsouthshorecharterschool/) which has over 305 likes and 312 followers. These online platforms provided visitors with information about our mission, key design elements, educational approach, and calendar of outreach events. These platforms also provided a medium for the community to engage with the founding team to ask questions and provide feedback.

Community Parent Forums

At South Shore Charter School, we believe that families are an essential component of every successful school. We believe that it's important for families to have a voice in the development of our school. With this in mind, we have fostered a strong relationship with the community in order to solicit their feedback on our proposal. We hosted several community forums on Zoom during the COVID-19 pandemic with parents of school-aged children to gain a better understanding of the community's needs in order to develop and refine the key design elements. A translator was present at every meeting to ensure that Spanish speakers were able to understand the information being presented and also ask questions. In addition, the meetings were also advertised in both English and Spanish. Flyers were posted in local supermarkets and places of worship where large segments of the community gather. These forums were advertised on our website, social media platforms and verbally in houses of worship.

We also distributed flyers at various intersections in the community. These ongoing conversations provided valuable takeaways which helped us make adjustments to strengthen our proposal.

Figure 4.1: Community Parent Forums		
Date	Attendance	Parent Input
02/05/21	18	<ul style="list-style-type: none"> Families expressed strong support for the mission and vision of South Shore Charter School. Students would benefit from small class sizes and individualized attention.
02/12/21	50 (Socially distanced in a church sanctuary)	<ul style="list-style-type: none"> A parent commented that the character education program will help prevent gang involvement in adolescent year. Parents commented that South Shore Charter School has strong core value as a part of its character education program. Parents expressed the concerns about the state of the middle school's performance and the need to turn things around.
02/21/21	18	<ul style="list-style-type: none"> Parents love the fact that extra curriculum activities such as debate clubs will be offered at South Shore Charter School. Parents shared their frustration with the Central Islip school district's implementation of IEPs/ 504s.
02/23/21	15	<ul style="list-style-type: none"> Strong support for a social issues solution project being incorporated as a part of the school's character education program. A parent asked about the supports in place for ENL students.
02/28/21	70 (Socially distanced in a church sanctuary)	<ul style="list-style-type: none"> The establishment of a strong PTA was of importance to parents. The community embraces the school's inquire based approach to learning. They believe that it will allow students to explore their natural curiosity.
03/06/21	40	<ul style="list-style-type: none"> The lack of diversity on the teaching staff was a concern to parents. Parents would like the school to hire teachers who are truly invested in students.
03/20/21	30	<ul style="list-style-type: none"> Parents strongly supported our strategy to provide academic support outside the school day in the form of After School programs. Parents showed strong support for uniforms at South Shore Charter School. They believe it will keep the focus on learning.

03/25/21	15	<ul style="list-style-type: none"> • Parents shared concern with the frequent changes in curriculum program in the district and shared their desire for consistency. • Parents would like the school to offer one to one student technology.
03/30/21	40	<ul style="list-style-type: none"> • Parents would like to strong elementary school that prepares their child for middle and high school. • Parents showed strong support for a small school setting.
04/10/21	15	<ul style="list-style-type: none"> • Parents suggested the use of phone applications to improve on time communication with teachers. • Parents loved the emphasis on differentiation to ensure advanced students are challenged.
05/02/21	30	<ul style="list-style-type: none"> • Parents discussed their concerns about the responsiveness of district leaders and would like us to put systems in place to allow for effective communication. • Parents fully supports the social emotional curriculum and believe it will be vital going forward as we recover from the pandemic.
06/12/21	25	<ul style="list-style-type: none"> • Parents support the South Shore Charter School’s emphasis on arts and music. • The school should offer foreign language as a part of the curriculum. This is missing in the district schools.
07/09/21	100	<ul style="list-style-type: none"> • We were invited back to Leon de Judah church to share an update on our application status. • Parent reaffirmed their enthusiasm and offered letters to support the application. • Some parents asked if Brentwood residents were allowed to apply. We shared that all long Island families could apply but that Central Islip students would have first preference.
07/10/21	80	<ul style="list-style-type: none"> • We visited the Central Islip Seven Day Adventist Church to promote the school. • The pastor gave us a strong letter of support on behalf of his congregation.

Integration of Feedback from Community Parent Forums:

Overall parents showed strong support for the proposed South Shore Charter School. They were extremely excited that a viable alternative will be available to the community. Parents shared their historical dissatisfaction with the Central Islip School District. Some of these parents who grew up in the community, refused to send their children to the same local schools they attended due to poor performance. Parents also shared concerns about the long-term impact of the pandemic on students. The threat of gang violence was discussed in meetings. The community believed that a focus on character education will help to combat gang involvement. There was deep frustration with what was perceived as systemic issues with the school board and central administration. Parents also shared their concerns about the lack of diversity that existed in the school district. They also had concerns about the lack of investment teachers had in their children. Many parents questioned the disparities between the school district's performance and that of other neighboring school districts. Families welcomed the proposed South Shore Charter School and strongly believe that it is needed in the community.

In response to the feedback shared by families during our Community Parent Forums, we incorporated many ideas into the proposal.

- We reinforced our commitment to offering an exceptional academic curriculum that will cultivate innovative and socially responsible leaders.
- We reaffirm our commitment to academic excellence.
- We doubled down on commitment to focus on social emotional learning to help student bounce back from the effect of the pandemic.
- We discussed our character education program and core values and our mission to combat gang involvement.
- We committed to recruiting a diverse teaching staff that reflects the makeup of the community.

Community Leaders/Organizations Outreach

At South Shore Charter School, we believe that it takes a village to raise a child. When all community stakeholders are engaged in the education of students, the chance of success increases significantly. It is therefore important for all stakeholders to contribute to the development of the school. With this in mind, the founding team of South Shore Charter School reached out to local community leaders and organizations to seek further input on the proposal. We have spent time listening to political leaders, community advocates, families, and business leaders, gathering diverse perspectives as we merge the best practices witnessed across the nation with the specific needs and resources of our local community. Despite the restrictions posed by COVID-19, we initiated contact through emails and phone calls. Most of our meetings were held on the Zoom platform. These meetings provided valuable insights which further developed our proposal. Below is evidence of conversations that we have had with community leaders that have improved or altered our design. Through this process we have captured some of the most significant aspirations and concerns from the community, while using the resources and passion within our community to further our mission.

Figure 4.3: Elected Officials Outreach

Dates	Elected Official	Type of Outreach
02/09/21	Islip Town Supervisor Angie Carpenter	Email
02/03/21	Board of Regent Roger Tilles	Email
02/03/21	Islip Councilman John C. Cochrane	Email
02/03/21	Senator Alexis Weik - 3 rd District	Email
02/09/21	Islip Town Supervisor Angie Carpenter	Phone
02/11/21	Islip Councilwoman Trish Bergin	In Person Face to Face
02/12/21	Islip Councilwoman Mary Kate Mullen	Phone
02/23/21	Assemblyman Phil Ramos – 6 th Assembly District	Zoom Face to Face
03/09/21	Central Islip Superintendent of School Sharon Dungee	Email
03/09/21	Central Islip School District Board Chair Norman Wagner	Email
03/29/21	Suffolk County Sheriff Errol Toulon	Zoom Face to Face
03/29/21	Suffolk County Clerk Judith Pascale	Email
03/29/21	Suffolk County Comptroller John Kennedy	Email
03/29/21	Suffolk County District Attorney Timothy Sini	Email
03/29/21	Former US Congressman Peter King	Email
03/29/21	US Congressman Andrew Garbarino	Zoom Face to Face
03/29/21	Islip Town Clerk Olga Murray	Email
03/29/21	Former US Senator Al D'Amato	Email

Integration of Feedback from Elected Officials:

Our founding team has made contact with town and county officials by email, phone and virtual face to face meeting via the Zoom platform. We conducted separate in person meetings with Islip Town Supervisor Angie Carpenter and two councilmembers Trish Bergen and Mary Mullen. At the state level, we met with State Assemblyman Phil Ramos. These contacts enhanced our understanding of the education landscape and provided opportunities to build relationships with local government officials.

In response to the feedback shared by elected officials, we incorporated the following ideas into the proposal.

- We committed to implementing a character education program that will proactively address bullying and gang involvement.
- We committed to recruiting a diverse teaching staff that reflects the makeup of the community.
- We refined our ideas to offer After School programs that will keep students engaged and provide additional academic intervention.
- We gave deep thought to our service to special needs students and English language learners. We reanalyzed the community demographic data and increased the number of ENL teachers overall.

Figure 4.2: Community Leaders/Organizations Outreach

Dates	Names/ Organizations	Details
01/31/21	Nancy Manfredonia Central Islip Civic Council	<ul style="list-style-type: none">• Sent introductory email requesting a meeting.• Shared an overview of the school and offered collaboration opportunities.
02/02/21	Rev. Angel Falcon Faith Alive Ministries of Central Islip	<ul style="list-style-type: none">• Extremely supportive of the proposal.• Excited about the mission.• Loves the school's character education program.• He was especially concerned with the state of the Middle School has recently been labeled a target school by the state department of education.
02/02/21	Rev. Castro Iglesia De Cristo Nuevo Amanecer Ministerios Ebenezer of Central Islip	<ul style="list-style-type: none">• Support of an alternative to the school district• Interested in further collaboration.

02/03/21	Darien Fox Lighthouse Tabernacle of Central Islip	<ul style="list-style-type: none"> • Shared the mission and vision of the school. • Interested in further discussion.
02/03/21	Rev. Arturo Cuchilla Leon de Juda UPCI Church	<ul style="list-style-type: none"> • Excited about the mission of the school • Invited us to share the vision of school with his bilingual population. • Offered to allow us to make a presentation to his church congregation.
02/03/21	Rev. Carl Happ Grace Lutheran Church	<ul style="list-style-type: none"> • Sent introduction email requesting a meeting.
02/04/21	Charles Eggleton Area Resident	<ul style="list-style-type: none"> • Shared support for the mission • Help the founding team make connection with local politicians.

02/04/21	Rev. Arturo Cuchilla Leon de Juda UPCI Church	<ul style="list-style-type: none"> Invited us to speak to his congregation about the proposal. Excited about the mission and focus on character education.
02/04/21	Angel Falcon Faith Alive Ministries	<ul style="list-style-type: none"> Supports the school's model to offer small class sizes. Supports the establishment of an alternative to the school district.
02/05/21	Angel Falcon Faith Alive Ministries	<ul style="list-style-type: none"> Met at the Church to share the vision for South Shore Charter School Suggested that we have a clergy panel to discuss the educational landscape in Central Islip.
02/12/21	Rev. Arturo Cuchilla Leon de Juda UPCI Church	<ul style="list-style-type: none"> Met with parents to share the vision of South Shore Charter School and current educational landscape in Islip. Parents are super excited. Parents offered letters of support.
03/01/31	Dr. Beaudin Vice President of Academic Affairs Suffolk Community College	<ul style="list-style-type: none"> Sent introductory email requesting a meeting. Shared an overview of the school and offered collaboration opportunities.
03/01/31	Ms. Gerlin Academic Chairperson Suffolk Community College	<ul style="list-style-type: none"> Sent introductory email requesting a meeting. Shared an overview of the school and offered collaboration opportunities.
03/01/31	Wittreich Suffolk Community College	<ul style="list-style-type: none"> Sent introductory email requesting a meeting. Shared interest in establishing partnership with both institutions.

03/01/31	Dr. Kahn Suffolk Community College	<ul style="list-style-type: none"> • Shared an overview of the school and offered collaboration opportunities. • Shared interest in establishing partnership with both institutions.
03/25/21	Melanie Baker Project R.E.S.E.T.S.	<ul style="list-style-type: none"> • Parents expressed concerns that students who graduate are forced to take remedial courses in college close the achievement gap. • Would like the school to stick with one curriculum instead of changing each year.
03/25/21	Alberto Citi Bank- Central Islip	<ul style="list-style-type: none"> • Love the school's mission and believes it will enhance the community. • Discussed providing input on the budget.
03/29/21	Dodson Retired Central Islip School District Board Member	<ul style="list-style-type: none"> • Fully supports the establishment of the charter school. • Would like to see diversity on the board and teaching staff.
03/30/31	New York Institute of Technology Dr. Friestien	<ul style="list-style-type: none"> • Excited about the new charter school. • Fully supports
02/24/21	Elaina Lampert-Shepel Touro College	<ul style="list-style-type: none"> • Excited about the proposed charter school • Interested in establishing a partnership with the school to create a pathway for uncertified teachers.
03/10/20	Jocab Easy Touro College	<ul style="list-style-type: none"> • Love the school's focus on academic rigor. • Interested in partnering with the school to serve as a field site for student teachers.

03/16/21	Rael Jones Bronx Charter School for Excellence	<ul style="list-style-type: none"> • Loves the school’s mission and vision. • Believes strongly that charter school can improve the educational outcome of underperforming students in the community. • Open to collaborating to strengthen the operational planning for the school.
04/12/21	Suffolk County Police Department- 3 rd Precinct Police Officer Rivera Police Officer Wrights	<ul style="list-style-type: none"> • Love the idea of a new school • A lot of problem in High School. District schools are overcrowded • Would love to support the mentorship program • Thinks longer hours would keep students off the streets. • Interested in partnering around gang prevention.
03/30/21	Kimberly Uddin Early Childhood Day Care	<ul style="list-style-type: none"> • Supports to mission of the school. • Loves the school’s focus on character education
04/08/21	Long Island Ducks of Central Islip Sean Smith Group Sales Manager Doug Cohen General Manager	<ul style="list-style-type: none"> • Personally, thinks the school is a fantastic idea. • Love the focus on innovation and character education. • Open to partnering with the school around anti-bullying. We would be willing to offer incentives around anti-bullying to the school. • Interested in sharing fundraising ideas • STEM research very important to the future of our communities
04/08/21	Bardales, Reina Day Care Central Islip NY 11722	<ul style="list-style-type: none"> • Love the new school idea • Thinks it will be great for the community. • Believes that schools would offer a safe environment. • Believes adults should be involved in their child’s education.

04/09/21	Metropolitan Transit Authority Police Department of Central Islip	<ul style="list-style-type: none"> • Shared an overview of the school and offered collaboration opportunities. • Thinks a new school in the community would be great.
04/11/21	Billy Moss Islip NAACP	<ul style="list-style-type: none"> • Sees the benefits of charter school. • Interested in further conversations.
04/20/21	Long Island Head Start Maria Ortiz Manager	<ul style="list-style-type: none"> • Excited about South Shore Charter School • Would like the school to be diverse. • Loves our focus on social emotional learning
05/01/21	Touro College Jacob D. Fuchsberg Law Center of Central Islip	<ul style="list-style-type: none"> • Shared an overview of the school and offered collaboration opportunities. • Interested in potential partnership opportunities
05/05/21	Central Islip Seven Day Adventist Church Rev. Jackson	<ul style="list-style-type: none"> • Would like us to consider hands on vocational education. • Love the emphasis on character education • Fully supports the proposal. • Invited us to speak to his congregation.
05/15/21	Sheree Sibilly-Simmons Community Resident	<ul style="list-style-type: none"> • Fully supports the proposal. • Shared an overview of the school and offered collaboration opportunities.
05/25/21	Safe Haven Child Care Central Islip NY 11722	<ul style="list-style-type: none"> • Excited about the new school • Thinks the school should focus on discipline and teaching values.
06/12/21	Youth Enrichment Services	<ul style="list-style-type: none"> • Shared an overview of the school and offered collaboration opportunities.
06/12/21	Start to Finish Auto of South Shore Eric Bennett	<ul style="list-style-type: none"> • Offered a letter of support for the proposal • Would like us to consider teaching students hands-on technical skills.

06/15/21	Barbeque World Propane Paula Spine	<ul style="list-style-type: none"> • Offered a letter of support. • Thinks the school is much needed in the community.
06/20/21	Holy Boldness Ministries Church Of God In Christ Pastor Dees	<ul style="list-style-type: none"> • Shared an overview of the school and offered collaboration opportunities. • Interested in learning more
06/30/21	Brentwood Supermarket Luciando Rodriguez	<ul style="list-style-type: none"> • Strongly supports the school's mission • Believes that the school will provide a safe learning environment for students. • Believes that the school will help improve student performance.
06/30/21	U-Haul Corporation of Brentwood Micheal Madraus	<ul style="list-style-type: none"> • Overwhelmingly supports the school. • Willing to support with the marketing in anyway possible.
06/30/21	Boris Zilberdurt Jet Direct Mortgage of Bay Shore	<ul style="list-style-type: none"> • Shared an overview of the school and offered collaboration opportunities. • Love the emphasis on innovation and character education.
07/06/21	Dr. Robert Fiersen New York Institute of Technology	<ul style="list-style-type: none"> • Excited about the vison • Will provide a letter of support for Dermoth Mattison • Would like to establish a partnership between NYIT and South Shore Charter School. Will send a memorandum of understanding.

Integration of Feedback from Community Leaders/Organization:

We gain a lot of valuable insights from our meeting with community leaders. The vast majority of them were supportive of the school’s mission and felt that it was well needed in the community. Many expressed strong support for our character education program and felt that it would have a positive impact on the upbringing of students. Community leaders and organization also support our service-learning project idea. They offered to continue to collaboration and would like to partner with the school after establishment to support students with executing this requirement. Based on outreach to date, the responses have been uniformly encouraging, corroborating the need for such a school and the potential value in the community.

In response to the feedback shared by families during our Community Parent Forums, we incorporated the following ideas into the proposal.

- We reinforced our commitment to offering an exceptional academic curriculum that will cultivate innovative and socially responsible leaders.
- We plan on following up with organizations who offered partnership opportunities to present gang involvement.
- We developed additional ideas for after school enrichment to keep students occupied.
- We committed to provide smaller class sizes with two teachers in each classroom.

Methods of Engagement (As of June 30th, 2021)	Numbers
Website (total page views)	1,528
Facebook (total page views)	2,000
Online Survey Signatures	987
Community Forums Hosted	13
Organization Outreach	30+
Community Leaders Outreach	20+
Flyer Distribution	1000+

4b- Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including a candid analysis of both the depth of support and opposition to the school.

Community Support

Our outreach efforts yielded overwhelming support for the proposal from the Central Islip community. This is evident through our online petition, online survey, social media feedback, community outreach forums and meeting with leaders in the community. The families and key stakeholders in the community strongly supports the establishment of a school that will provide a rigorous academic program that will position students for excellence. We discovered that this has been a deep desire of the community.

Despite the challenges created by the COVID-19 pandemic, families responded to our outreach efforts. Over 300 Central Islip residents participated in our online survey and over 1,000 signed our online petition to show support for the proposal. The survey results show strong support for the establishment of the South Shore Charter School in the community. Of all respondents, over 93% indicated that they would enroll their child in the school. We are confident that we will be able to meet our enrollment targets. The below table shows comments from parents taken from online surveys.

Sample Comments From Online Survey and Petition	
Names	Comments
Trisha Kassebaum	"My children deserve any opportunity to advance their skills and knowledge. My community deserves a school that will pour into their needs and mold them for success!"
Shirley Plamer	"I am signing this petition because I believe in education."
Ashley Mendriski	"I want my little cousins to get the education they deserve"
Sheree Sibilly	"Because public School district failed my daughter, and I don't want it to fail my younger children"
Marsha Taylor	"A school that will provide quality education to help mold the minds of our future generation is definitely needed."
Isobel Breheny	"Education is one of the most important part of a child's life and the area served needs this resource please approve the charter school"
Ron Mae	"Every child deserves a good education"
Dejon Reid	"The value of a good education is priceless. This charter school will give this generation just that!"

Johnoy Gordon	"I like the proposal"
Vaughn Whittaker	"Every child deserves a high quality education."

We heard from survey respondents and forum participants that they wanted a new school option. These ongoing outreach events engaged parents, community leaders, business owners and residents in our planning and startup efforts. This helped to ensure that all community stakeholders were able to contribute and provide input in the development of the proposal. We also engaged with faith-based organization who allowed us to make presentations to their congregations.

Community Opposition

In general, the Central Islip community supports the establishment of South Shore Charter School. Some groups, such as the local school board and the teacher’s union have voiced opposition to the establishment of the school. We have reach out the Central Islip Central Administration and the School Board in order to foster dialogues, but we have not received a response. We hope to establish a strong partnership with the school district in order to share best practices to improve the outcome for all students in Central Islip. We remain committed to engaging the local school board in order to strengthen collaboration.

4c- Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

In 2019, the New York State Department of Education reported that the number of K-12 enrolled public school students in Central Islip was 7,517 students. The district has six elementary schools which serves students in grades K-6. There are currently no charter schools in Central Islip. The community of Brentwood, which is adjacent to Central Islip is a highly populated district. Bay Shore also has a student population of 8,000. This presents a tremendous demand for kindergarten options and overall need for a high-quality school option. Specific details regarding existing educational options in Central Islip Public Schools can be found in **R-01ac - Community Need and Proposed School Impact**. We will target these districts in our recruitment efforts to infuse more diversity in our school. We believe that all South Shore Charter School students would benefit from learning side by side with peers from other parts of the county who have different experiences, speak different languages, and have access to different resources overall. Suffolk County and South Shore Charter School offer a unique opportunity to create this type of diverse community, collectively committed to becoming innovative leaders into the future.

Based on our survey of 200 Central Islip residents, 95% of participants would send their child to South Shore Charter School. This is 25% greater than the 150 students needed for year one enrollment.

Response R-04f – Evidence of Demand shows the support received from age-eligible families. Many more are going to be recommending the school to parents of school aged children. During the COVID pandemic, over 970 residents signed our online petition to signal their support for South Shore Charter School. Families have shared their ongoing dissatisfaction with the current education landscape in the community. Parents have expressed concerns about overcrowded class sizes, safety and academic rigor.

We have developed relationships with Head Start programs and faith-based organizations in the community. During the community outreach phase, we were also able to establish relationships with over 50 community leaders who will aide us in enrolling students. We recognize that families may be skeptical of enrolling their children in a new school, therefore, we've intentionally planned for a large marketing budget during the preopening period and year one. We will continue our outreach efforts specifically targeting families of Kindergarteners and first graders through informational sessions.

4d-Evidence of Community Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, virtual meeting announcements, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

On the following pages, we have provided chronological samples of community outreach of a variety of types, including sample letter, emails, flyers, social media and survey. We have provided an organized list in the table below.

Evidence of Community Outreach	
Figure	Description
Figure 4d-1	South Shore Charter Outreach English Flyer
Figure 4d-2	South Shore Charter Outreach Spanish Flyer
Figure 4d-3	South Shore Email Correspondence with Elected Official # 1
Figure 4d-4	South Shore Email Correspondence with Elected Official # 2
Figure 4d-5	Email Correspondence with Elected Official # 3
Figure 4d-6:	Email Correspondence with Elected Official # 4
Figure 4d-7:	Email Correspondence with Elected Official # 5
Figure 4d-8:	Email Correspondence with Elected Official # 6
Figure 4d-9:	Email Correspondence with Elected Official # 7
Figure 4d-10	Email Correspondence with Elected Official # 8
Figure 4d-11	Email Correspondence with Elected Official # 9
Figure 4d-12	Email Correspondence with Community Leader # 1
Figure 4d-13	Facebook Informational Page
Figure 4d-14	Online Petition Announcement on Facebook
Figure 4d-15	Online Survey Announcement
Figure 4d-16	Community Forum Announcement Flyer
Figure 4d-17	Sample Community Forum Event Follow Up of Facebook
Figure 4d-18	Community Forum Event Follow Up #2 on Facebook
Figure 4d-19	South Shore Charter Email to Parents
Figure 4d-20	Parent Forum Announcement Flyer
Figure 4d-21	Outreach Email to Local Community College # 1
Figure 4d-22	Outreach Email to Local Community College # 2
Figure 4d-23	Outreach Email to Local Community College # 3
Figure 4d-24	Outreach Email to Local Community College # 4
Figure 4d-25	South Shore Informational Session Photo
Figure 4d-26	South Shore Charter Website Page # 1
Figure 4d-27	South Shore Charter Website Page # 2
Figure 4d-28	Community Forum Announcement on Website # 1
Figure 4d-29	Community Forum Announcement on Website # 2
Figure 4d-30	Community Forum Announcement on Website # 3
Figure 4d-31	Community Forum Email Announcement
Figure 4d-32	Community Forum Follow Up Facebook Message
Figure 4d-33	Community Forum Announcement Flyer on Facebook # 1

Figure 4d-34	Community Forum Announcement Flyer on Facebook # 2
Figure 4d-35	Outreach to Central Islip School Board Chair
Figure 4d-36	Outreach to Central Islip District Superintendent of Schools
Figure 4d-37	Sample Zoom Parent Audience Photo
Figure 4d-38	Zoom Chat with Community Parent During Community Forum
Figure 4d-39	Instagram Promotion
Figure 4d-40	Outreach Email to Central Islip Head Start Program
Figure 4d-41	Sample Poster Displayed in Local Supermarket # 1
Figure 4d-42	Sample Poster Displayed in Local Supermarket # 2

Sample Promotion Flyer- English

Figure 4d-1: South Shore Charter Outreach English Flyer

South Shore Charter School

A TUITION FREE (NON-PROFIT) PUBLIC SCHOOL WITH A PRIVATE SCHOOL SETTING

Serving Grades K - 5

We welcome English Language Learners and Special Education Students

Serving students in Central Islip, Brentwood, Bay Shore and surrounding communities

Why South Shore Charter School for your child?

- * Rigorous college preparatory curriculum including extended literacy and math instruction
- * Focus on character development to instill values and combat bullying
- * Implementation of a STEM based curriculum
- * We have a small school model with a low student/teacher ratio
- * Implementation of one to one technology for all students
- * We will offer competitive sports
- * Excellence teaching from experienced and committed teachers
- * Our school days starts at 7:45am and ends at 4:00pm
- * Our students wear uniforms to keep the focus on learning
- * We offer free after school from 4:00pm to 5:00pm five days per week
- * We offer free Saturday Academy from 9:00am- 12:00pm

Visit our website to sign up for our community forum events
www.southshorecharterschool.org

School will be centrally located in Central Islip
info@southshorecharterschool.org

Like us on Facebook: www.facebook.com/proposedsouthshorecharterschool

Sample Promotion Flyer- Spanish

Figure 4d-2: South Shore Charter Outreach Spanish Flyer



South Shore
Charter School

ESCUELA PUBLICA LIBRE DE MENSUALIDADES CON AJUSTES DE ESCUELA PRIVADA

Grados K - 5vo

Bienvenidos a aprender el lenguaje de Inglés también estudiantes de Educación Especial.

Servicio a estudiantes por central Islip, Brentwood,
Bay Shore y comunidades adyacentes.



Porquè South Shore Charter School es para su niño/ña?

- * Rigurosa escuela con classes preparatorias incluye do instruction es en Matemáticas y Literatura.
- * Implantar basado en preparación de clases.
- * Tenemos una pequeña escuela modelo con estudiantes de leyes y maestros con experiencia. Y dedicacion.
- * Días escolares comienza 7:45am y termina a las 4:00pm.
- * Nuestros estudiantes usan uniformes para mantenerlos enfocados en aprender.
- * Ofrecemos programa despise de la escuela de 4:00pm - 5:00pm gratis, cinco días por semana.
- * Ofrecemos gratis Academia Sabatina de 9:00am -12:00pm.



Visite nuestro Correa electrónico para que de inscriba para nuestros e
ventos en la comunidad.

www.southshorecharterschool.org



Like us on Facebook: www.facebook.com/proposedsouthshorecharterschool

Correspondence with Elected Officials

Figure 4d-3: South Shore Email Correspondence with Elected Official # 1

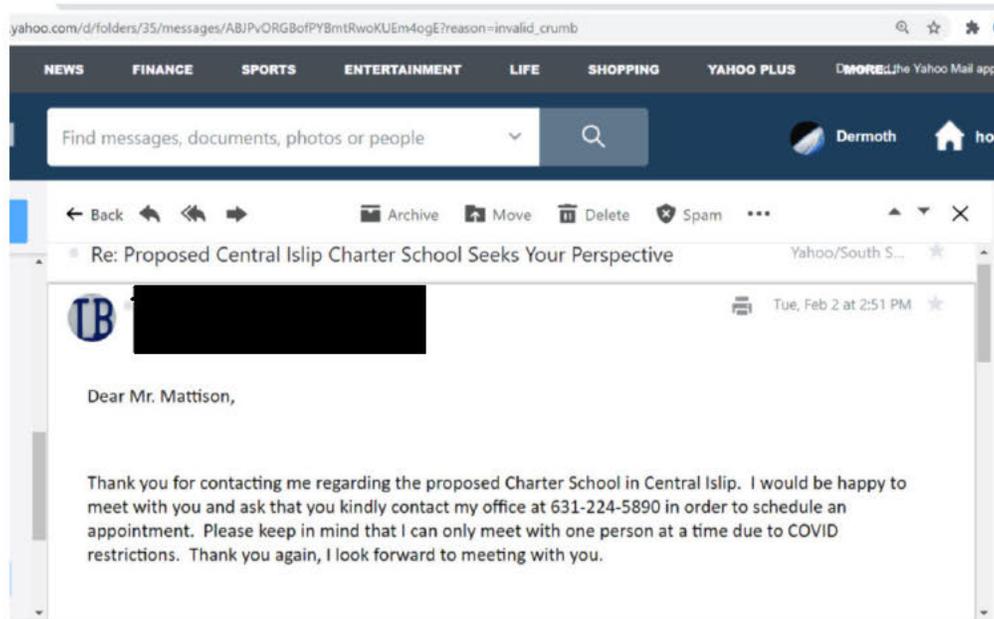


Figure 4d-4: South Shore Email Correspondence with Elected Official # 2

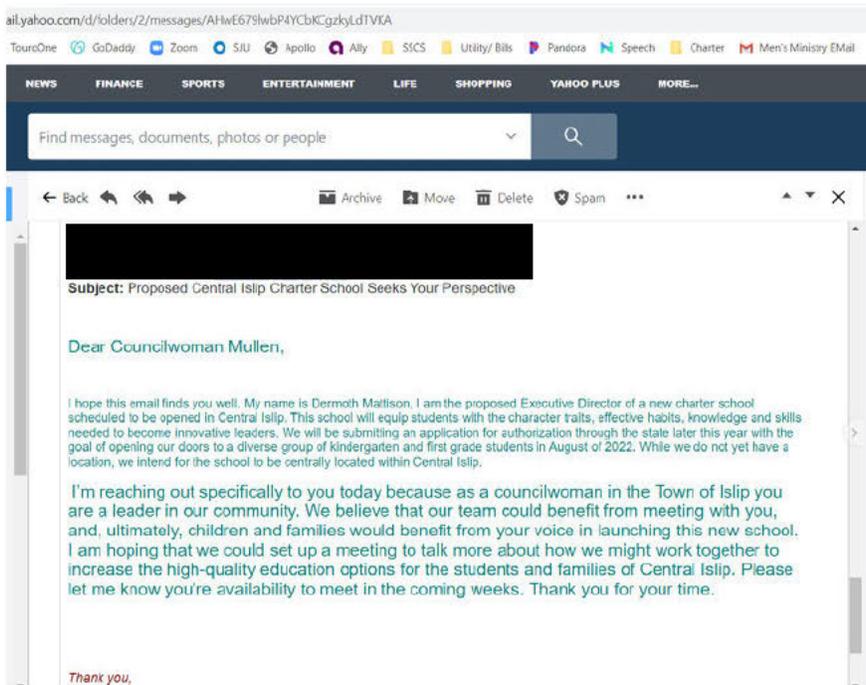


Figure 4d-5: South Shore Email Correspondence with Elected Official # 3

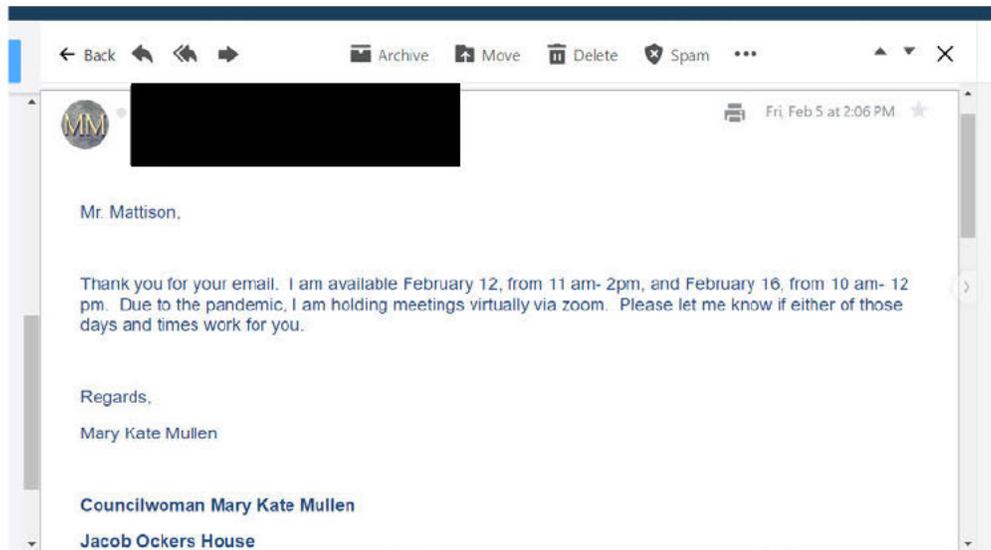


Figure 4d-6: Email Correspondence with Elected Official # 4

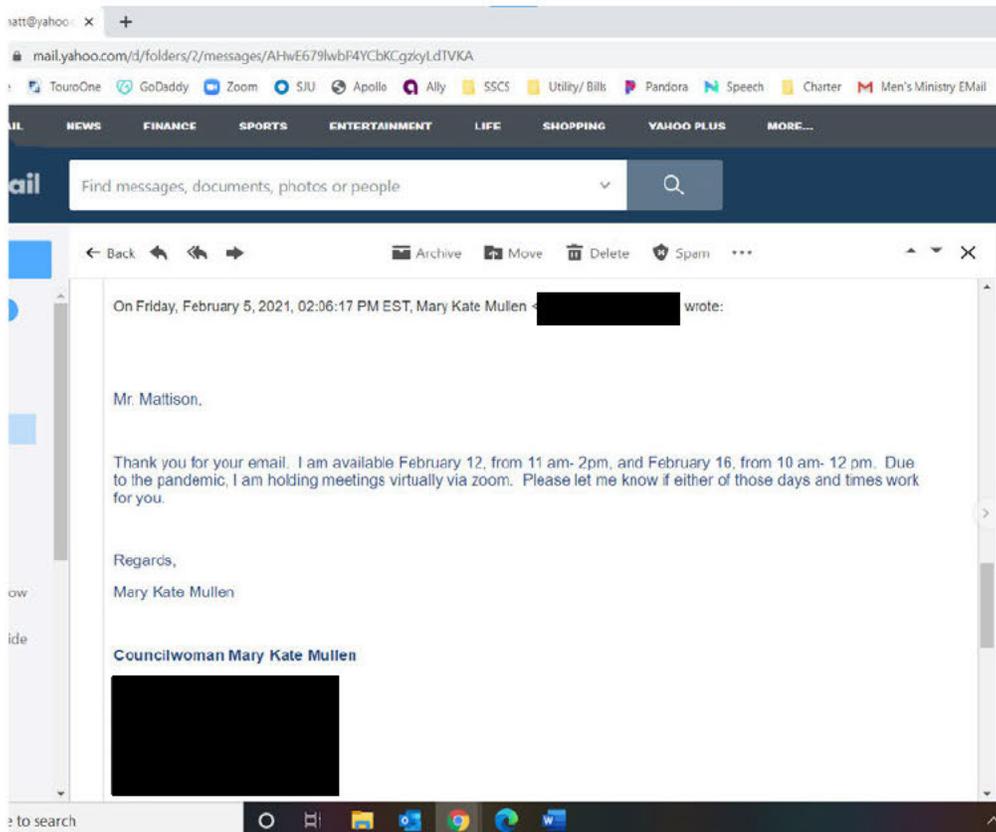


Figure 4d-7: Email Correspondence with Elected Official # 5

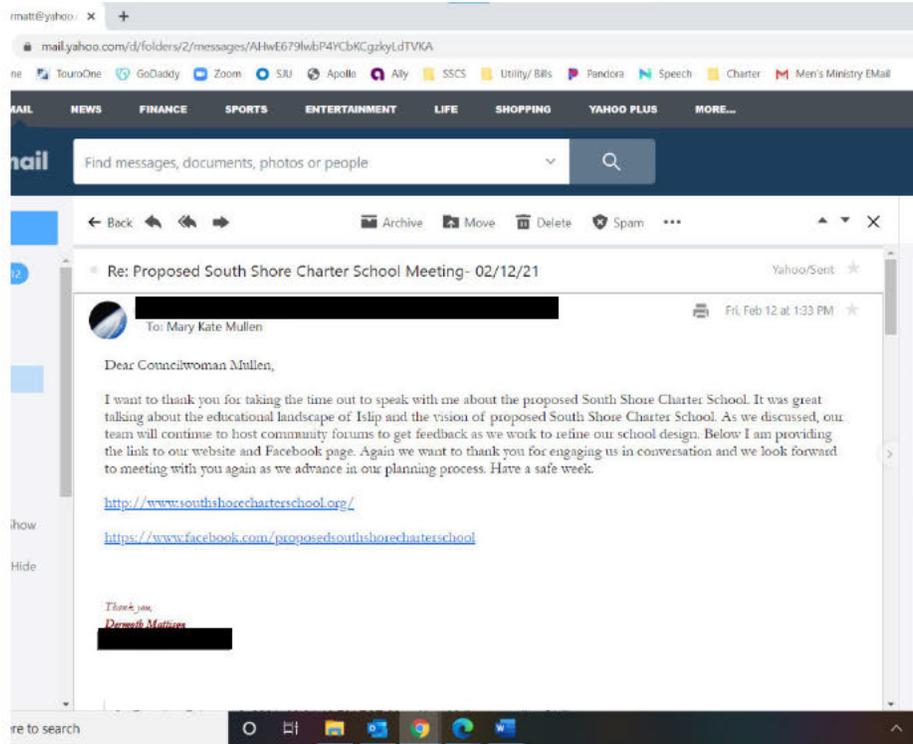


Figure 4d-8: Email Correspondence with Elected Official # 6

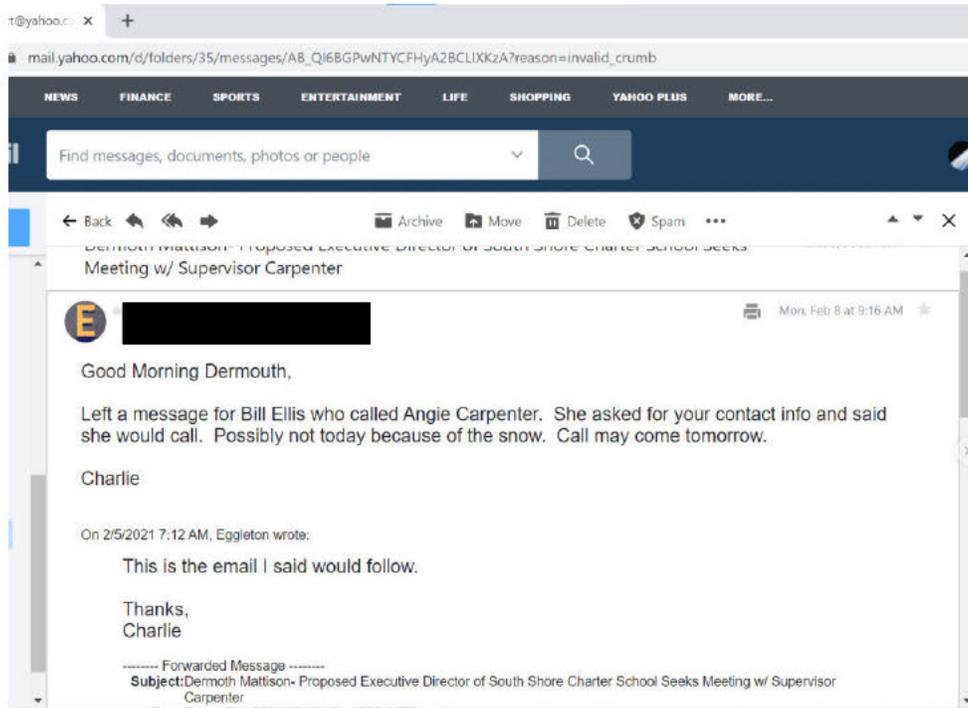


Figure 4d-9: Email Correspondence with Elected Official # 7

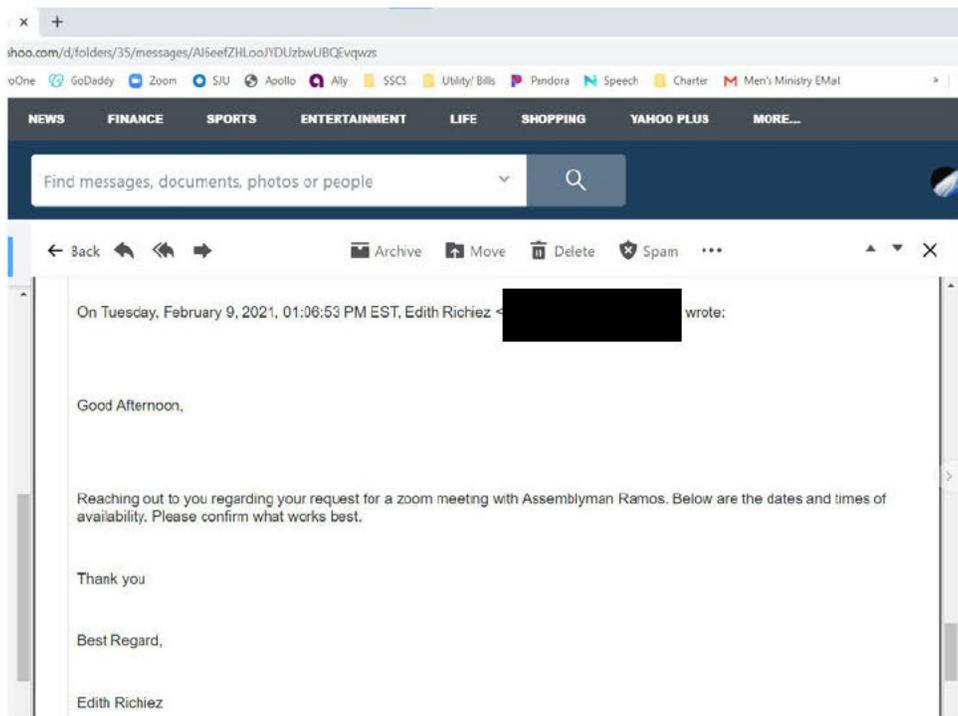


Figure 4d-10: Email Correspondence with Elected Official # 8

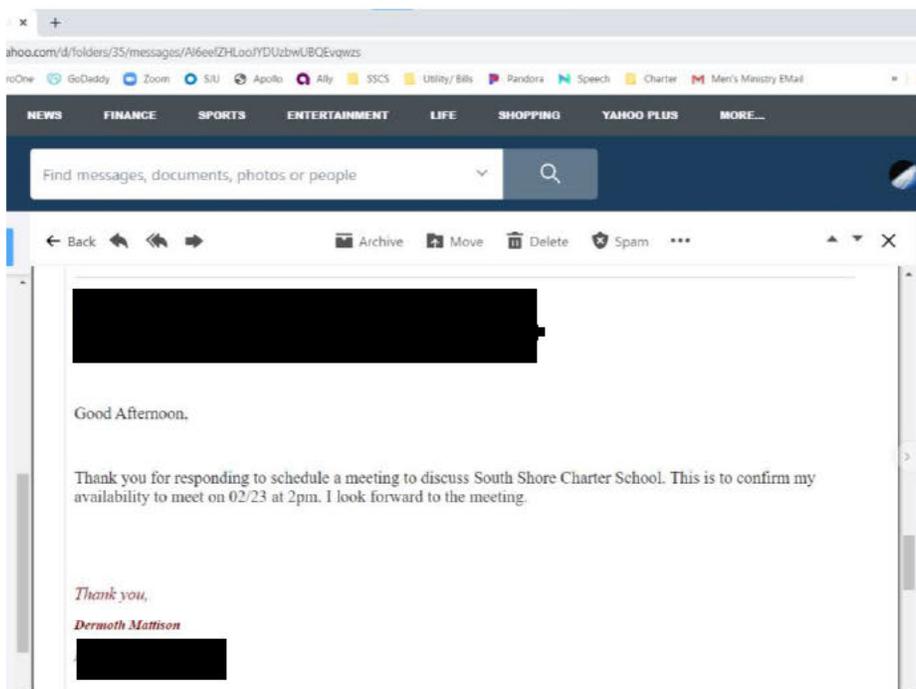
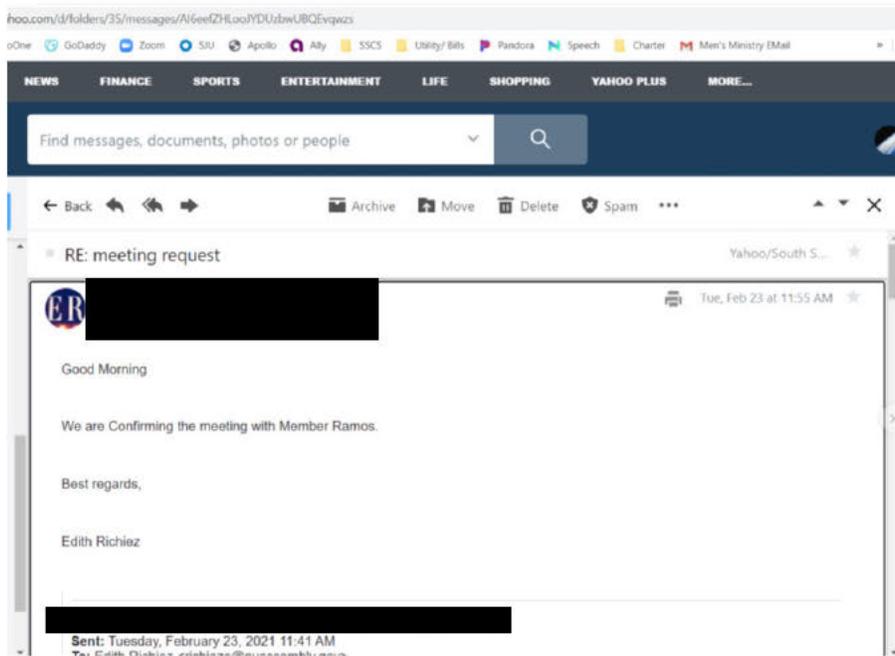
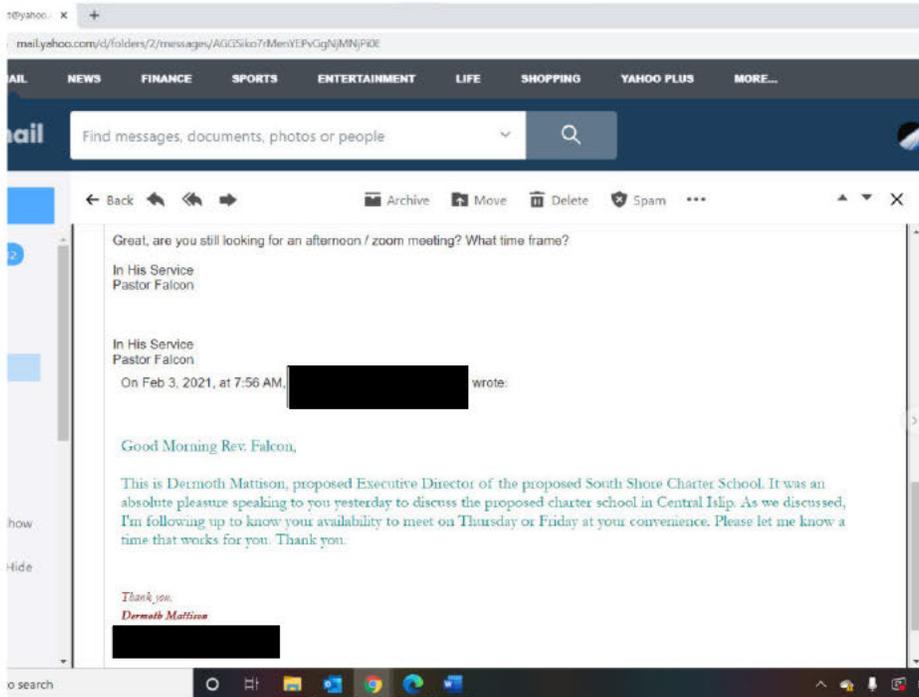


Figure 4d-11: Email Correspondence with Elected Official # 9



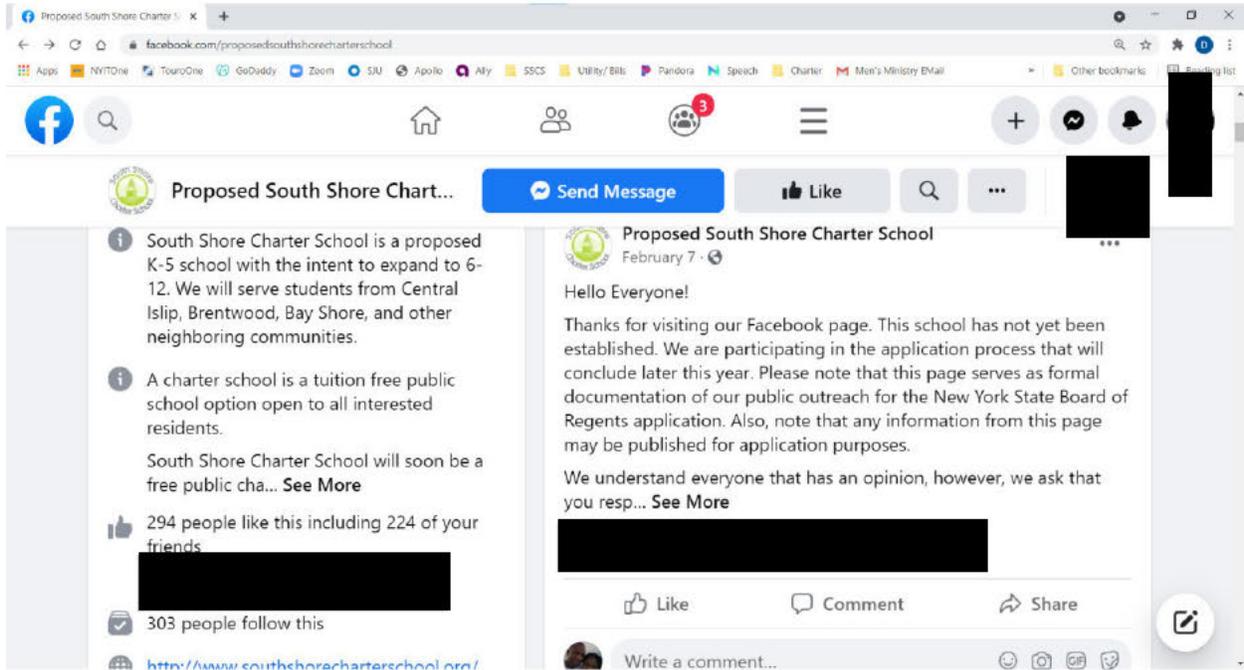
Correspondence with Community Leaders

Figure 4d-12: Email Correspondence with Community Leader # 1



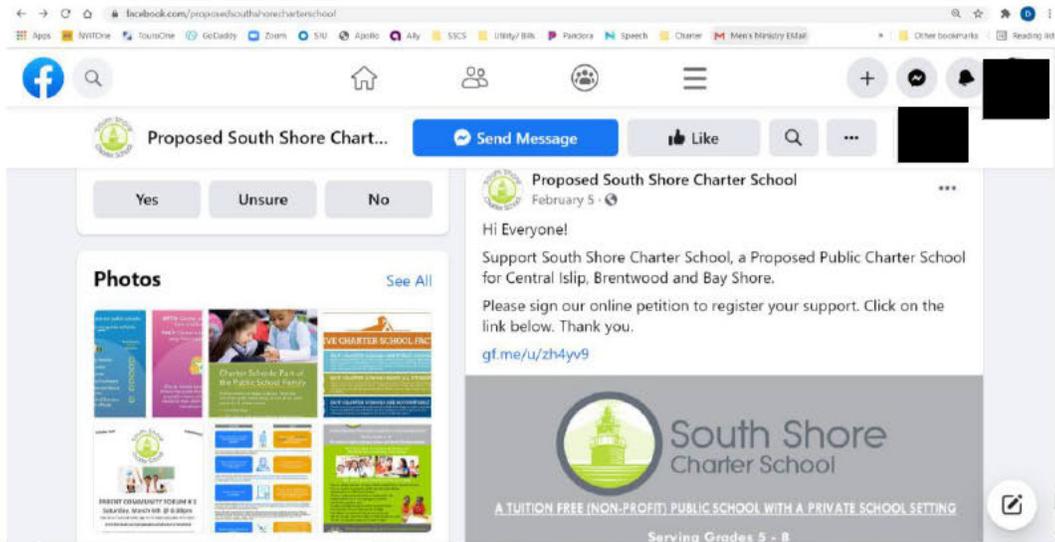
South Shore's Facebook Page

Figure 4d-13: Facebook Informational Page



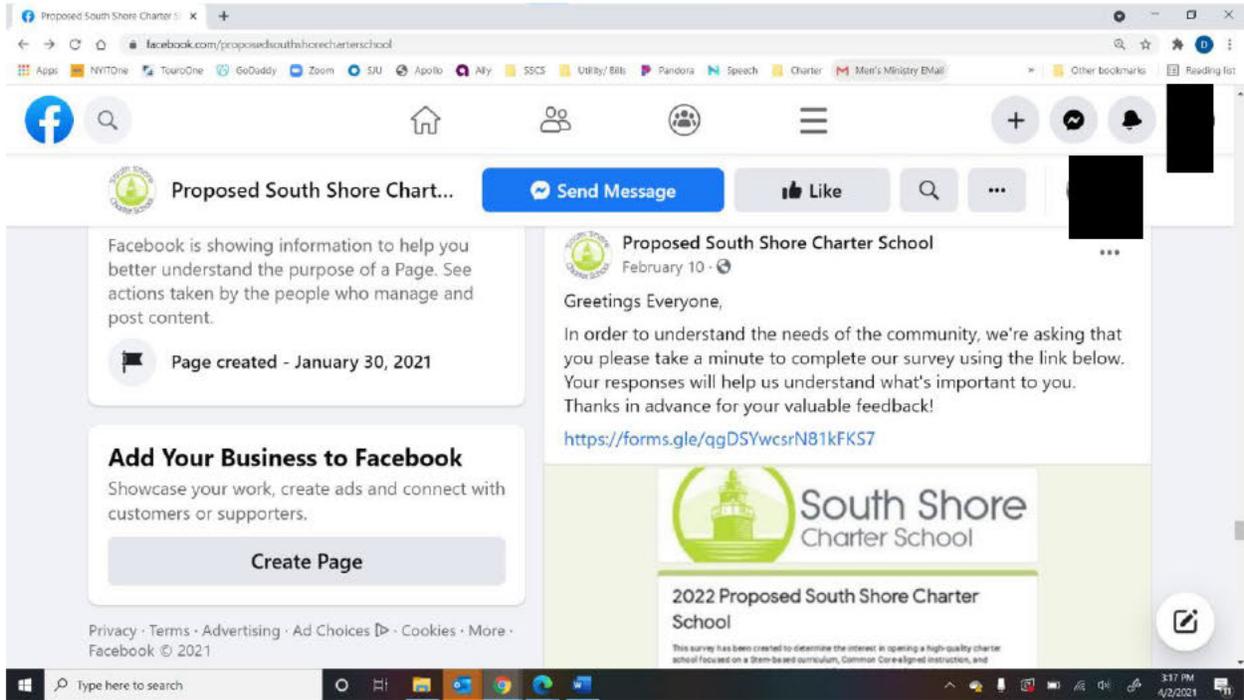
Online Petition Announcement

Figure 4d-14: Online Petition Announcement on Facebook



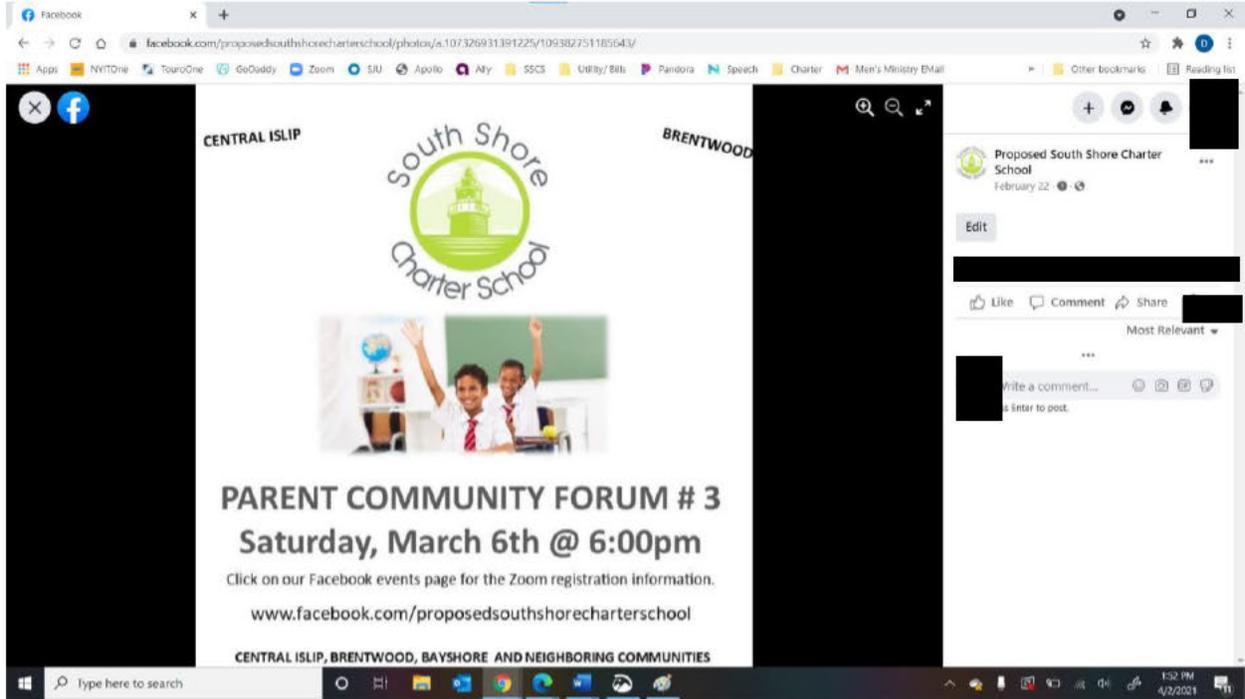
Online Survey Announcement

Figure 4d-15: Online Survey Announcement



Community Forum Announcement 03/06/21

Figure 4d-16: Community Forum Announcement Flyer



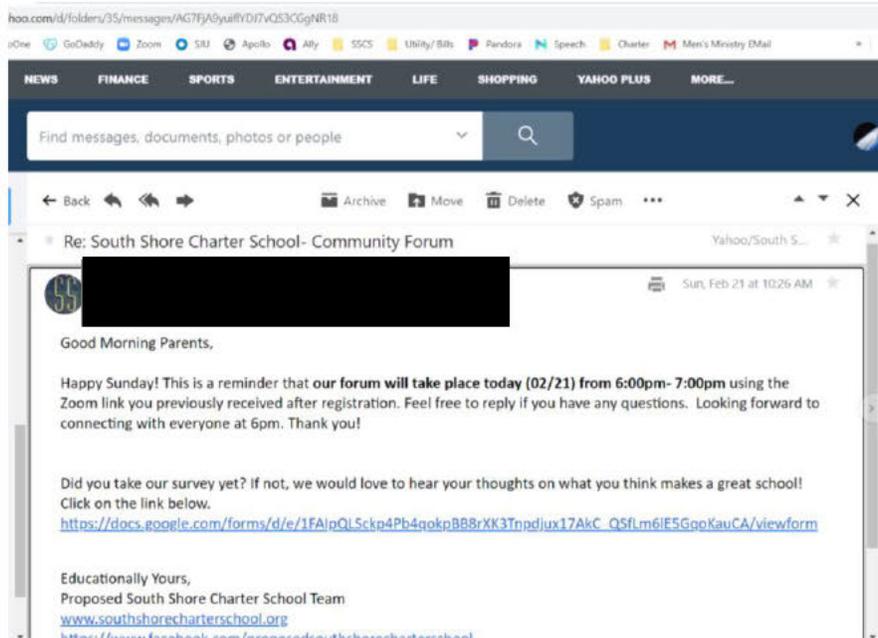
Sample Community Forum Event Follow Up

Figure 4d-17: Sample Community Forum Event Follow Up of Facebook



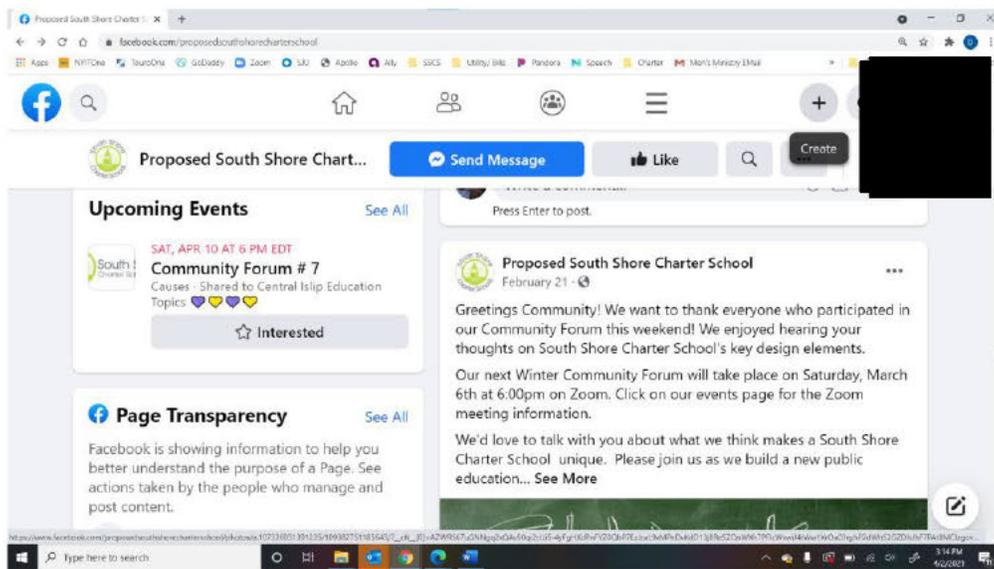
Parent Forum Announcement Email

Figure 4d-19: South Shore Charter Email to Parents



Parent Forum Facebook Announcement

Figure 4d-20: Sample Parent Forum Announcement Flyer



Sample Outreach to Local Colleges

Figure 4d-21: Sample Outreach Email to Local Community College #1

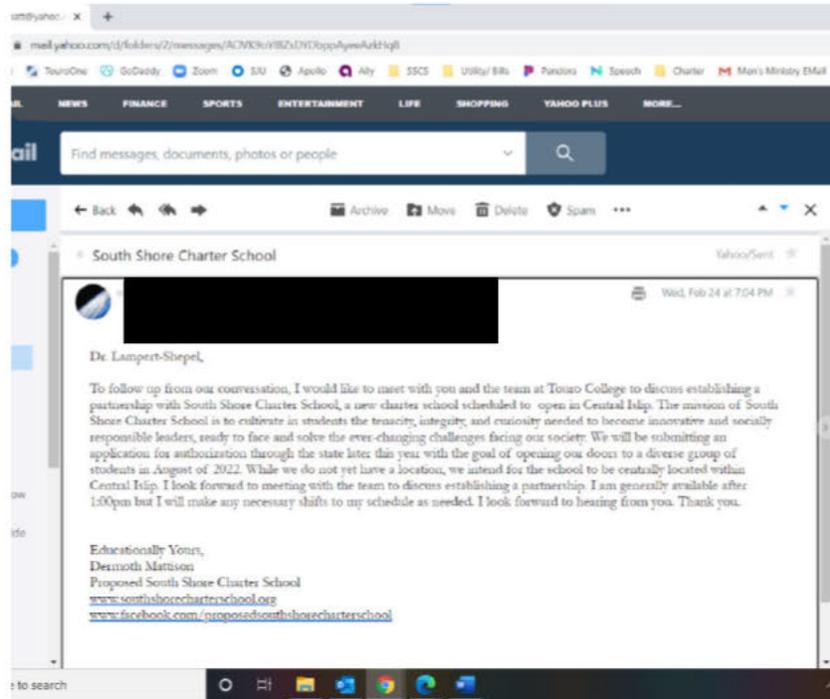


Figure 4d-22: Sample Outreach Email to Local Community College #2

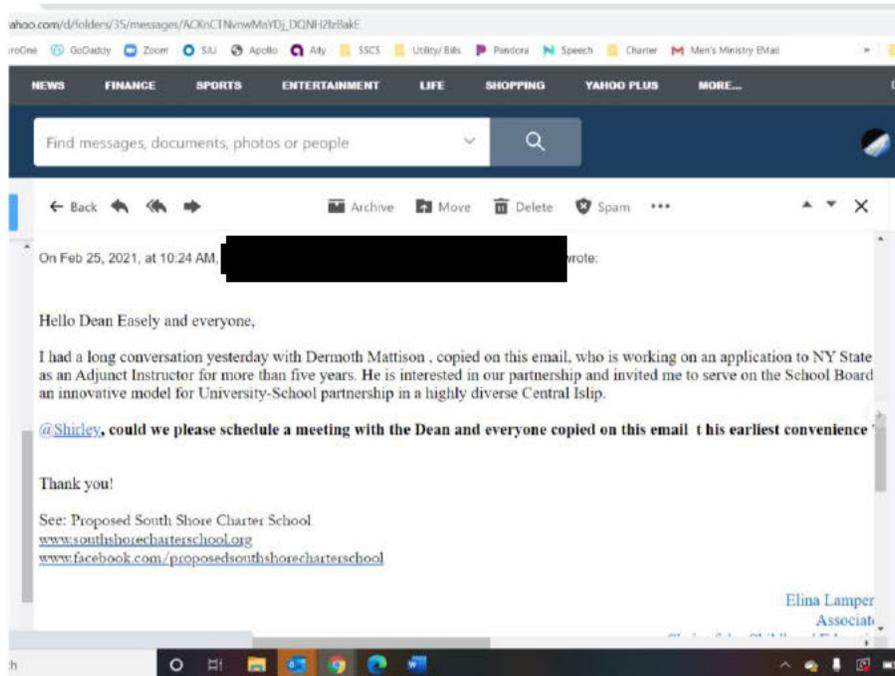


Figure 4d-23: Sample Outreach Email to Local Community College #3

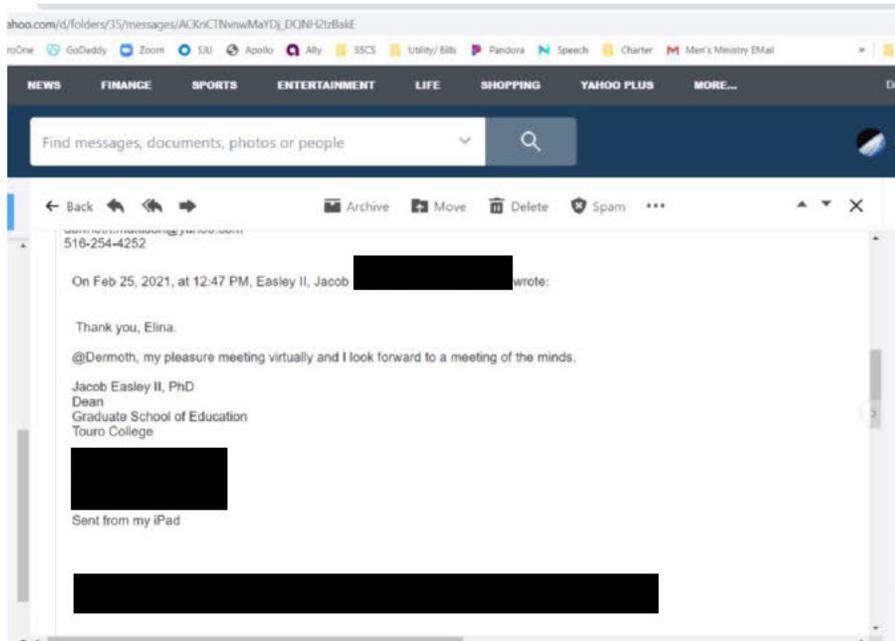
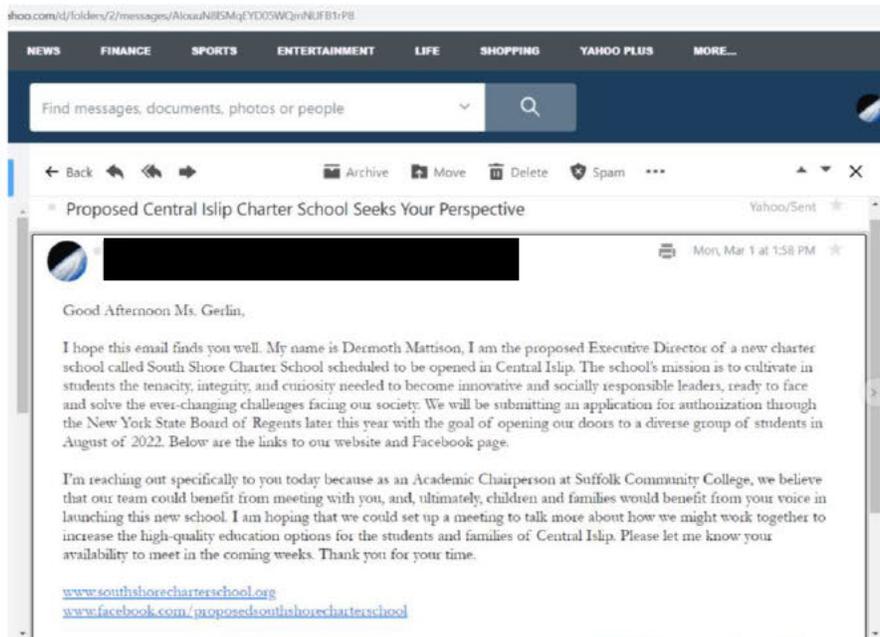


Figure 4d-24: Sample Outreach Email to Local Community College #4



Sample Informational Session Event 02/28/21

Figure 4d-25: Sample Informational Session Photo



Website Sample Pages

Figure 4d-26: Sample Website Page # 1

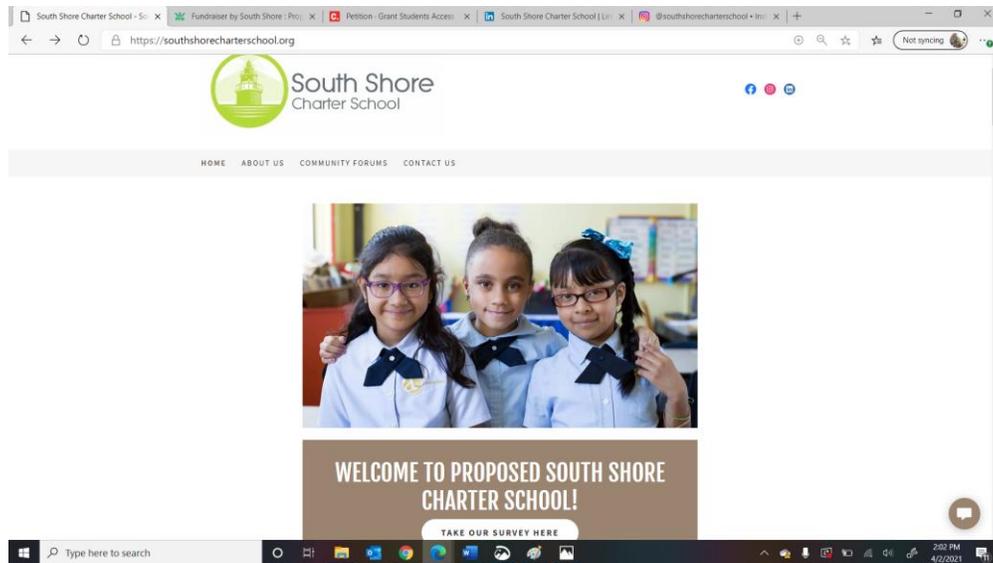
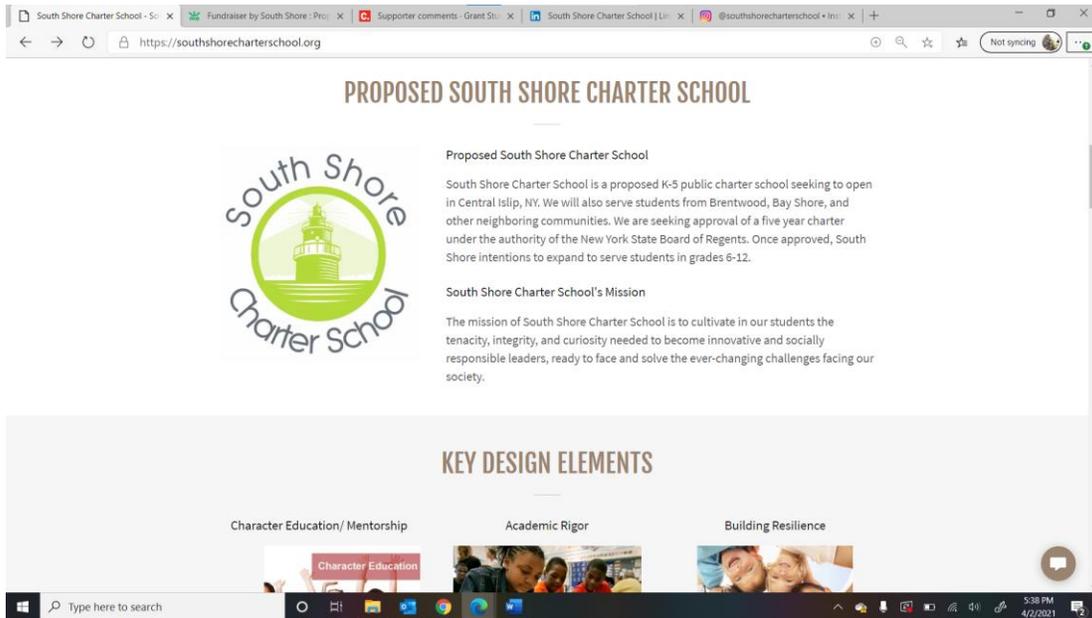


Figure 4d-27: Sample Website Page # 2



Community Forum Announcements on Website

Figure 4d-28: Sample Community Forum Announcement on Website # 1

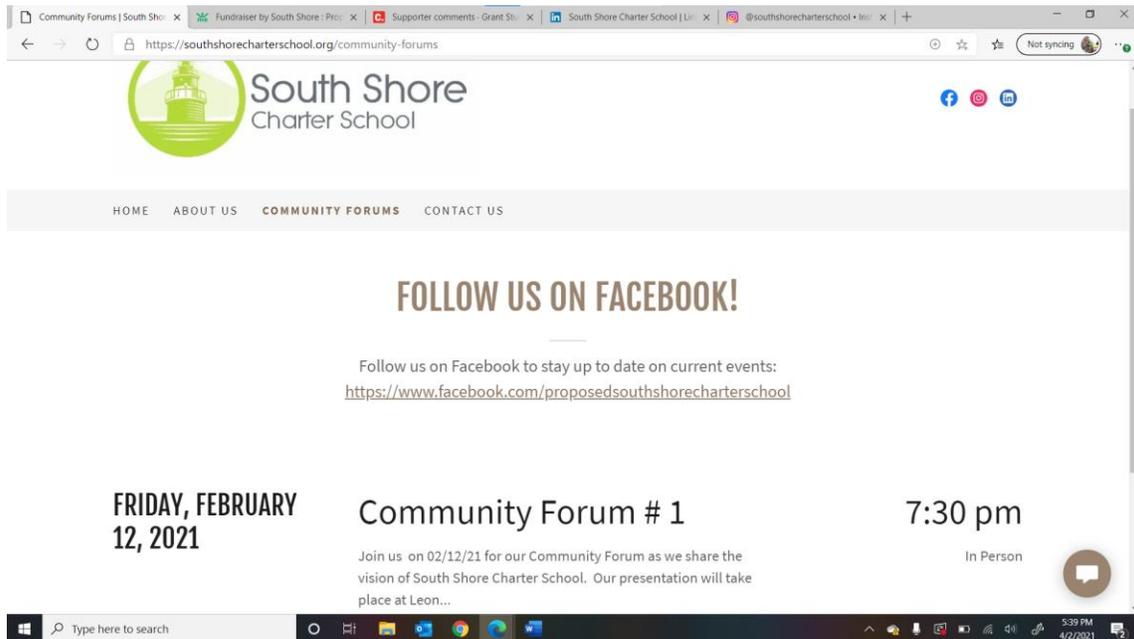


Figure 4d-29: Sample Community Forum Announcement on Website # 2

The screenshot shows a web browser window with the URL <https://southshorecharterschool.org/community-forums>. The page displays a list of community forums. The top entry is partially visible, mentioning a forum on 03/06/21. Below it, two full entries are shown:

- SUNDAY, FEBRUARY 28, 2021**: Community Forum # 3 at 11:30am. Description: "Join us on 02/28/21 for our Community Forum as we share the vision of South Shore Charter School. Our presentation will take place at Fait...". Location: "In Person".
- SATURDAY, FEBRUARY 20, 2021**: Community Forum # 2 at 6:00 pm. Description: "We will host our next Community Forum via Zoom next Saturday, 02/20/21 at 6pm. Remember to register in advance on our Facebook page. We woul...". Location: "Virtual".

Each entry includes a "+ Event Details" link. The browser's taskbar at the bottom shows the time as 5:40 PM on 4/2/2021.

Figure 4d-30: Sample Community Forum Announcement on Website # 3

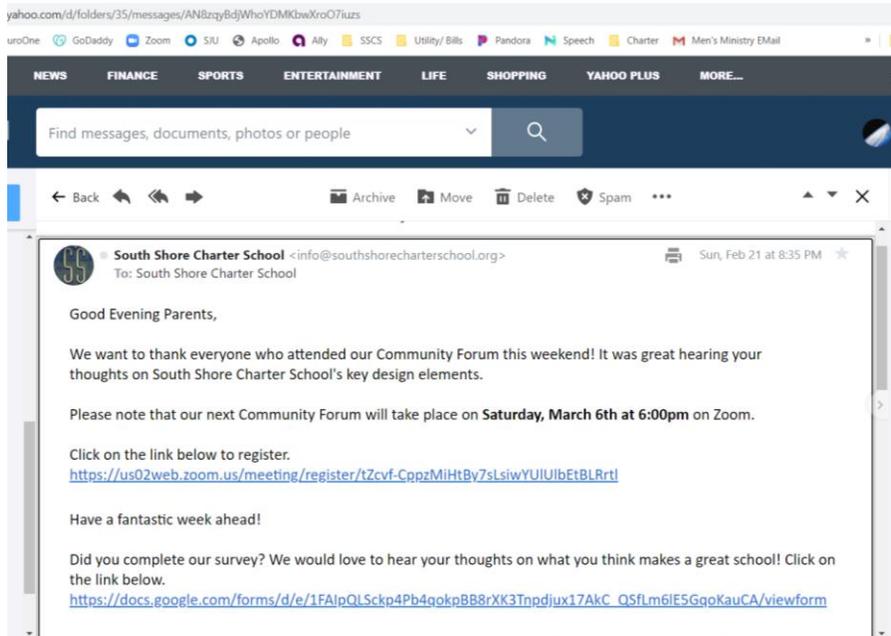
The screenshot shows a web browser window with the URL <https://southshorecharterschool.org/community-forums>. The page displays a list of community forums:

- SATURDAY, APRIL 10, 2021**: Community Forum # 6 at 6:00pm. Description: "Join us for our next Community Forum as we share the vision of South Shore Charter School. Register in advance for this meeting using this...". Location: "Virtual".
- SATURDAY, MARCH 20, 2021**: Community Forum # 5 at 6:00pm. Description: "Join us on 03/20/21 for our next Community Forum as we share the vision of South Shore Charter School. Visit our Facebook page to register...". Location: "Virtual".
- SATURDAY, MARCH 6, 2021**: Community Forum # 4 at 6:00pm. Description: "Join us on 03/06/21 for our next Community Forum as we share the vision of South Shore Charter School. Visit our Facebook page to registe...". Location: "Virtual".

Each entry includes a "+ Event Details" link. The browser's taskbar at the bottom shows the time as 5:41 PM on 4/2/2021.

Sample Community Forum Email Announcement

Figure 4d-31: Sample Community Forum Email Announcement



Community Forum Follow up Facebook Message

Figure 4d-32: Sample Community Forum Follow Up Facebook Message

facebook.com

83 People Reached Boost Unavailable

 **Proposed South Shore Charter School** ...
February 28 at 5:21 PM · 🌐

We want to thank Pastor Falcon and Faith Alive Ministries for allowing us to share the vision of South Shore Charter School with the Central Islip Community in service on 02/28/21. The discuss about Central Islip's current educational landscape began at the 1 hour and 20 minute mark.

[Redacted]

 Like  Comment  Share

73 People Reached Boost Post

 **Proposed South Shore Charter School** ...
February 26 at 11:42 AM · 🌐

Welcome community! I am sharing the link below from the NYS Dept. of Education. It's the parents guide to charter school. It's a nice read!

<http://www.p12.nysed.gov/psc/aboutcharterschools/documents/7-2-20ParentsGuidetoCharterSchoolsinNYS.pdf>

P12.NYSED.GOV
www.p12.nysed.gov

[Redacted] 

 Like  Comment  Share

106 People Reached Boost Post

Community Forum Announcement 03/20/21

Figure 4d-33: Community Forum Announcement Flyer on Facebook # 1

The image is a screenshot of a Facebook event page. At the top, there is a dark blue navigation bar with a lock icon and the text "facebook.com". Below this is a blue header bar with a back arrow and the text "SSCS Community Parent Forum". Underneath the header, there is a red and white icon with the number "2" and the word "Events". The main content area features a flyer for the "PARENT COMMUNITY FORUM # 5" on Saturday, March 20th at 6:00pm. The flyer includes the South Shore Charter School logo, which is a green circle with a building icon and the text "South Shore Charter School". Below the logo is a photo of two children in school uniforms raising their hands. The flyer text includes "CENTRAL ISLIP" and "BRENTWOOD" at the top, "PARENT COMMUNITY FORUM # 5" in bold red, "Saturday, March 20th @ 6:00pm", a link to the Facebook events page, and "CENTRAL ISLIP, BRENTWOOD, BAYSHORE AND NEIGHBORING COMMUNITIES" at the bottom. Below the flyer, the event title "SSCS Community Parent Forum" is displayed with the date "MAR 20" and the text "Public · Event · by Proposed South Shore Charter School". There is a "Message" button and three icons: a star for "Interested", a checkmark for "Going", and three dots for "More". At the bottom, the event time "Saturday, March 20, 2021 at 6 PM – 7 PM" is shown with a clock icon and "about 1 week ago", along with an "Online Event" icon and text.

facebook.com

SSCS Community Parent Forum

2 Events

CENTRAL ISLIP

South Shore Charter School

BRENTWOOD

PARENT COMMUNITY FORUM # 5
Saturday, March 20th @ 6:00pm
Click on our Facebook events page for the Zoom registration information.
www.facebook.com/proposedsouthshorecharterschool
CENTRAL ISLIP, BRENTWOOD, BAYSHORE AND NEIGHBORING COMMUNITIES

MAR 20 SSCS Community Parent Forum

Public · Event · by Proposed South Shore Charter School

Message

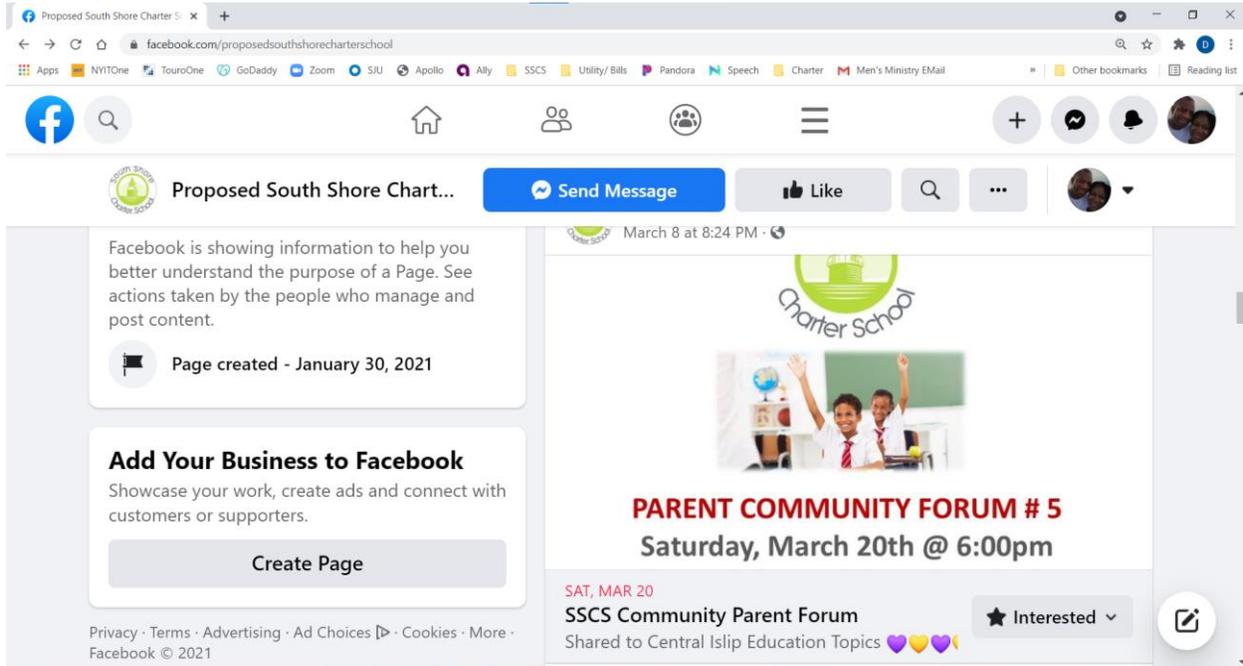
Interested Going More

Saturday, March 20, 2021 at 6 PM – 7 PM
about 1 week ago

Online Event

Sample Community Forum Posted on Facebook

Figure 4d-34: Community Forum Announcement Flyer on Facebook # 2



Sample Outreach to School Board Chair

Figure 4d-35: Outreach to Central Islip School Board Chair

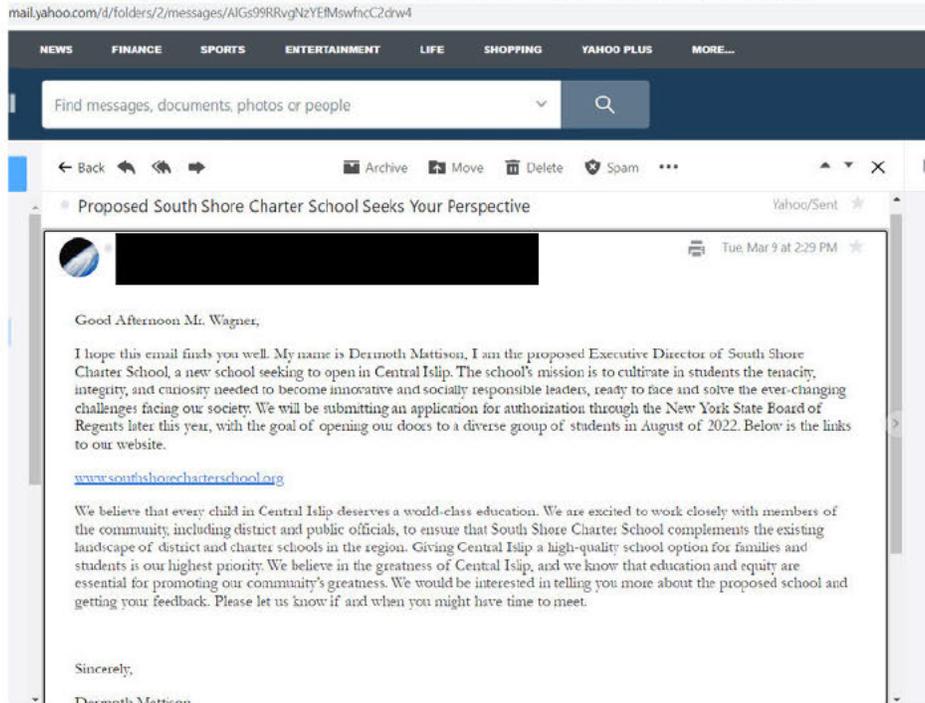
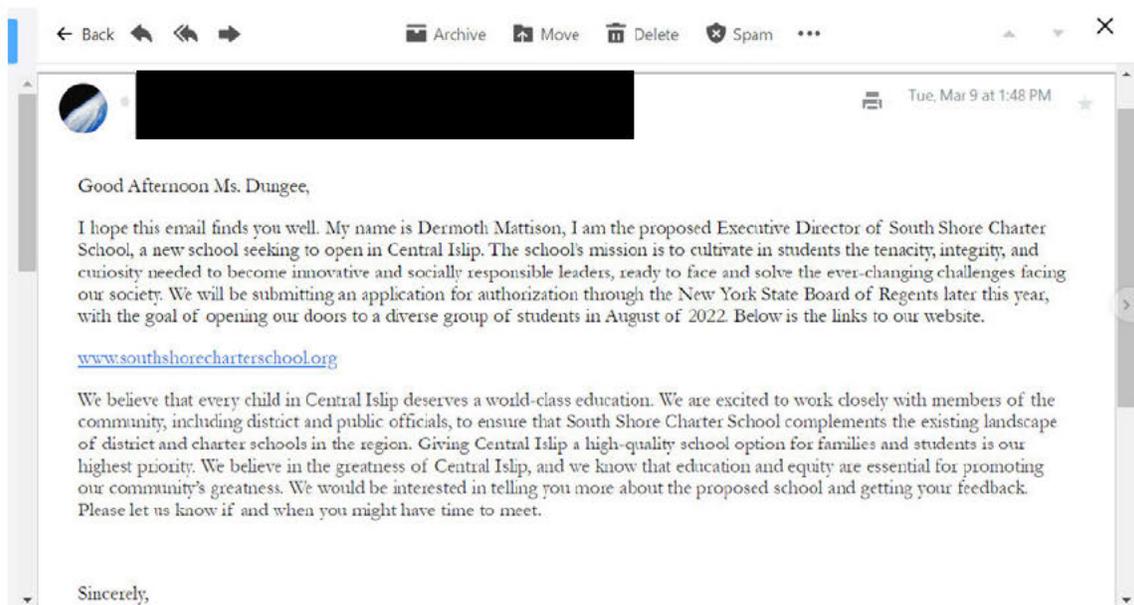
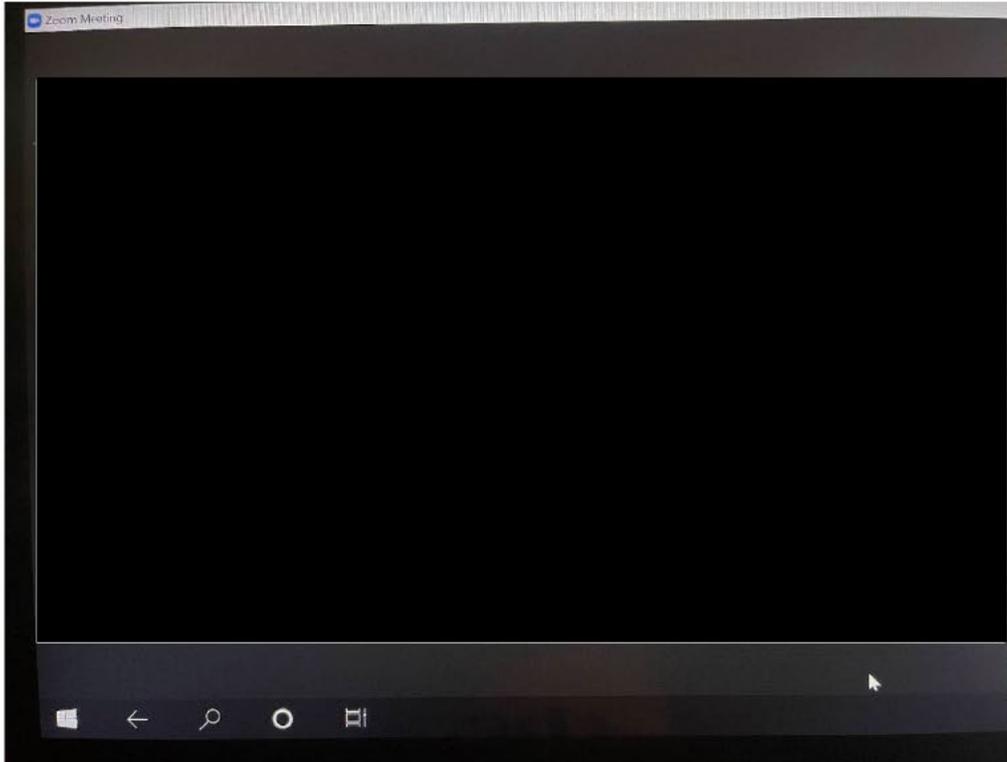


Figure 4d-36: Outreach to Central Islip District Superintendent of Schools



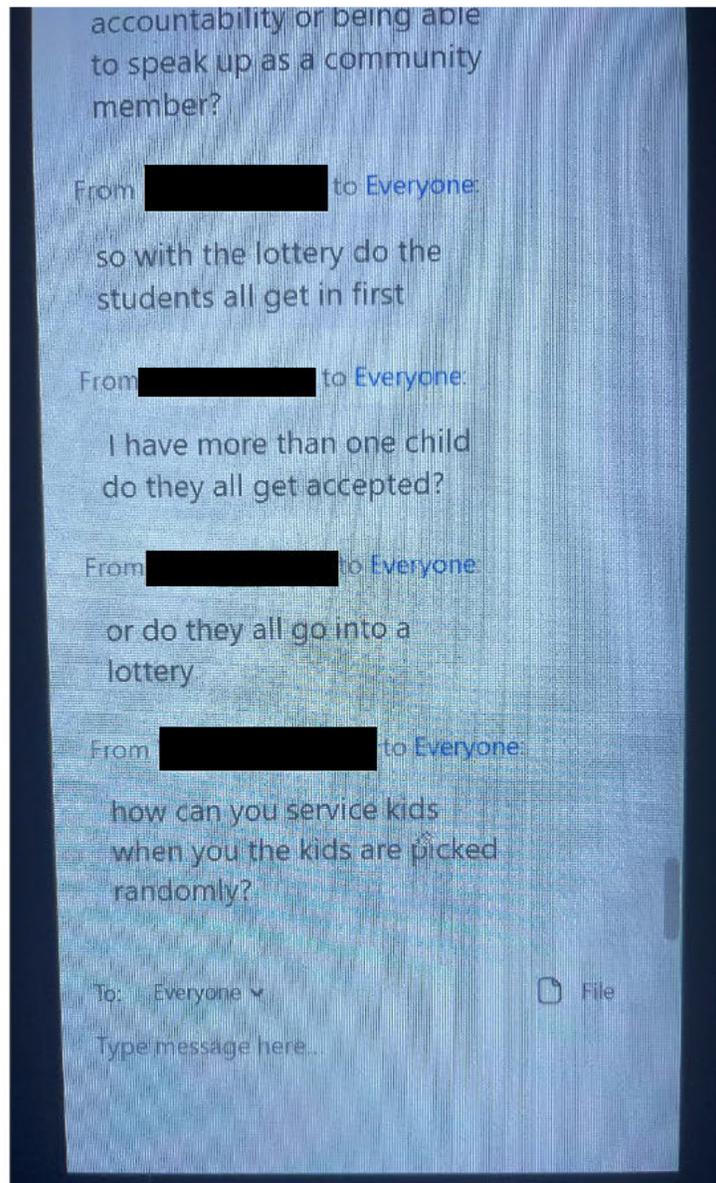
Sample Zoom Parent Forum

Figure 4d-37: Sample Zoom Parent Audience Photo



Sample Zoom Chat with Community Residents

Figure 4d-38: Sample Zoom Chat with Community Parent During Community Forum



Instagram Sample Promotion

Figure 4d-39: Instagram Promotion



Sample Correspondence with Head Start

Figure 4d-40: Sample Outreach Email to Central Islip Head Start Program # 1

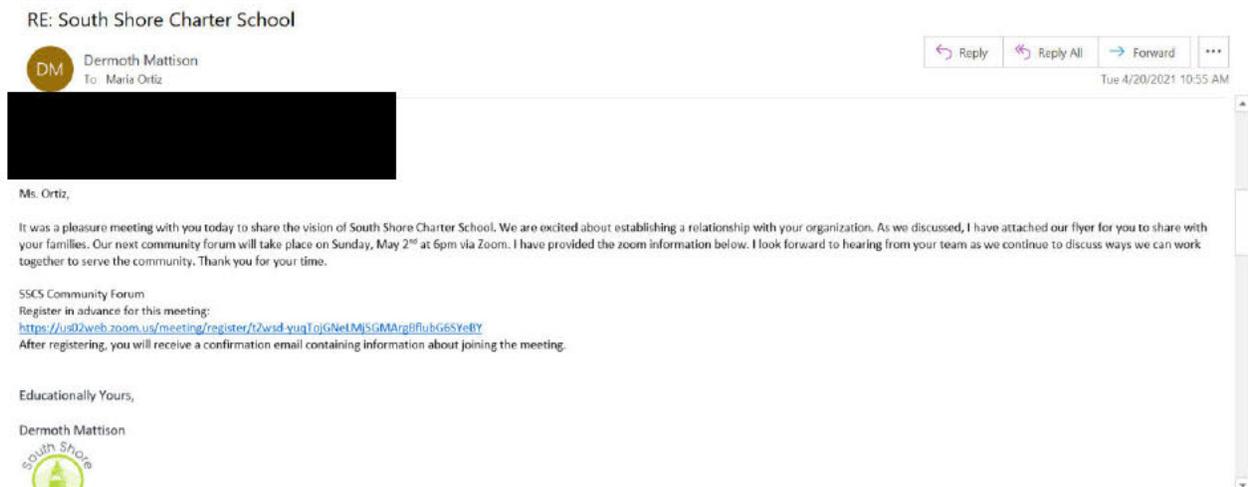


Figure 4d-41: Sample Outreach Email to Central Islip Head Start Program # 2



Sample Poster in Supermarket

Figure 4d-42: Sample Poster Displayed in Local Supermarket # 1



Figure 4d-41: Sample Poster Displayed in Local Supermarket # 2



4e- Evidence of Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

South Shore Charter School has received letters of support, online petition signatures, email messages and comments from various community stakeholders. We have organized the evidence in the following categories.

1. Letters of support for Mr. Dermoth Mattison as the school leader
2. Letters of support from key community organizations
4. Online petition results
5. Sample parent comments from online petition
6. Sample parent email support
3. Letters of support from individual parents and community members

Letters of Support for Mr. Dermoth Mattison

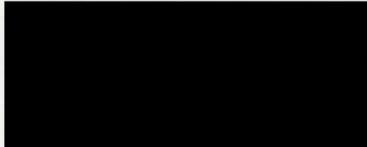
Letters of Support for Dermoth Mattison			
No.	Names	Title	Organization
1.	Arthur Thomas	Pastor	Oneness Rehoboth Apostolic Church
2.	Raymond Ankrum	Superintendent	Riverhead Charter School
3.	Elaina Lampert-Shepel	Childhood Education Program Chair	Touro College
4.	Robert Feirsen	Dean of Teacher Education Program	New York Institute of Technology
5.	Cheryl Dennis	Executive Director	Urban Resource Institute
6.	Yohiana Martinez	Community Educator	New York State Public School
7.	Wayne Edwards	President	Deeway Educational Consultant Inc
8.	Dr. Tashema Spence-Davis	College Professor	Hunter College



Oneness Rehoboth Apostolic Church, Inc.



July 7th, 2021



Dear Sir or Madam:

It is with great delight that I recommend Mr. Dermoth Mattison as the Visionary and Executive Director of the proposed South Shore Charter School.

Mr. Mattison and his family are outstanding members of the Oneness Rehoboth Apostolic Church for the past fifteen years. He currently serves as the Director of Men's Ministry and Chairman of the Deacon Board. He also teaches the young Men's Mentorship class with a Christian Development focus.

Mr. Dermoth Mattison is a man of impeccable character and capabilities. I have proven him to be thoroughly high principled and trustworthy. As an experienced School Administrator who strives to ensure that his students receive the best possible education, his aim is to prepare them for competition in the real world. His passion for scholarship is reflected in his many academic achievements and I am quite sure will be the driving force behind his efforts to establish the South Shore Charter School.

Any courtesy accorded to him would be highly appreciated.

Sincerely,






Riverhead Charter School

Board of Trustees

Aimee LoMonaco, Board President
David Edwards, Vice President
Harry Histan, Treasurer
Natasha Jeffries, Secretary
Zenobia Hartfield, Trustee
Maria Cintron, Trustee

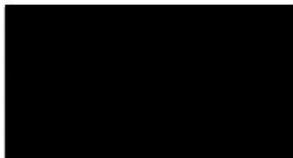
Superintendent
Raymond Ankrum

Principal K-9
Dr. Patrick McKinney

Interim AP K-9
Nicholas Timpone

Director of Finance
Nicola Graham

July 10, 2021



Dear SUNY Charter Schools Institute:

I am writing to express my support for the application for South Shore Charter School, a new proposed charter school in Central Islip, NY. The lead applicant, Dermoth Mattison is an experienced school administrator with a proven track record of academic achievement on Long Island. I am confident that he will establish a school that will close the achievement gap among the most underserved students in the Central Islip Community.

South Shore Charter School's mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. I commend Dermoth Mattison for the vision he has for the children and families of Central Islip. If authorized, South Shore Charter School will greatly improve the educational landscape in the community.

Following the school's launch, I envision the potential for future collaboration, such as professional development, to support our shared efforts in sustaining schools of excellence in Suffolk County. Please feel free to contact me with any questions.



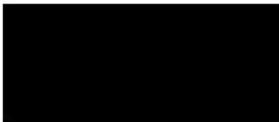
Superintendent

Riverhead Charter School



Leading and Learning from Praxis: Serving with Compassion

June 10, 2021

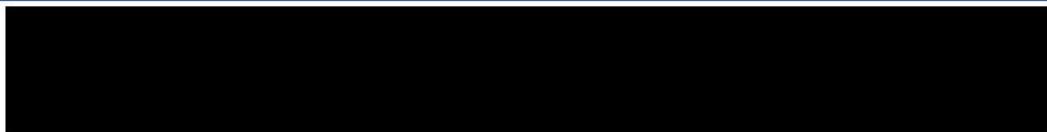


Dear Sir or Madam:

I am pleased to recommend Dermoth Mattison as the founding Executive Director of the proposed South Shore Charter School.

Mr. Mattison have been working for the past seven years as an Adjunct Instructor at Master's Degree Childhood Education Program for General and Special Education, Touro College Graduate School of Education. He has taught graduate courses in special education, curriculum development, classroom management and reading remediation. In his teaching, Mr. Mattison has worked with a diverse population of teacher candidates and have developed strategies for responding effectively to culturally, linguistically, and ability diverse urban beginning educators with a wide range of academic abilities. In his courses, he teaches teacher candidates to conduct research and to critically evaluate the quality of sources. He also emphasizes inquiry as an on-going process of discovery and growth. Mr. Mattison teaches both online and in-person graduate courses and has developed effective teaching strategies for both modes of instruction. On average, Mr. Mattison receives a ninety percent exceptional rating from the teacher candidates in his courses.

Mr. Mattison also serves as a Principal of the Academy Charter School where he is consistently rated highly effective for leading significant and unprecedented gains in student achievement and climate

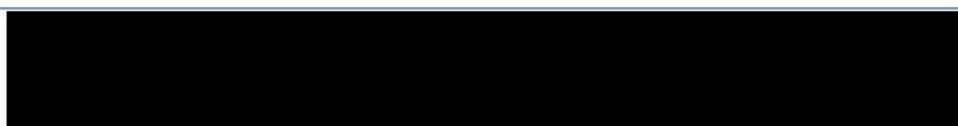


improvement. Throughout his six years as principal, the school has met and exceeded its academic growth goals with New York State. An average of seventy-five percent of his students meet and exceed proficiency on the New York State Exams on a yearly basis. Under his tenure, the school was recognized by New York State as a Reward School for high achievement and high progress.

Mr. Mattison is a talented educator who learns from praxis by practicing theory and theorizing practice. His experiences as a School Building Leader and Graduate School of Education Adjunct Instructor prepares him to effectively lead South Shore Charter School. I strongly endorse Mr. Dermoth Mattison serving as the founding Executive Director of South Shore Charter School.



Elina Lampert-Shepel, Ed.D.
Chair of the Childhood Education and Special Education Program
Associate Professor



**NEW YORK INSTITUTE
OF TECHNOLOGY**

College of Arts & Sciences

July 7, 2021

Dear Madam or Sir:

I am writing to recommend Dermoth Mattison as the founding Executive Director of the South Shore Charter School.

Mr. Mattison has worked for the past several years as an Adjunct Instructor in the teacher preparation program at New York Institute of Technology. His responsibilities have included teaching courses in methods and materials of instruction and reading in the content areas. Mr. Mattison has worked with a diverse population of teacher candidates and has developed strategies for responding effectively to students from a wide range of backgrounds. Course work includes opportunities for pre-service candidates to conduct research and critically evaluate the quality of sources. It is clear that Mr. Mattison seeks to provide each member of his classes with challenging and engaging material and to model effective teaching practices. Student feedback has been highly positive.

Mr. Mattison is a talented and dedicated educator who matches words with practice. His commitment to ensuring that all students receive the best education possible is commendable and sets a high bar for all. I strongly endorse his role as the founding Executive Director of South Shore Charter School.

Sincerely,



Robert Feirsen
Chair, Education Department
College of Arts & Sciences



nyit.edu

Do.
Make.
Innovate.
Reinvent the Future.



URI NYC
Urban Resource Institute

Nathaniel M. Fields
Chief Executive Officer

Board of Trustees

Whittaker Mack III, MBA, CFP®
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Porcia Allen-Kyle, MA
Vice Chair
Criminal Justice Transparency Fellow,
American Civil Liberties Union of New
Jersey

Adrienne Y. Peterson, MBA, CPA
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IT Audit Manager
HSBC Bank

Lisa A. Ross, MD, MBA
Secretary
Director, Anesthesiology
Harlem Hospital
Associate Professor, Clinical Anesthesia
Columbia University

Vivian Y. Bright, M.S.
Retired

Anta Cisse-Green, Esq., L.L.M., TEP
Associate General Counsel, Development
NYU Langone Medical Center

Nima Y. Esaki, PhD, MSW, MBA
Assistant Professor, Springfield College
School of Social Work

Charles F. Gergel, JD
Attorney and Partner
Cullen and Dykman, LLP

Corinna C. Grant
Retired

Osy Harrison
East Coast Director
Community Outreach
Mission Be

Susan Hirschman
Financial Advisor
Morgan Stanley Wealth Management

Alan Kolod
Attorney & Partner
Moses & Singer LLP

Esther Lainis
SVP, Commercial Banking
Capital One

Kenneth Pollack
Retired

Carmen J. Smith, MPA
Vice President, Creative Development
and Inclusive Strategies, Walt Disney
Imagineering and Parks and Resorts

July 8th, 2021



Dear SUNY Charter School Institute:

This letter confirms that my organization, Urban Resource Institute, strongly supports the establishment of South Shore Charter School, for the Central Islip, Bay Shore and Brentwood communities. The school's unique mission to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders is vitally important to our community at this time in our history. South Shore Charter School will provide students perform at high academic levels.

I strongly support the founding team and their efforts to establish a high performing public school for the underserved students in the community. I believe that students would benefit from a school community that offers a character education curriculum, longer school day, social emotional learning and extended literacy and math instruction. I am confident that the school and its proposed leader, Mr. Dermoth Mattison will create a culture of academic excellence. I look forward to supporting the project as it moves forward in whatever ways possible. It is my hope that the school will be granted a charter to serve the community. Thank you.

Sincerely,



Cheryl A. Dennis, MPA
Program Director



July 7th, 2021



To The SUNY Charter Authorizing Department,

It is with great honor that I recommend Mr. Dermoth Mattison as the Founding Executive Director of the proposed South Shore Charter School. I had the pleasure of working with Mr. Mattison at The Academy Charter School. As the principal of the middle school, Mr. Mattison led a cohesive team of teachers and leaders who were not only committed to excellence, but who delivered on his mission to provide a high quality education and experience to scholars and families who would otherwise be underserved.

Mr. Mattison truly believes in equity and inclusiveness for all learners. Thus he understands that in order to create this culture for students, it must first be developed with the team of leaders and educators he works with. Mr. Mattison worked tirelessly to build a team with a strong camaraderie, with the end goal of improving the educational experience of scholars and in turn exponentially improving test scores. I am honored to have been part of the team who not only improved test scores to levels that had never been reached at The Academy, but also a team who was committed to the educational experience of so many deserving scholars.

I whole heartedly believe in Mr. Mattison's vision and mission for the proposed South Shore Charter School. His proven track record of composing and leading highly effective teams who consistently deliver on their promise to provide a high quality education to *all students* proves not only that it can be done; but, that there isn't anyone better suited to spearhead this proposed project to deliver equity, inclusivity and the kind of quality education the Central Islip community needs and deserves.

Mr. Mattison is an amazing leader and educator who's experience in school leadership and doctoral studies will ensure his success in this endeavor. He is passionate about education and ensuring that all children, regardless of socioeconomic status, race, ability or gender have access to high quality educational opportunities. It is with the utmost confidence that I endorse Mr. Mattison as the Founding Executive Director of South Shore Charter School.

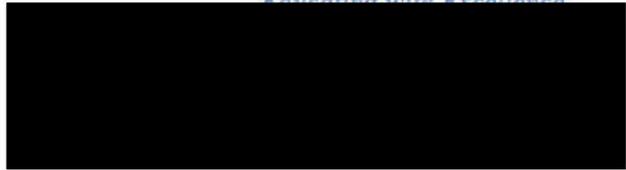
Warm regards,



Yohaina Martinez

Deeway Educational Services, Inc.

"Educating with Excellence"



July 12, 2021



To Whom It May Concern:

As an Educational Consultant, one of my roles at The Academy Charter School (TACS) is to collaborate with building leaders on initiatives that lead to continuous student success. Mr. Mattison and I have worked together on numerous projects while he served as Middle School Principal at TACS and has proven to be an innovative thinker and a great team player.

He is never afraid to ask hard questions, he accepts responsibility when plans need to be adjusted, and challenges teachers to grow in their pedagogical practices.

To that end, under his leadership, NYS State Test Scores have increased consistently in ELA and mathematics.

In addition to the qualities listed above, Mr. Mattison has excellent communication skills and is a paragon of humility. It is with great pride and confidence that I recommend Dermoth Mattison as Executive Director of the South Shore Charter School.

Sincerely,

Wayne Edwards
President

July 2, 2021



To Whom It May Concern:

I am writing to express my support for authorizing South Shore Charter School. I have met with the proposed Executive Director, Dermoth Mattison and the proposed Board Chair Keith Brown and as an Instructional leader with over 16 years of experience with New York City Department of Education and a graduate adjunct lecturer for Hunter College School of Education, I am enthusiastic about what South Shore Charter School could provide to the Central Islip community.

South Shore Charter School's stated mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. What makes South Shore Charter School so important is the commitment to serve an integrated population and solid plan for a demanding academic and project based curriculum embedded in real life community work and engagement.

South Shore Charter School and Hunter College's Department of Curriculum and Teaching, share similar beliefs in students' literacy development, including a deep commitment to diversity, equity, inclusion and service. I can confidently say that this model and this team offer many opportunities for synergy. Dermoth Mattison and Keith Brown have assembled a dynamic and diverse team that will open an excellent school.

Please don't hesitate to contact me with any questions you may have.

Sincerely,

Dr. Tashema Spence-Davis

Letters of Support from Community Organizations

Letters of Support from Community Organizations			
No.	Names	Title	Organization
1.	Angel Falcon	Pastor	Faith Alive Ministries
2.	Arturo Cuchilla	Pastor	Leon de Juda UPCI
3.	Edward Jackson	Pastor	Central Islip Seven Day Adventist Church
4.	Boris Zilberdrut	Loan Officer	Jet Direct Mortgage
5.	Ryan Miller	Regional Manager	U-Haul Corporation
6.	Melanie Baker	CEO	Project RESETS
7.	Luciando Rodriguez	Manager	Brentwood Supermarket
8.	Richard Fuchs	Manager	Fifth Ave Self Storage
9.	Eric Bennett	Owner	Start to Finish Auto
10.	Paula Spina	Owner	Barbeque World Propane
11.	Micheal Madraus	Marketing Company President	U-Haul Corporation

March 29th, 2021

SUNY Institute
41 State Street
Albany, NY 12207

To Whom It May Concern:

I would like to offer this letter of support for the proposed South Shore Charter School. As a parent of school aged children and a community leader and resident for 46 years, it is important that they receive a high-quality education in a safe and productive learning environment. Like many families living in Central Islip, we are exploring educational options but know that there are limited affordable options in the area. Please understand that our School District report card has shown for years a failing report card especially in our middle school children.

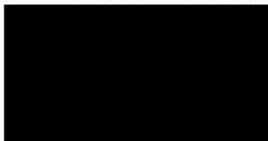
South Shore Charter School's stated mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. The school's focus of cultivating innovative and socially responsible leaders is what I want in a school, not only for my own children, but for all children in our community. This being a major focus in South Shore Charter School's curriculum is very appealing to me as a parent and as a community leader a much need alternative for residents.

In addition to its strong mission, I am also strongly drawn to the commitment to character education and diversity. I have been inspired by the proposed leadership of South Shore Charter School and I look forward to fully supporting the project as it moves forward.

Sincerely,



Rev. Angel M. Falcon, Senior Pastor





Leon de Juda UPCI Inc.

February 21, 2021

To Whom It May Concern:

I am writing to express my support for authorizing South Shore Charter School. I met with Mr. Dermoth Mattison, the proposed Executive Director and I am confident that he and his team will operate a high performing school to serve our community.

As Pastor of Leon de Judah UPCI Church, and a resident and parent I am excited about the prospect of opening this school in our community. South Shore Charter School's mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. This mission represents what our community needs in this period of our history.

After learning about the vision and school design, I am confident that this school will effectively serve Central Islip's most disadvantaged students. This school is much needed as we work as a nation to recover from the effects of the pandemic on our children.

I stand firmly behind this founding team, and I will support them in every way possible. I hope that this school will be authorized to operate in our region as it will provide an amazing opportunity for our students.

Sincerely,

Arturo Cuchillas

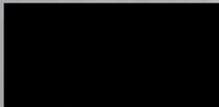
Arturo Cuchillas



Central Islip Seventh-day Adventist Church



May 5th, 2021



Dear SUNY Charter School Institute:

This letter confirms that my organization, Central Islip Seven Day Adventist Church, strongly supports the establishment of South Shore Charter School. As a leader in the Central Islip community, I care deeply about the educational landscape and the options that are available to families in our community. After meeting with Mr. Dermoth Mattison, I believe that the mission and vision of South Shore Charter School will dramatically improve the lives of students in Central Islip.

South Shore Charter School's mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. The school's focus on character education is a vital ingredient to the future success of all scholars. I also believe that students would benefit from a South Shore's approach to offer a longer school day, a social emotional learning curriculum. I am confident that the school and its proposed leader will create a culture of academic excellence.

I have committed to helping the school get started by offering them access to my personal and professional network for the purposes of trustee recruitment, aiding them in their recruitment of a diverse group of families, and outstanding faculty members. I look forward to supporting the establishment of this school as it moves forward. I have the utmost confidence that Mr. Dermoth Mattison and his team will open a truly excellent school. It is my hope that the school will be granted a charter and open in the Fall of 2022.

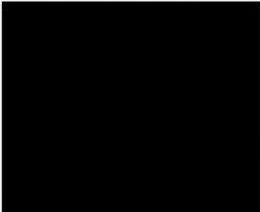
Sincerely,



Rev. Edward Jackson



June 1st, 2021



Dear SUNY Charter School Institute:

This letter confirms that my organization, Jet Direct Mortgage, strongly supports the establishment of South Shore Charter School, for the Central Islip, Bay Shore and Brentwood communities. The school's unique mission to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders is vitally important to our community at this time in our history. South Shore Charter School will provide students perform at high academic levels.

I strongly support the founding team and their efforts to establish a high performing public school for the underserved students in the community. I believe that students would benefit from a school community that offers a character education curriculum, longer school day, social emotional learning and extended literacy and math instruction. I am confident that the school and its proposed leader, Mr. Dermoth Mattison will create a culture of academic excellence. I look forward to supporting the project as it moves forward in whatever ways possible. It is my hope that the school will be granted a charter to serve the community.

Thank you.

Sincerely,



Boris Zilberdrut

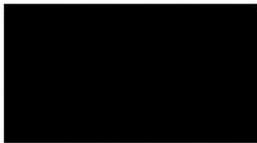




U-HAUL COMPANY OF LONG ISLAND



June 30, 2021



Dear SUNY Charter School Institute:

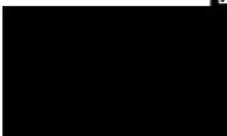
This letter confirms that my organization, U-Haul Company of Long Island, supports the establishment of South Shore Charter School, for Central Islip, Bay Shore and Brentwood. The school's unique mission to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders is vitally important to our region at this time in our history. South Shore Charter School will position students to perform at high academic levels.

I strongly support the founding team and their efforts to establish a high performing public charter school for underserved students in Central Islip. I believe that students would benefit from a school that offers a character education curriculum, a longer school day, social emotional learning and extended literacy and math instructional minutes. I am confident that the school and its proposed leader, Mr. Dermoth Mattison will create a culture of academic excellence. I look forward to supporting the project as it moves forward in anyway possible. It is my hope that the school will be granted a charter and open in the Fall of 2022. Thank you.



Ryan Miller

Area Field Manager





Project R.E.S.E.T.S.

Restoring Expectations through Socio-Emotional Trauma Survival

April 13th, 2021

To Whom It May Concern:

I would like to offer this letter of support for the proposed South Shore Charter School. As a special educator, serving students, school aged children, to ameliorate learning deficits and optimize learning potential, it becomes imperative that my students receive a high-quality education in a safe and productive learning environment. The families I serve include families living in Central Islip, and they need to be able to explore educational options, despite knowing that there are limited affordable options in that area. I founded Project R.E.S.E.T.S., Restoring Expectations through Socio Emotional Trauma Survival, in order to level the playing field, and improve access to opportunities that directly impact the likelihood of success for all students, not limited by adverse experiences or limiting factors, including zip code.

South Shore Charter School's stated mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. The school's focus of cultivating innovative and socially responsible leaders is what I want in a school, not only for my students that I serve, but for all the children in these communities from which most of my families arise, as a result of the challenges facing these beleaguered communities and school districts. The mission of South Shore Charter School, with its major focus through its unique curriculum approach and design, appeals to me as an educator committed to the best outcomes for the students I serve.

In addition to its strong mission, I am also drawn to the commitment to character education and diversity, which aligns with my organizational mission through Project R.E.S.E.T.S., which privileges expanding expectations for all students. I have been inspired by the proposed leadership of South Shore Charter School and I look forward to supporting the project as it moves forward.

Sincerely,

Name: Melanie S. Baker, M.Sc., Special Education

Signature: 

Contact: 




June 30, 2021



Dear SUNY Charter School Institute:

This letter confirms that, Brentwood Market supports the creation of South Shore Charter School, for Central Islip, Bay Shore and Brentwood. By doing so it will allow better opportunities for our children. South Shore Charter School will be an essential part to our community in providing a great educational system.

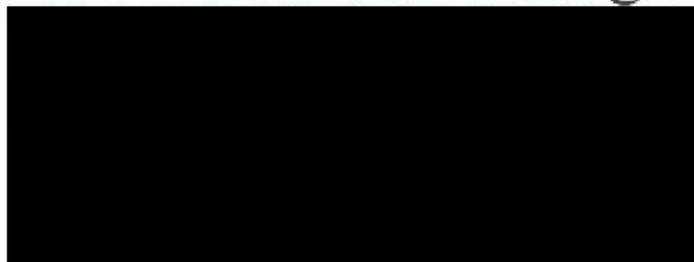
Charter schools are known to have their students perform much better and are able to provide them with more materials to learn. They also are a safe environment for the students. A place where students feel safe and comfortable allows them to focus on learning. The teachers will also be able to provide the students with tailored material to fit their needs in class. With all that is going on in the world a place where kids can learn and expand their minds is always a benefit. We hope that the school will be able to open in the future, and we are here to support them.

Sincerely,



Luciano M Rodriguez Jr.
(Manager)

Fifth Avenue Self Storage



July 1, 2021



Dear SUNY Charter School Institute:

This letter confirms that my organization, Fifth Avenue Self Storage, supports the establishment of South Shore Charter School, for Central Islip, Bay Shore and Brentwood. The school's unique mission to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders is vitally important to our region at this time in our history. South Shore Charter School will position students to perform at high academic levels.

I strongly support the founding team and their efforts to establish a high performing public charter school for underserved students in Central Islip. I believe that students would benefit from a school that offers a character education curriculum, a longer school day, social emotional learning and extended literacy and math instructional minutes. I am confident that the school and its proposed leader, Mr. Dermoth Mattison will create a culture of academic excellence. I look forward to supporting the project as it moves forward in anyway possible. It is my hope that the school will be granted a charter and open in the Fall of 2022. Thank you.

S:
[Redacted signature]

Manager

Start To Finish Auto



June 30, 2021



Dear SUNY Charter School Institute:

This letter confirms that my organization Start To Finish Auto, supports the establishment of South Shore Charter School, for Central Islip, Bay Shore and Brentwood. The school's unique mission to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders is vitally important to our region at this time in our history. South Shore Charter School will position students to perform at high academic levels.

I strongly support the founding team and their efforts to establish a high performing public charter school for underserved students in Central Islip. I believe that students would benefit from a school that offers a character education curriculum, a longer school day, social emotional learning and extended literacy and math instructional minutes. I am confident that the school and its proposed leader, Mr. Dermoth Mattison will create a culture of academic excellence. I look forward to supporting the project as it moves forward in anyway possible. It is my hope that the school will be granted a charter and open in the Fall of 2022. Thank you.

Sincerely,

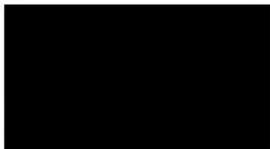


Eric Bennett
Owner

BARBECUE WORLD PROPANE



July 1, 2021



Dear SUNY Charter School Institute:

This letter confirms that my organization, Barbecue World Propane, supports the establishment of South Shore Charter School, for Central Islip, Bay Shore and Brentwood. The school's unique mission to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders is vitally important to our region at this time in our history. South Shore Charter School will position students to perform at high academic levels.

I strongly support the founding team and their efforts to establish a high performing public charter school for underserved students in Central Islip. I believe that students would benefit from a school that offers a character education curriculum, a longer school day, social emotional learning and extended literacy and math instructional minutes. I am confident that the school and its proposed leader, Mr. Dermoth Mattison will create a culture of academic excellence. I look forward to supporting the project as it moves forward in anyway possible. It is my hope that the school will be granted a charter and open in the Fall of 2022. Thank you.



Paul Spina

Owner





U-HAUL COMPANY OF LONG ISLAND

June 30, 2021



Dear SUNY Charter School Institute:

This letter confirms that my organization, U-Haul, supports the establishment/founding of South Shore Charter School, for Central Islip, Bay Shore and Brentwood. The school's unique vision to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders is vitally important to the community at this time in our history. South Shore Charter School will provide students perform at high academic levels.

I strongly support the founding team and their efforts to establish a high performing public school for the unserved students in the community. I believe that students would benefit from a school community that offers a character education curriculum, longer school day, social emotional learning and extended literacy and math instruction. I am confident that the school and its proposed leader will create a culture of academic excellence. I look forward to supporting the project as it moves forward in whatever ways possible. It is my hope that the school should be granted a charter and open in the Fall of 2022.

Sincerely,

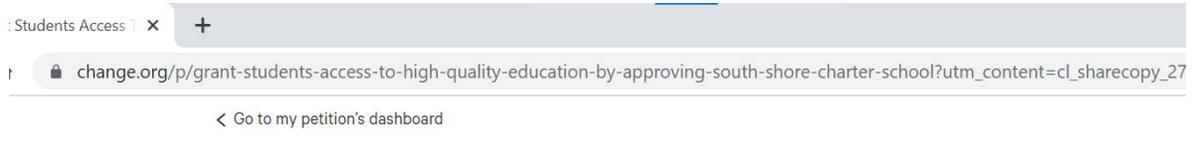


Michael Nadraus

Marketing Company President

Online Petition Results

Our online petition has over 987 signatures.



Grant Students Access To High Quality Education By Approving South Shore Charter School



 South Shore Charter School started this petition to Board of Regents

****Please *DO NOT* donate on this website when change(dot)org asks you to "chip in" after signing the petition. Visit our GoFundMe page using this link <https://gofund.me/ce0ee728> Thank you.****

A charter school is a tuition free public school open to all

987 have signed. Let's get to 1,000!

 At 1,000 signatures, this petition is more likely to be featured in recommendations!



 Send a Facebook message

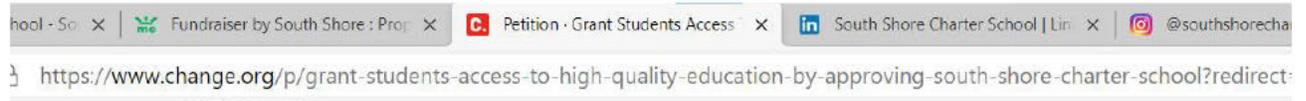
 Send an email to friends

 Tweet to your followers

 Copy link

Sample Parent Comments

Below are sample comments from our online petition respondents stating their support for South Shore Charter School.



750 supporters

1 month ago

South Shore Charter School started this petition

2 months ago

Reasons for signing

2 months ago

education is one of the most important part of a childs life and the area served needs this resource please approve the charter school

♥ 3 · Report

2 months ago

i want my little cousins to get the education they deserve

♥ 2 · Report

[View all reasons for signing](#)



[Report a policy violation](#)

South Shore Charter School - So... x Fundraiser by South Shore: Pro... x Supporter comments - Grant Stu... x South Shore Charter School | Li... x @southshorecharterschool • Ins... x +

https://www.change.org/p/grant-students-access-to-high-quality-education-by-approving-south-shore-charter-school/c

0 [Report](#)

 [Redacted] 1 month ago

A school that will provide quality education to help mold the minds of our future generation is definitely needed.

0 [Report](#)

[Redacted]

Because public School district failed my daughter and I don't want it to fail my younger children

0 [Report](#)

 [Redacted] 1 month ago

I am signing because I believe education

0 [Report](#)

South Shore Charter School - So... x Fundraiser by South Shore: Pro... x Supporter comments - Grant Stu... x South Shore Charter School | Li... x @southshorecharterschool • Ins... x +

https://www.change.org/p/grant-students-access-to-high-quality-education-by-approving-south-shore-charter-school/c

0 [Report](#)

 [Redacted] 1 month ago

My children deserve any opportunity to advance their skills and knowledge. My community deserves a school that will pour into their needs and mold them for success!

0 [Report](#)

 [Redacted] Feb 19, 2021

Every child deserves a good education

1 [Report](#)

 [Redacted] Feb 17, 2021

The value of getting a good education is priceless. This charter school will give this generation just that!

1 [Report](#)



Feb 17, 2021

The value of getting a good education is priceless. This charter school will give this generation just that!

♡ 1

[Report](#)



Feb 17, 2021

I like the proposal.

♡ 1

[Report](#)



Feb 17, 2021

Every child deserves high quality education.

♡ 1

[Report](#)



Feb 14, 2021

education is one of the most important part of a childs life and the area served needs this resource please approve the charter school

♡ 3

[Report](#)



Feb 12, 2021

i want my little cousins to get the education they deserve

♡ 2

[Report](#)



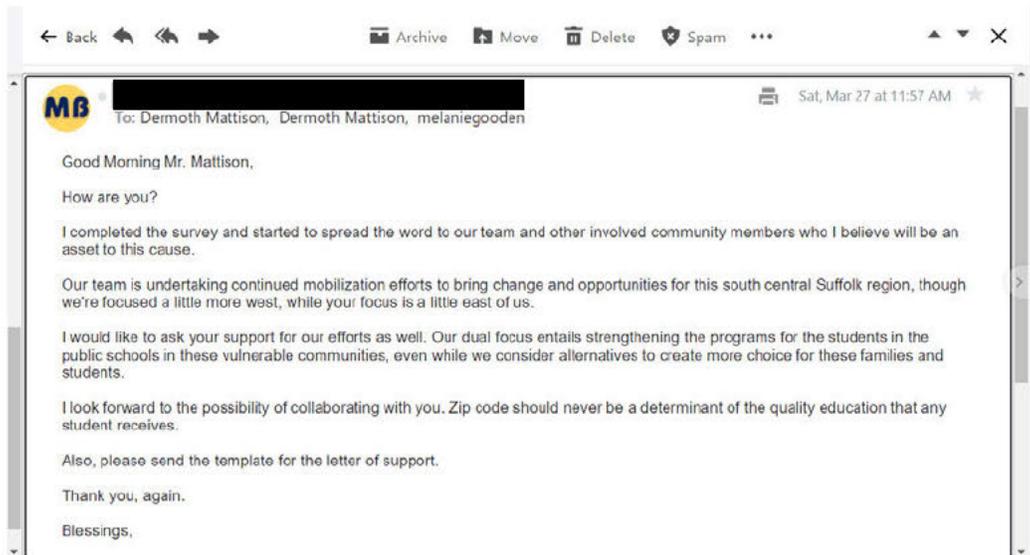
Feb 9, 2021

[Redacted comment text]

♡ 1

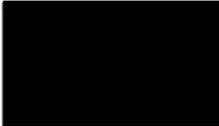
[Report](#)

Sample Communication from Parent



Letters of Support from Parents & Community Members

March 29th, 2021



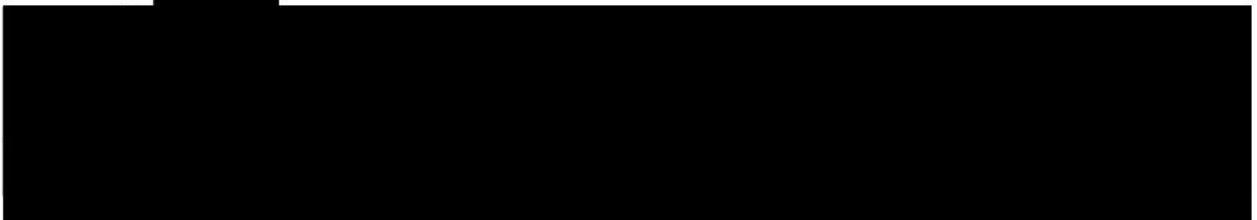
To Whom It May Concern:

I would like to offer this letter of support for the proposed South Shore Charter School. As a parent of school aged children, it is important that they receive a high-quality education in a safe and productive learning environment. Like many families living in Central Islip, we are exploring educational options but know that there are limited affordable options in the area.

South Shore Charter School's stated mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. The school's focus of cultivating innovative and socially responsible leaders is what I want in a school, not only for my own children, but for all children in our community. This being a major focus in South Shore Charter School's curriculum is very appealing to me as a parent.

In addition to its strong mission, I am also drawn to the commitment to character education and diversity. I have been inspired by the proposed leadership of South Shore Charter School and I look forward to supporting the project as it moves forward. Thank you.

Sincerely,



April 14th, 2021



To Whom It May Concern:

I would like to offer this letter of support for the proposed South Shore Charter School. As a parent of school aged children, particularly my eldest son who is differently abled, and has autism and visual impairment, it becomes imperative that my children receive a high-quality education in a safe and productive learning environment. As a family in the neighboring community of Brentwood, adjacent to Central Islip, I appreciate the value of the need to be able to explore educational options, given the limited affordable options in our surrounding areas.

South Shore Charter School's stated mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. The school's focus of cultivating innovative and socially responsible leaders is what I want in a school, not only for my students that I serve, but for all the children in these communities from which most of my families arise, as a result of the challenges facing these beleaguered communities and school districts. The mission of South Shore Charter School, with its major focus through its unique curriculum approach and design, appeals to me as an educator committed to the best outcomes for the students I serve.

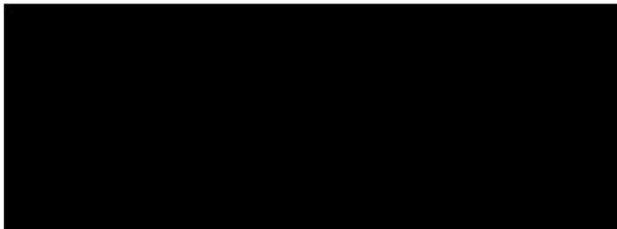
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Sincerely,

Name:

Signature:

Contact:



March 29th, 2021

SUNY Institute



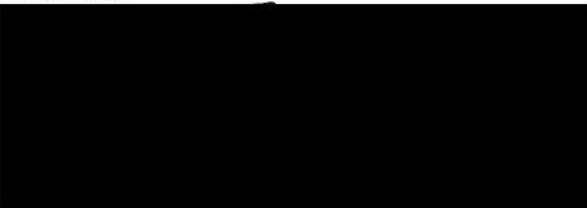
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I would like to offer this letter of support for the proposed South Shore Charter School. As a parent of school aged children, it is important that they receive a high-quality education in a safe and productive learning environment. Like many families living in Central Islip, we are exploring educational options but know that there are limited affordable options in the area.

South Shore Charter School's stated mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. The school's focus of cultivating innovative and socially responsible leaders is what I want in a school, not only for my own children, but for all children in our community. This being a major focus in South Shore Charter School's curriculum is very appealing to me as a parent.

In addition to its strong mission, I am also drawn to the commitment to character education and diversity. I have been inspired by the proposed leadership of South Shore Charter School and I look forward to supporting the project as it moves forward. Thank you.

Sincerely,



[REDACTED]

July 1, 2021

[REDACTED]

Dear SUNY Charter School Institute:

This letter confirms that I, Halima Joseph a resident of Bay Shore, supports the establishment of South Shore Charter School, for Central Islip, Bay Shore and Brentwood. The school's unique mission to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders is vitally important to our region at this time in our history. South Shore Charter School will position students to perform at high academic levels. I strongly support the founding team and their efforts to establish a high performing public charter school for underserved students in Central Islip. I believe that students would benefit from a school that offers a character education curriculum, a longer school day, social emotional learning and extended literacy and math instructional minutes. I am confident that the school and its proposed leader, Mr. Dermoth Mattison will create a culture of academic excellence. I look forward to supporting the project as it moves forward in anyway possible. It is my hope that the school will be granted a charter and open in the Fall of 2022. Thank you.

Sincerely,

[REDACTED]

Halima Joseph
Resident

March 1st, 2021



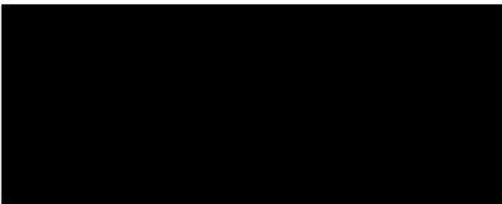
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I would like to offer this letter of support for the proposed South Shore Charter School. As a parent of a school aged child, it is important that they receive a high-quality education in a safe and productive learning environment. Like many families living in Central Islip, we are exploring educational options but know that there are limited affordable options in the area.

South Shore Charter School's stated mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. The school's vision to cultivate innovative and socially responsible leaders is what I want in a school, not only for my own child, but for all children in Central Islip. This being a major focus in South Shore Charter School's curriculum is very appealing to me as a parent.

In addition to its strong mission, I am also drawn to the commitment to character education and academic rigor. I have been inspired by the proposed leadership of South Shore Charter School and I look forward to supporting the project as it moves forward. Thank you.

Sincerely,



May 1st, 2021



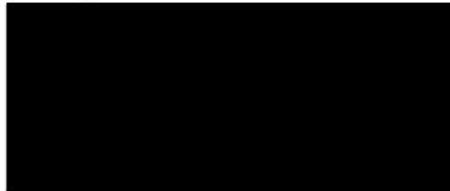
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In addition to its strong mission, I am also drawn to the commitment to character education and academic rigor. I have been inspired by the proposed leadership of South Shore Charter School and I look forward to supporting the project as it moves forward. Thank you.

Sincerely,



May 1st, 2021



To Whom It May Concern:

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In addition to its strong mission, I am also drawn to the commitment to character education and academic rigor. I have been inspired by the proposed leadership of South Shore Charter School and I look forward to supporting the project as it moves forward. Thank you.

Sincerely,



May 1st, 2021



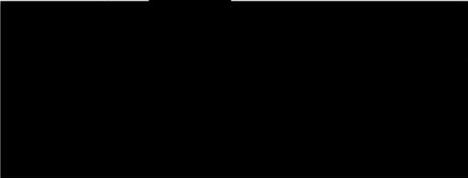
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In addition to its strong mission, I am also drawn to the commitment to character education and academic rigor. I have been inspired by the proposed leadership of South Shore Charter School and I look forward to supporting the project as it moves forward. Thank you.

Sincerely,



May 1st, 2021



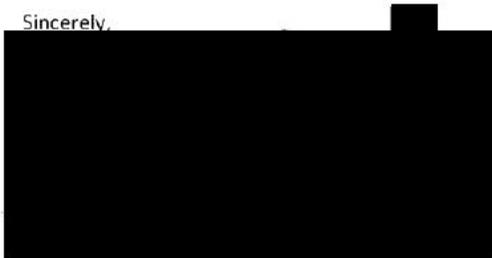
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In addition to its strong mission, I am also drawn to the commitment to character education and academic rigor. I have been inspired by the proposed leadership of South Shore Charter School and I look forward to supporting the project as it moves forward. Thank you.

Sincerely,



May 1st, 2021



To Whom It May Concern:

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South Shore Charter School's stated mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. The school's vision to cultivate innovative and socially responsible leaders is what I want in a school, not only for my own child, but for all children in Central Islip. This being a major focus in South Shore Charter School's curriculum is very appealing to me as a parent.

In addition to its strong mission, I am also drawn to the commitment to character education and academic rigor. I have been inspired by the proposed leadership of South Shore Charter School and I look forward to supporting the project as it moves forward. Thank you.

Sincerely,



May 1st, 2021



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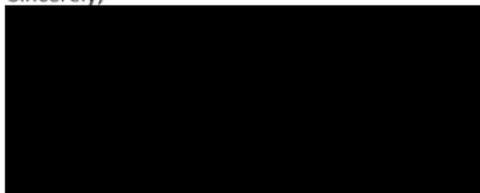
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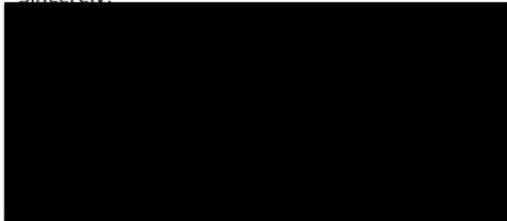
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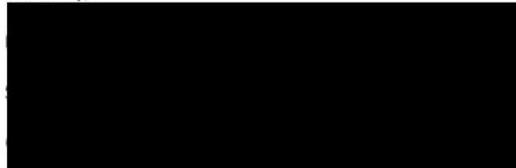
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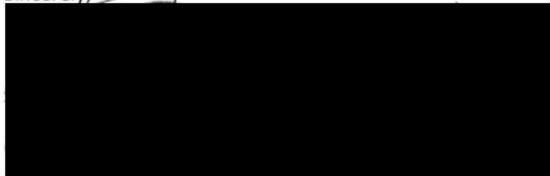
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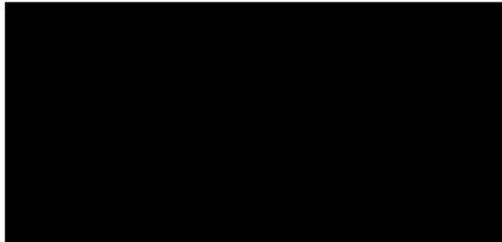
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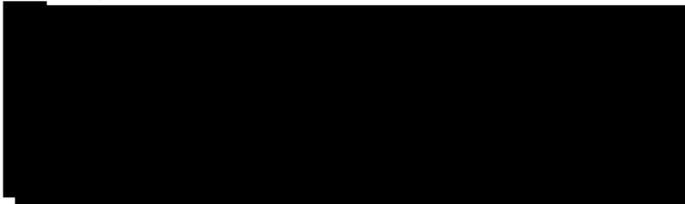
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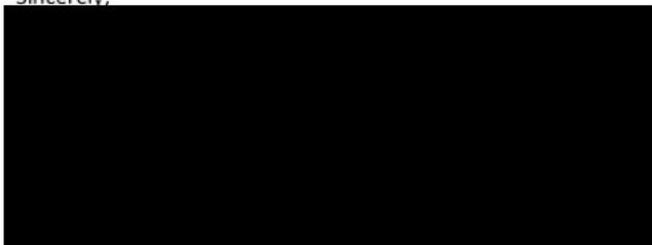
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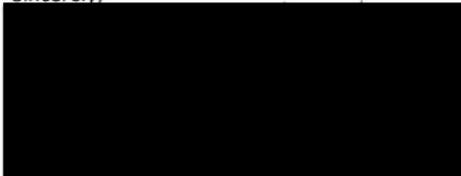
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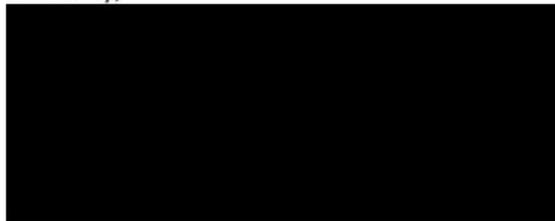
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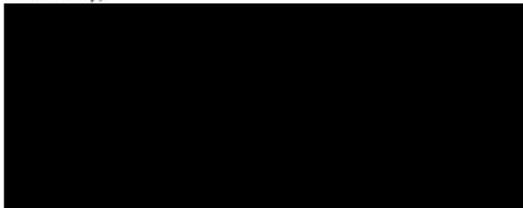
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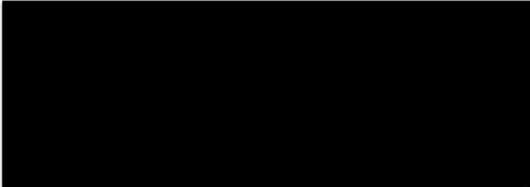
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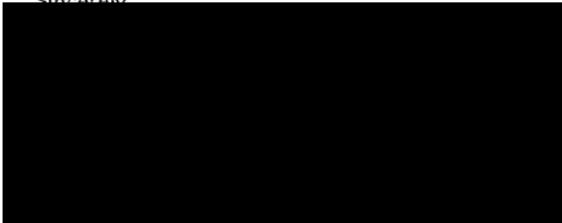
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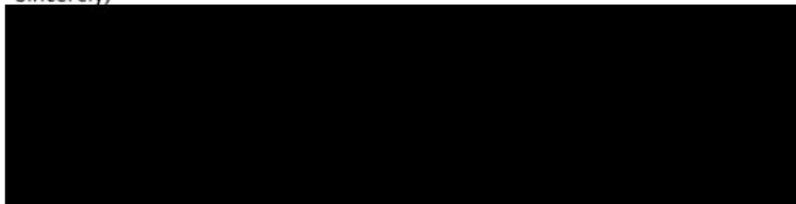
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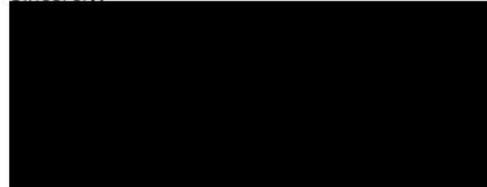
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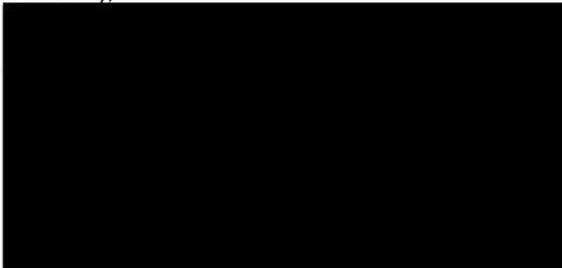
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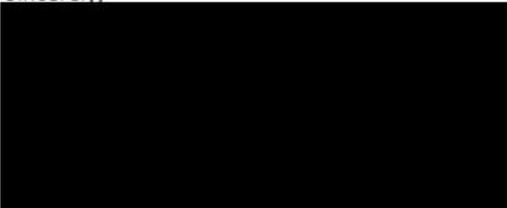
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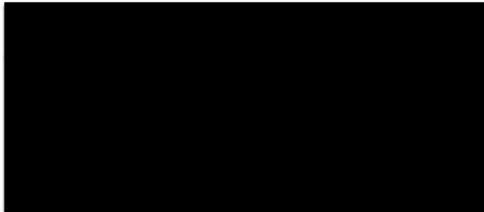
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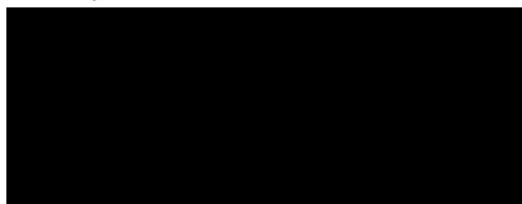
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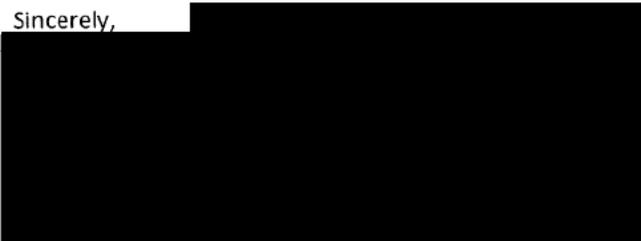
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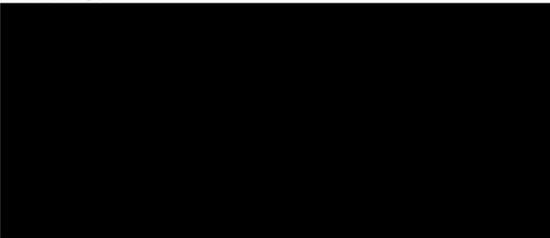
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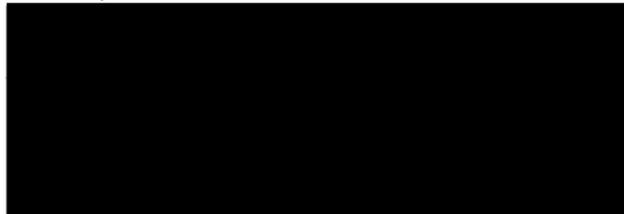
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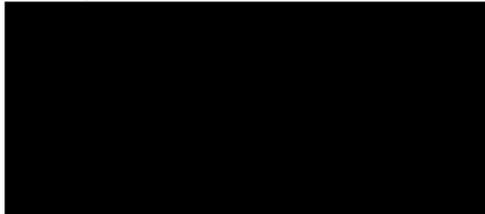
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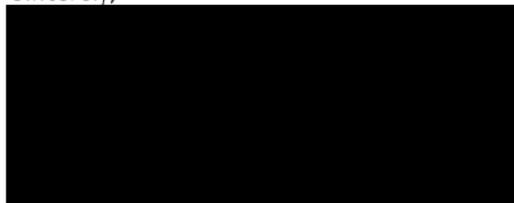
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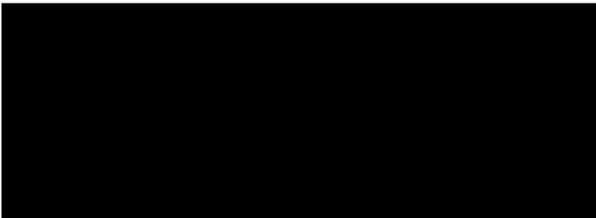
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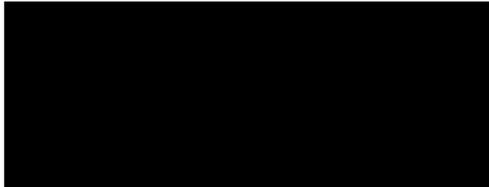
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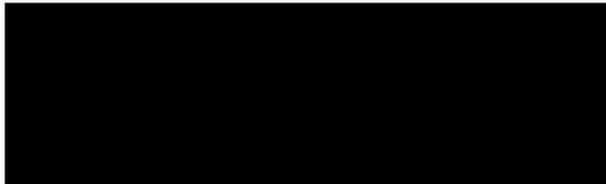
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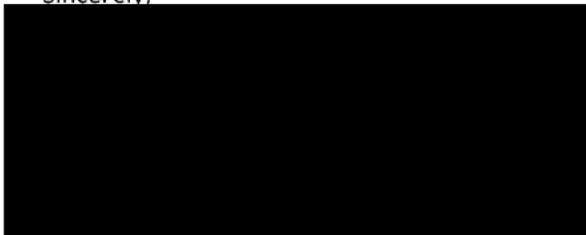
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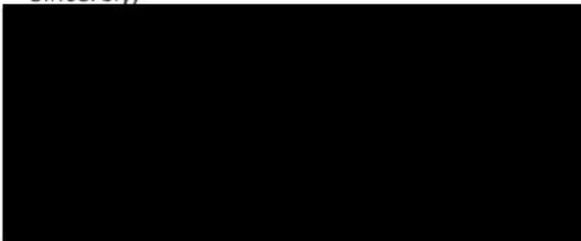
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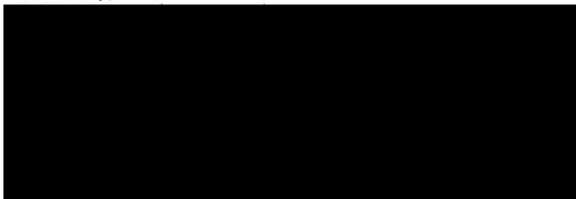
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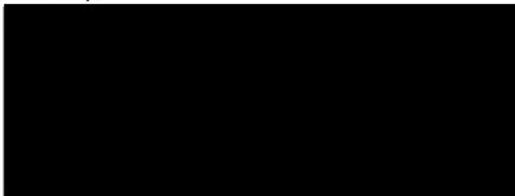
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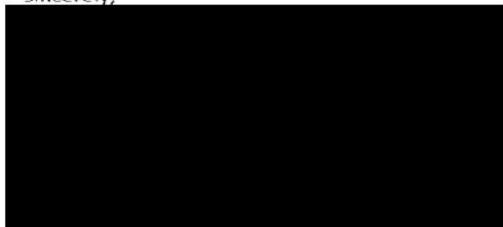
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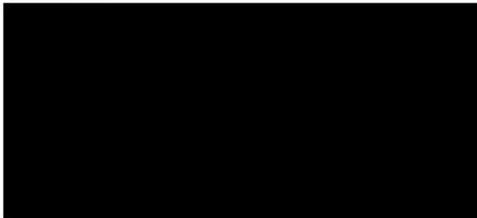
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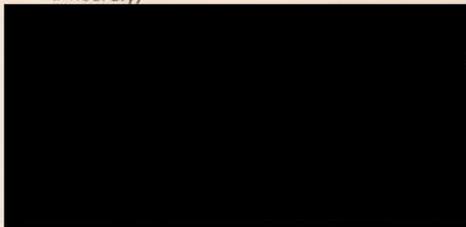
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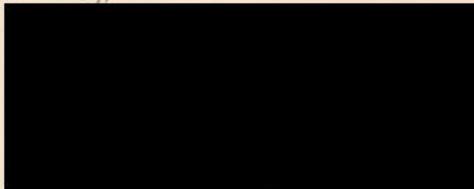
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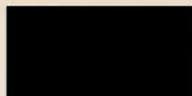
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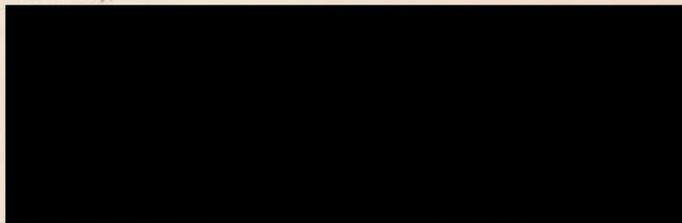
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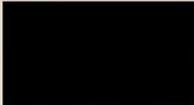
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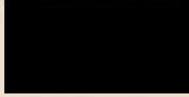
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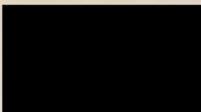
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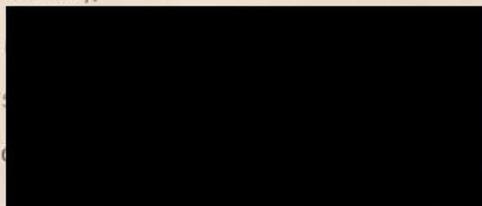
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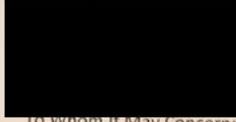
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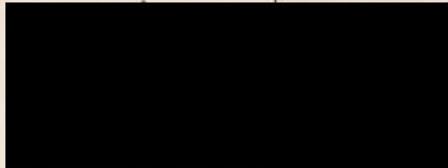
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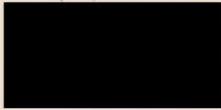
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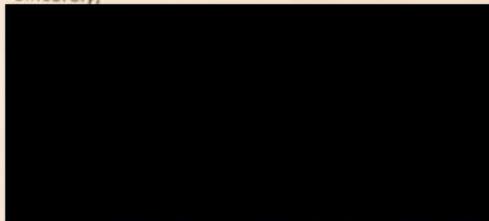
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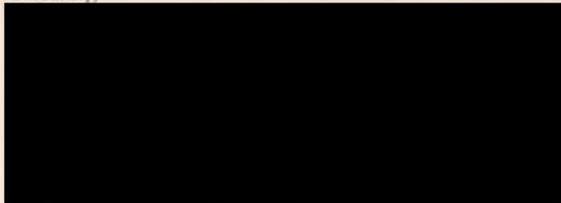
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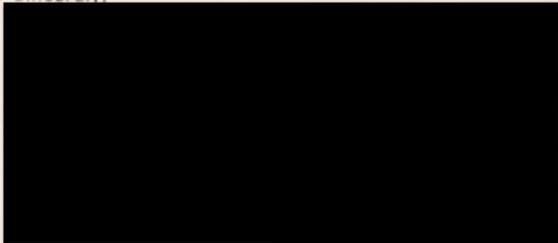
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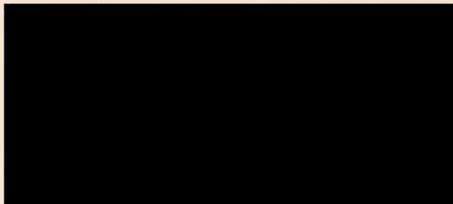
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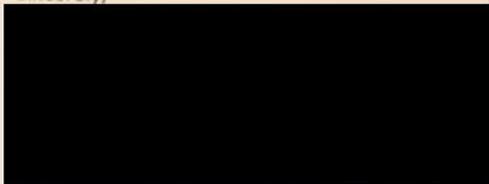
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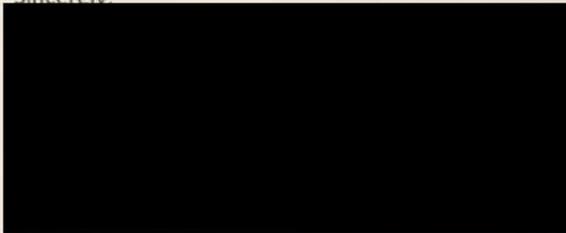
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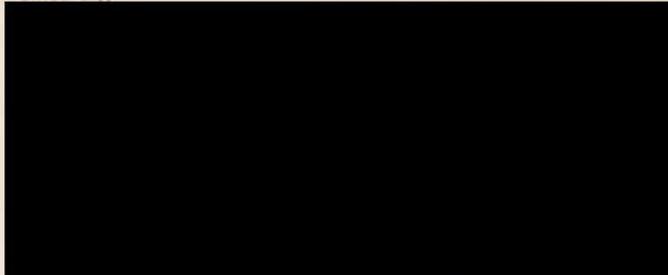
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4f- Evidence of Student Demand

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

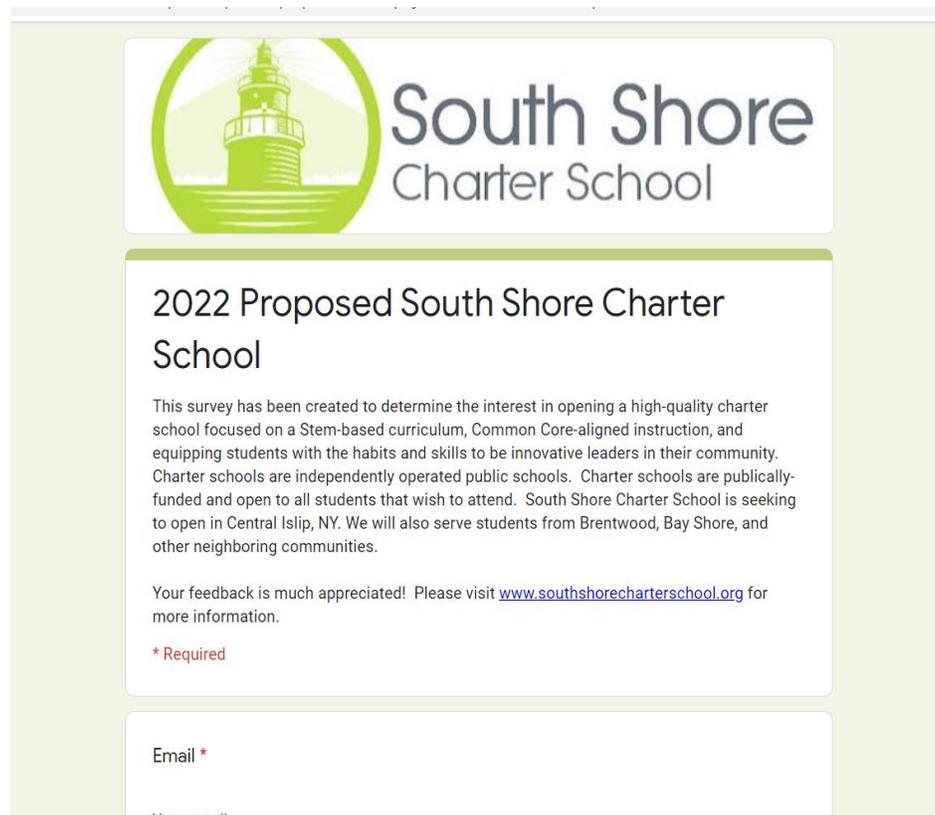
NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

South Shore Charter School designed a survey to collect data on student demand. We received over 259 responses from the community, with 96% of respondents indicating that they would send their child to South Shore Charter School. We also received several emails from parents inquiring about enrollment. We have provided a sample of the survey, the survey data and sample emails.

We have organized the evidence in the following categories.

1. Sample Community Input Survey
2. Survey Data Graphs
3. Sample Inquiry Emails from Parents

Sample Community Input Survey Questions



 **South Shore**
Charter School

2022 Proposed South Shore Charter School

This survey has been created to determine the interest in opening a high-quality charter school focused on a Stem-based curriculum, Common Core-aligned instruction, and equipping students with the habits and skills to be innovative leaders in their community. Charter schools are independently operated public schools. Charter schools are publically-funded and open to all students that wish to attend. South Shore Charter School is seeking to open in Central Islip, NY. We will also serve students from Brentwood, Bay Shore, and other neighboring communities.

Your feedback is much appreciated! Please visit www.southshorecharterschool.org for more information.

* Required

Email *

Your email

Community Input Survey Questions 1-2

forms/d/e/1FAIpQLSckp4Pb4qokp8B8rXK3Tnpdjux17AkC_QSfLm6IE5GqoKauCA/viewform

Email *

Your email _____

1. What is your legal first and last name?

Your answer _____

2. How old are your school-aged children? *

3-4

5-6

7-8

9-10

11-12

13-14

15-16

I do not have school-aged children.

Community Input Survey Questions 3-5

forms/d/e/1FAIpQLSckp4Pb4qokp8B8rXK3Tnpdjux17AkC_QSfLm6IE5GqoKauCA/viewform

3. I am interested in learning more about South Shore Charter School and pursuing it as an option for my child. *

1 2 3 4 5

Strongly disagree Strongly Agree

4. I am interested in South Shore Charter School and will recommend it to parents of young children. *

1 2 3 4 5

Strongly disagree Strongly Agree

5. South Shore Charter School would be the first charter school in this area. How much do you know about charter schools? *

Nothing at all

A little

Some

A lot

Community Input Survey Questions 6-7

ogle.com/forms/d/e/1FAIpQLSckp4Pb4qokpBB8rXK3Tnpdjux17AkC_QSfLm6IE5GqoKauCA/viewform

6. To what extent do you support new charter schools in Central Islip? *

I have mixed feelings about charter schools

I support new charter schools

I overwhelmingly support new charter schools

7. How did you hear about this charter school initiative in your community? *

email

church

word of mouth

Informational forum

flyer/brochure

website

social media

Other: _____

Community Input Survey Questions 8-10

e.com/forms/d/e/1FAIpQLSckp4Pb4qokpBB8rXK3Tnpdjux17AkC_QSfLm6IE5GqoKauCA/viewform

8. What is your zip code? *

Your answer _____

9. What school district does your child(ren) currently attend? *

Brentwood School District

Bay Shore School District

Central Islip School District

Private school

Other: _____

10. What is your current district of residence? *

Your answer _____

Community Input Survey Questions 10-11

docs.google.com/forms/d/e/1FAIpQLSckp4Pb4qokpBB8rXK3Tnpdjux17AkC_QSfLm6lE5GqoKauCA/viewform

10. What is your current district of residence *

Your answer _____

11. If a charter school opened in this community, what grade levels should it serve? *

K-4th

5th-8th

6th-12th

9th-12th

K-8th

K-12th

Other: _____

Community Input Survey Question 12

docs.google.com/forms/d/e/1FAIpQLSckp4Pb4qokpBB8rXK3Tnpdjux17AkC_QSfLm6lE5GqoKauCA/viewform

12. What do you feel are the primary reasons for opening a charter school near the Central Islip, Brentwood, Bay Shore communities? Rank in order of importance. One (1) being the most important and eight (8) being the least important. *

	1	2	3	4	5	6	7	8
Increase student achievement	<input type="radio"/>							
Increase graduation rates	<input type="radio"/>							
Increase post secondary education attendance	<input type="radio"/>							
Diverse school environment	<input type="radio"/>							
Improve discipline	<input type="radio"/>							
Increase parental involvement	<input type="radio"/>							
Provide different course offerings (please specify below)	<input type="radio"/>							
Provide								

Community Input Survey Question 13

le.com/forms/d/e/1FAIpQLSckp4Pb4qokpBB8rXK3Tnpdjux17AkC_QSfLm6lE5GqoKauCA/viewform

13. What kind of school do you wish for your child(ren)? Please check one for each row. *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Rigorous academic program	<input type="radio"/>				
Small class sizes	<input type="radio"/>				
Enrichment activities (art, music, foreign lang)	<input type="radio"/>				
Extra curricular activities and services	<input type="radio"/>				
Extended school day	<input type="radio"/>				
Technology	<input type="radio"/>				
Character Education	<input type="radio"/>				

Community Input Survey Question 14

.com/forms/d/e/1FAIpQLSckp4Pb4qokpBB8rXK3Tnpdjux17AkC_QSfLm6lE5GqoKauCA/viewform

14. What kind of school environment do you wish for your child(ren)? Please check one for each row. *

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Students have high expectations	<input type="radio"/>				
Students respectful of self and others	<input type="radio"/>				
Staff and faculty respectful of students	<input type="radio"/>				
Staff and faculty open to discussions with parents	<input type="radio"/>				
Safe and orderly school	<input type="radio"/>				
Strong moral code of conduct with clear consequences	<input type="radio"/>				
School uniforms	<input type="radio"/>				
Parents who are	<input type="radio"/>				

Community Input Survey Question 15

docs.google.com/forms/d/e/1FAIpQLSckp4Pb4qokpBB8rXK3Tnpdjux17AkC_QSfLm6IE5GqoKauCA/viewform

15. What would you expect in the school's instructional program? Please check one for each row. *

	Stongly agree	Agree	Neutral	Disagree	Strongly disagree
Rigorous curriculum/instructional program	<input type="radio"/>				
Clear focus on reading, writing, math and science	<input type="radio"/>				
Technology	<input type="radio"/>				
School trips	<input type="radio"/>				
Ongoing formal and informal assessments	<input type="radio"/>				
Meaningful assignments and homework	<input type="radio"/>				

16. What would you expect your child to learn in school? Please check one for each row. *

Community Input Survey Question 16

docs.google.com/forms/d/e/1FAIpQLSckp4Pb4qokpBB8rXK3Tnpdjux17AkC_QSfLm6IE5GqoKauCA/viewform

16. What would you expect your child to learn in school? Please check one for each row. *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Good study habits	<input type="radio"/>				
Self-discipline	<input type="radio"/>				
Strong moral code of conduct	<input type="radio"/>				
Social and emotional skills	<input type="radio"/>				
Critical thinking skills	<input type="radio"/>				
Problem-solving skills	<input type="radio"/>				
Preparation for state tests	<input type="radio"/>				

Community Input Survey Questions 17-18

docs.google.com/forms/d/e/1FAIpQLSckp4Pb4qokpB88rXK3Tnpdjux17AkC_QSflm6IE5GqoKauCA/viewform

17. If a charter school would open in this community, a diverse population would be highly valued. Please provide your family's ethnicity *

- African American
- Hispanic
- Asian/Pacific Islander
- Caucasian
- Native American
- Multi-racial
- Other: _____

18. What is the primary language spoken in your home? *

- English
- Spanish
- French
- Arabic
- Other: _____

Community Input Survey Questions 19-20

docs.google.com/forms/d/e/1FAIpQLSckp4Pb4qokpB88rXK3Tnpdjux17AkC_QSflm6IE5GqoKauCA/viewform

Other: _____

19. If a charter option were available for your child(ren), how far would you be willing to travel in order for your child(ren) to attend? *

- 11-15 miles
- 6-10 miles
- 1-5 miles
- less than a mile (my family depends 100% on public school transportation)
- less than a mile (I have no interest in my child attending a charter school)

20. If you are interested in being actively involved in the planning of South Shore Charter School and would like to share your contact information (name, email & best contact number), you may do so below. (Optional)

Your answer _____

Community Input Survey Questions 20-21

docs.google.com/forms/d/e/1FAIpQL5ckp4Pb4qokpBB8rXK3Tnpdjux17AkC_QSfLm6IE5GqoKauCA/viewform

20. If you are interested in being actively involved in the planning of South Shore Charter School and would like to share your contact information (name, email & best contact number), you may do so below. (Optional)

Your answer

21. Please feel free to share any other concerns, questions, or comments you have. If you would like a personal response, please be sure to include your information above.

Your answer

Submit

Never submit passwords through Google Forms.

This form was created inside of Education Is Power Consulting. [Report Abuse](#)

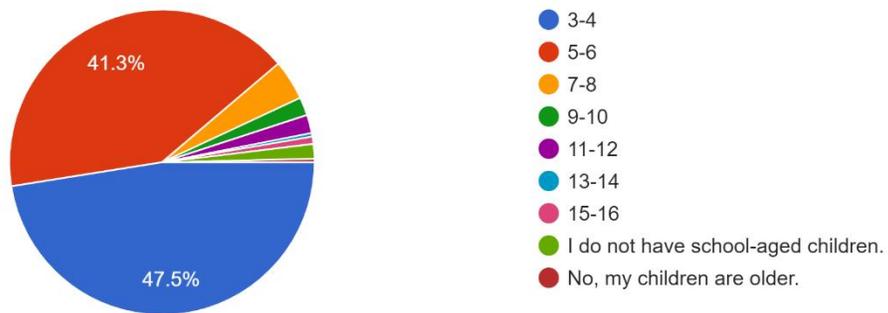
Google Forms

Community Input Data Graphs

Below are graphs which shows the results from our community input survey. The narrative in the previous sections provides an aggregated analysis of the overall student demand these surveys demonstrate.

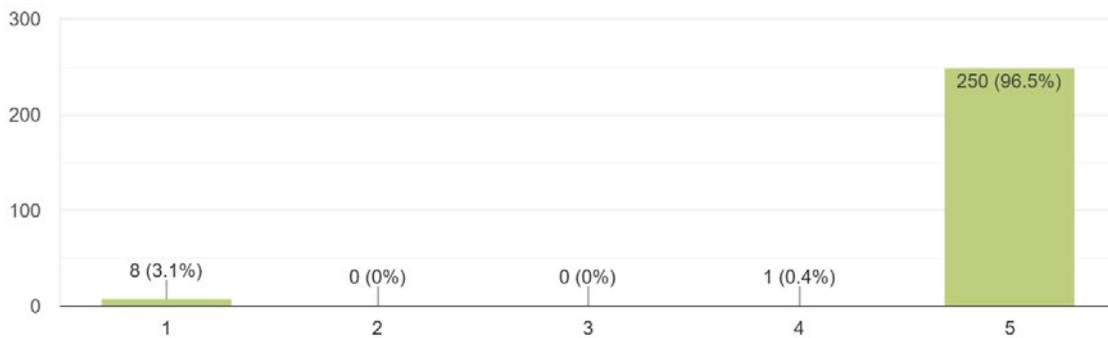
2. How old are your school-aged children?

259 responses



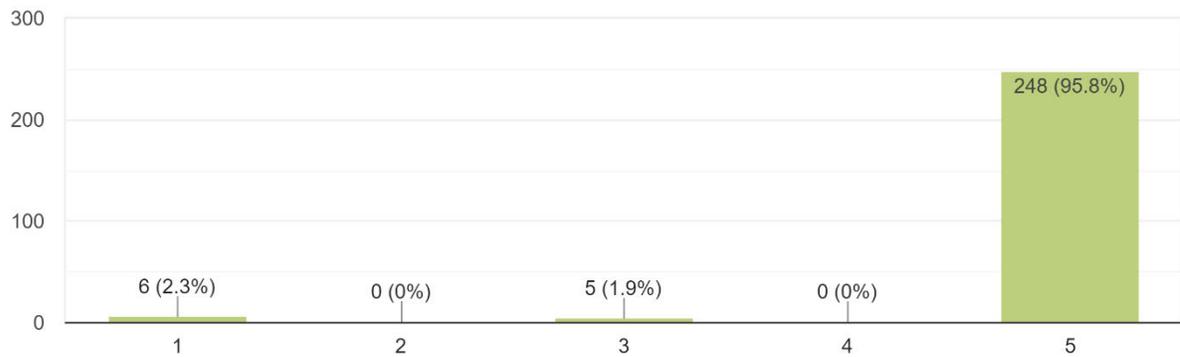
3. I am interested in learning more about South Shore Charter School and pursuing it as an option for my child.

259 responses



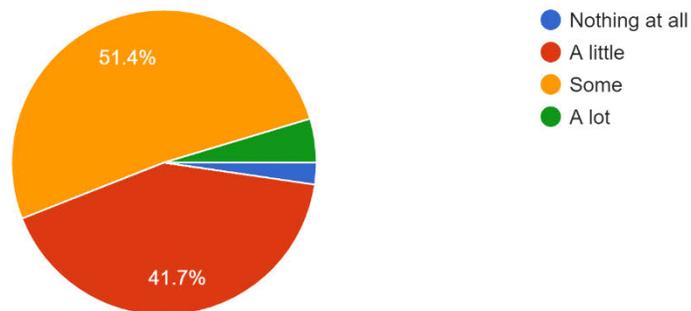
4. I am interested in South Shore Charter School and will recommend it to parents of young children.

259 responses



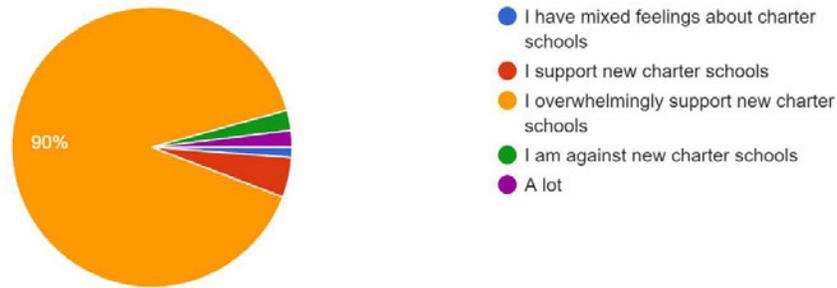
5. South Shore Charter School would be the first charter school in this area. How much do you know about charter schools?

259 responses



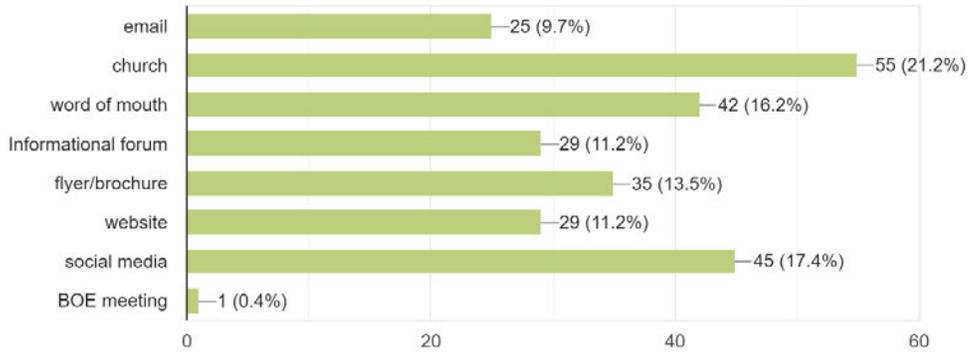
6. To what extent do you support new charter schools in Central Islip?

259 responses



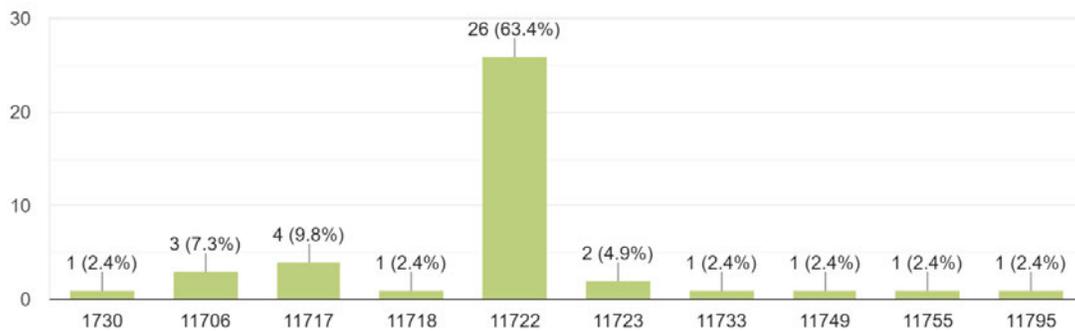
7. How did you hear about this charter school initiative in your community?

259 responses



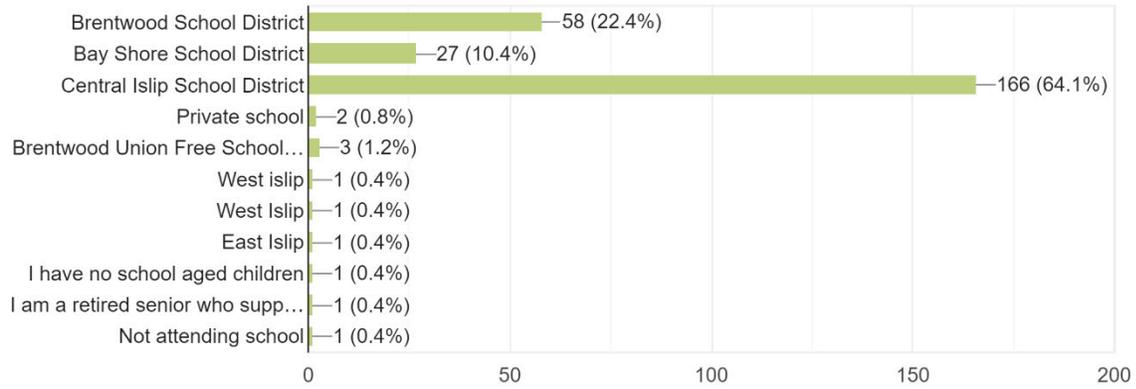
8. What is your zip code?

41 responses



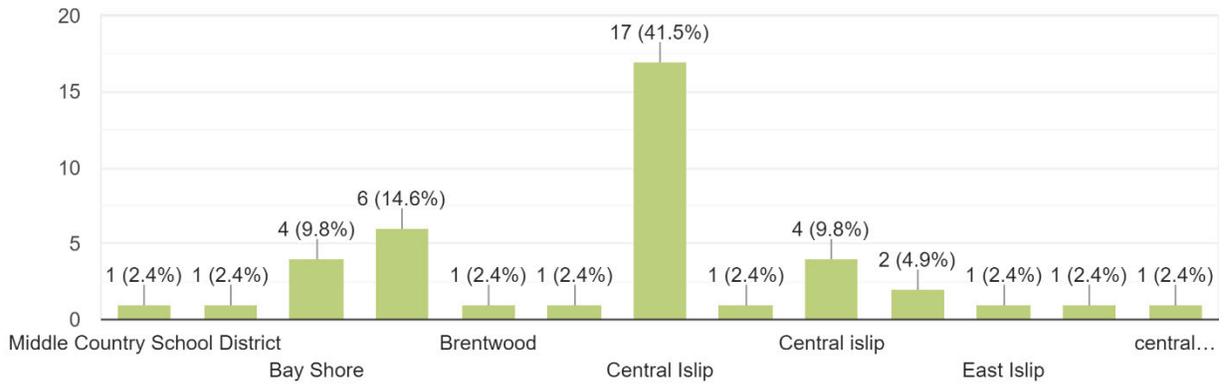
9. What school district does your child(ren) currently attend?

259 responses



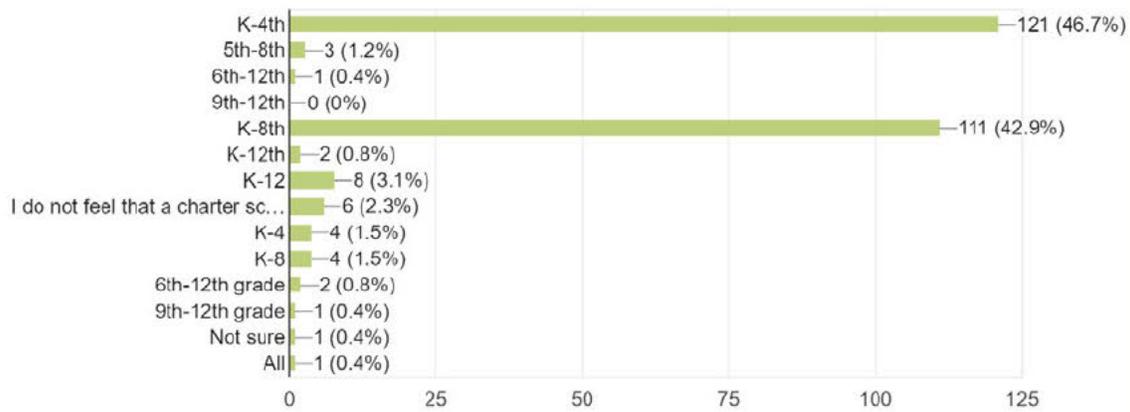
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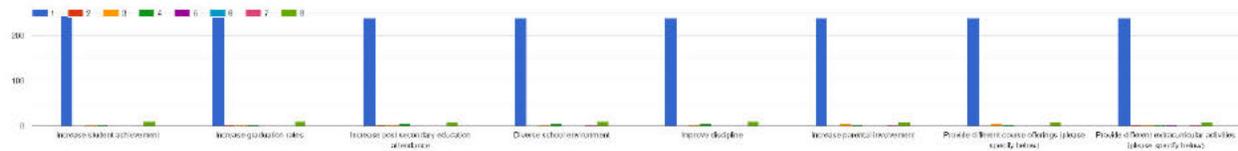


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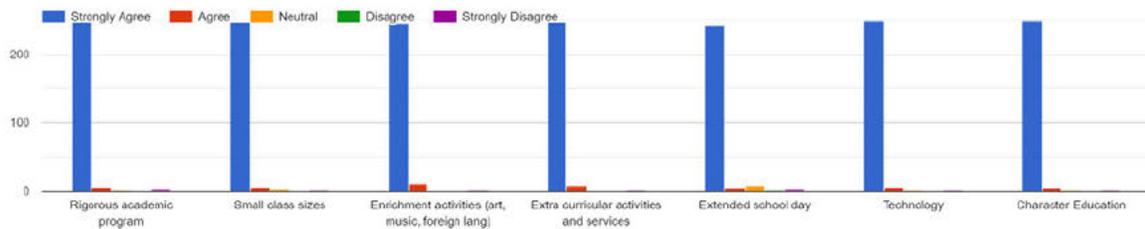
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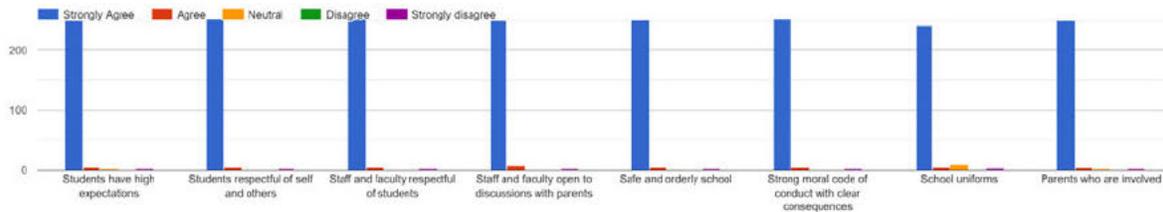
12. What do you feel are the primary reasons for opening a charter school near the Central Islip, Brentwood, Bay Shore communities? Rank in order of importance. One (1) being the most important and eight (8) being the least important.



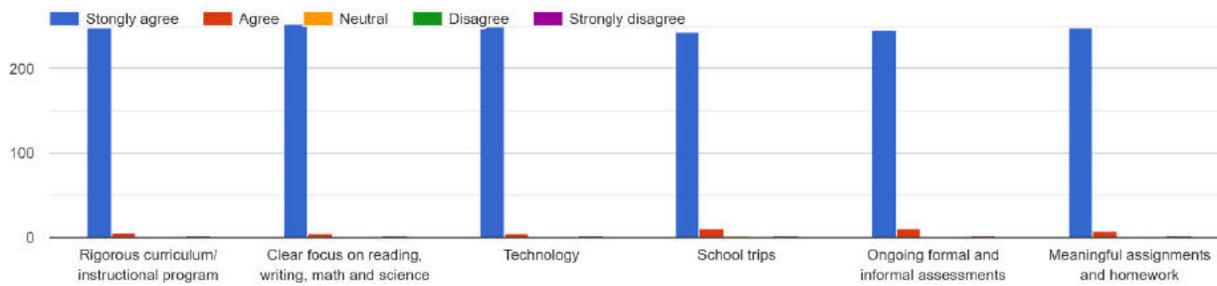
13. What kind of school do you wish for your child(ren)? Please check one for each row.



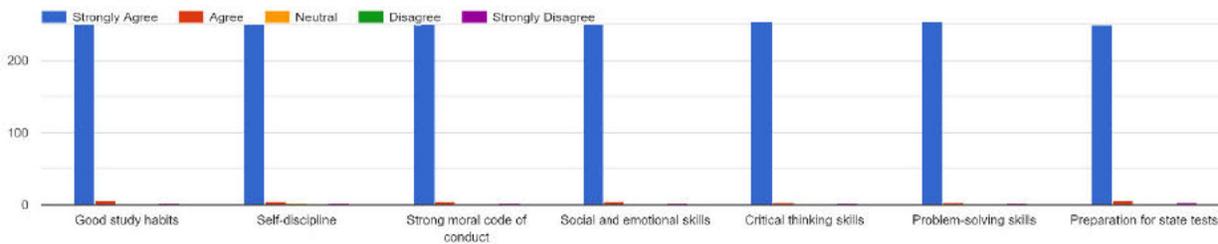
14. What kind of school environment do you wish for your child(ren)? Please check one for each row.



15. What would you expect in the school's instructional program? Please check one for each row.



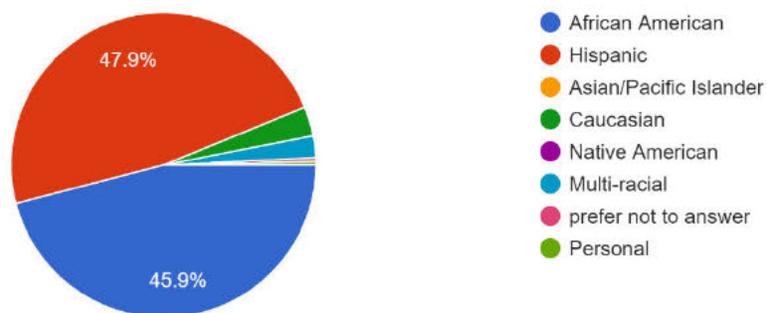
16. What would you expect your child to learn in school? Please check one for each row.



17. If a charter school would open in this community, a diverse population would be highly valued.

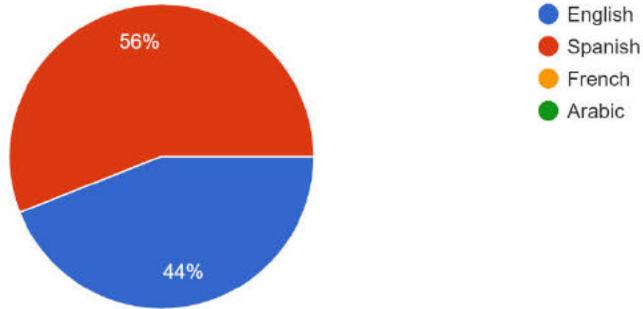
Please provide your family's ethnicity

259 responses



18. What is the primary language spoken in your home?

259 responses

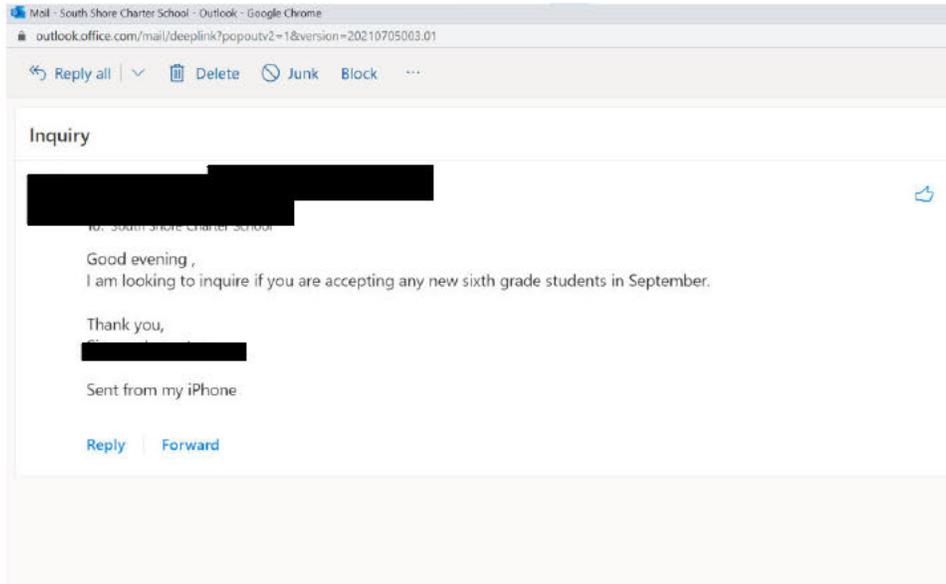


19. If a charter option were available for your child(ren), how far would you be willing to travel in order for your child(ren) to attend?

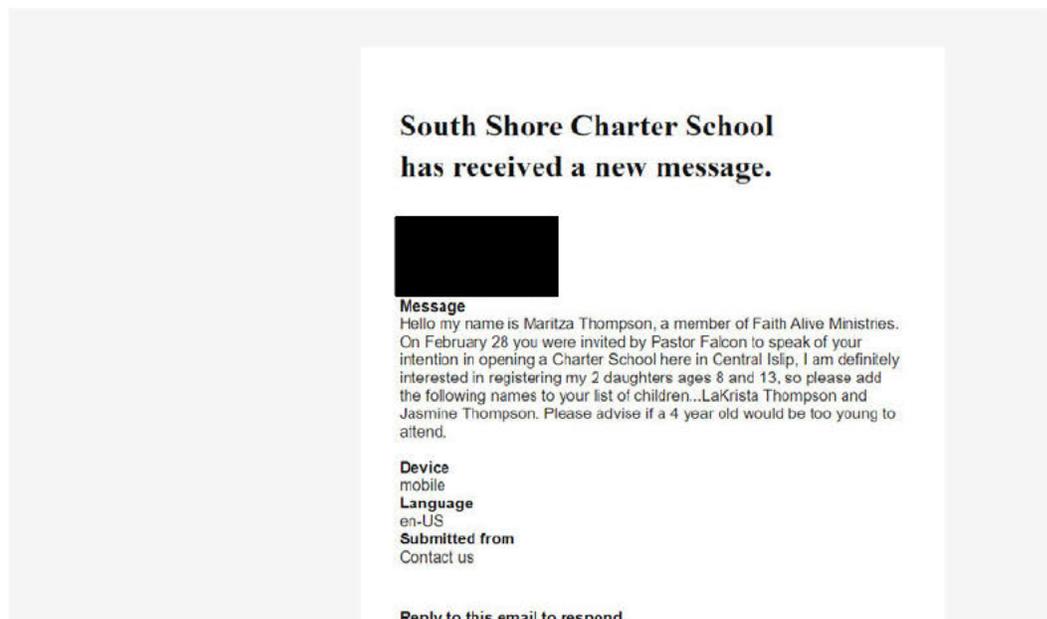
259 responses



Sample Inquiry Emails from Parents



Shore Charter School (notice@godaddy.com)
sth.mattison@yahoo.com
Jay, March 18, 2021, 08:08 PM EDT



5. Enrollment

5a- Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;
- Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;
- The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;
- A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and,
- A statement regarding whether the school might seek to apply for a full-day universal pre-Kindergarten ("pre-K") program.

NOTE: The school district of location or NYSED reviews applications for pre-K programs. Applicants may not submit an application for pre-K until the SUNY Trustees approve the charter.

South Shore Charter School will be a K-5 school located in Central Islip in Suffolk County, New York. There are currently six (6) district elementary schools in the region, but no other charter school options available to families. Our school will open with Kindergarten and First grade and will eventually expand at 5th grade. This configuration is not in alignment with the district schools who serve students from Kindergarten to sixth grade. Although South Shore Charter School is not aligned to the district, it is our intention to expand into the middle grades, starting with sixth grade as part of our charter renewal process.

After the first year of operation during which we will be serving kindergarten and first graders, we will add an additional grade each year until fifth grade. We will be adding three (3) classes of the new grade, serving approximately 75 students. We anticipate that student attrition will vary by grade with an attrition rate of about 10% between kindergarten and first grade and a lower attrition rate as the grades increase, at about 5%. We understand that upon starting a new school, younger children and families may decide to try a different option after one year but are less likely to make that transition after having spent multiple years at South Shore Charter School.

Our yearly recruitment efforts will target students for all grades in which we have openings due to attrition. This means that we will advertise openings on our website and in our recruitment, presentations informing prospective families of the grade at which we are accepting students. Additionally, we will inform current families of openings that occur due to attrition to encourage "word of mouth" interest in our school. Each grade level will have a separate round in the admission lottery to ensure that applicants for openings at each grade level are selected fairly within the process.

5b- Target Population Enrollment

- All applicants should complete the required information for all proposed schools.

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: newyorkcharters.org/operate/existing-schools/enrollment-retention/;
- Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language). Such strategies should take into account potential limitations on recruitment resulting from the COVID-19 pandemic;
- Describe any at risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;
- Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup; and,
- Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.

NOTE: Including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding.¹⁴

From our analysis of the Central Islip School District, we have determined that we must meet the following target population enrollment and retention numbers in order to be in compliance with the requirements governing our authorization by the SUNY Trustees. These percentages are based on a full-term enrollment of 450 students.

Target Population	Enrollment Percentage	Retention Percentage
Economically Disadvantaged	59%	95%
English Language Learners	31%	96%
Students with Disabilities	12%	93%

Economically Disadvantaged Student Outreach

Through our outreach process, we have established relationships with several organizations who serve the Central Islip community including the Central Islip Head Start program, Central Islip Family Service League, and Community Housing Innovations. By cultivating these connections, we have gained access to the most economically vulnerable members of the area, with 59% of Central Islip students having been identified as economically disadvantaged. We will continue to strategically leverage other partnerships with outreach events at local faith-based organization food pantry events and at Social Service Offices to target economically disadvantaged families who we feel would benefit from our programming at South Shore Charter Center. Many of these organizations have already given us letters of support and have expressed their willingness to partner with us throughout the recruitment phase of our school start up.

English Language Learners Outreach

We have specifically targeted the Central Islip community given the high population of Latin American migrant families, many of which have come to the United States within the last decade. In our recruitment efforts, all of our marketing materials will be available in Spanish and English. We will also provide a Spanish translator at our recruitment meetings and open house events at the school. We will also emphasize our robust ELL academic programming led by ENL certified staff members who will provide the highest quality of instructional support and intervention.

Students with Disabilities

We know that the global pandemic and its impact on schooling has had a profound effect on students with disabilities, who have been unable to access critical services to help them progress academically. In light of this, we will target these families by holding specific recruitment sessions for students with disabilities and their families, led by our special education certified team, including our Director of Student Services, who will speak to the programming and services that will support students with disabilities.

At South Shore Charter School, we recognize our responsibility to serve the needs of the target community, especially students with disabilities. We are committed to serve the same percentages of those students as our district partners. To that end, we will provide any applicants who are considered to be students with disabilities with one additional weight in the lottery to ensure that we are hitting the enrollment targets of students with disabilities that are in compliance with SUNY guidelines.

Additionally, we will communicate to families that we will support their advocacy efforts with the district authorities to ensure that evaluations and services are delivered in a timely manner and that we are consistently engaged in the conversations between families and the district to support their children beyond what can be provided by South Shore Charter School. We will communicate with certainty that we are an ally for our students and families well beyond what happens in the classroom, understanding that supplemental services are crucial for academic success for students with disabilities.

Student Retention

It is our belief that our academic program will be unique and rigorous enough to compel all families to stay at our school throughout their elementary school career. With a balanced focus on academics and character education, South Shore Charter School will provide students with the challenges and support that will build them into innovative leaders.

For all of our target student populations, our focus on balanced literacy and extended time in reading and math will help build their communication skills that will be necessary in all aspects of their student life. By supporting the development of their language and problem-solving skills, we set them up to participate in social and cultural contexts that may not be available in the other district schools. For example, all students will participate in morning circles in which they will engage in scenarios and conversations that develop their social emotional skills--skills that will be refined as their communication skills develop.

Specifically, to target the retention of our students with disabilities, our robust scholar support program will provide a depth of service not available in other schools.

We will prioritize hiring dually certified teachers with SPEDs experience. This will ensure that our students are taught by highly skilled teachers with a wide range of experience. In addition, our special education teachers will co-plan regularly with the general education teachers on their grade level in common planning meetings to ensure that lesson plans and activities are inclusive of SWD needs and preferences.

Our inclusive co-teaching classrooms at every grade level to ensure that our students with disabilities are well integrated into their classrooms, while getting the support of special education certified teachers in every subject throughout the day. This continuous stream of service and instruction will not only strengthen the relationships between the students and teachers, but teachers and parents will have also built a shared understanding of the needs of their child due to the depth and breadth of their classroom interactions together.

We will demonstrate the same commitment to our English-language learners. We will have English as New Language certified teachers who will tailor our curriculum and instructional programs to the needs of our ELLs, ensuring that they have a unique academic experience while constructing strong bonds and relationships with the adults who understand their specific needs. Our ENL teachers will work across two grade levels (K-1, 2-3 and 4-5) and will also co-plan with general education teachers in common planning and grade team meetings to ensure that lesson plans and activities are aligned to the needs of our ELLs. These sustained collaborations are what will ensure retention as both students and teachers will be mutually invested in their experience and success.

Additionally, we will always disaggregate our academic assessment data by these demographic groups to monitor their progress separately. This will help us to continually monitor their particular stories and use that information to make the case for their retention in our care. The academic data will serve as a key complement to the qualitative experience the students will have working with adults who are sensitive to and specifically trained to address their needs.

5c- Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it with this request.

In projecting the number of students in Years 2-5 of the proposed charter term, the projected enrollment chart should reflect the effect student attrition may have on the school’s total enrollment each year over the charter term, especially if the school would limit intake to certain grades.

☐ The projected enrollment chart should include yearly enrollment as an absolute number instead of a range. The Institute’s charter agreement, if approved, allows the school to vary its total enrollment by 20 percent up or down each year. A strong enrollment rationale should articulate how the school will address shifting enrollment patterns programmatically and in allocating resources.

Figure 5.5 shows South Shore Charter School’s planned enrollment by grade over the course of the first charter term.

South Shore Charter School 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	5-6
Grade 1	Elementary School	75	75	75	75	75	6-7
Grade 2	Elementary School		75	75	75	75	7-8
Grade 3	Elementary School			75	75	75	8-9
Grade 4	Elementary School				75	75	9-10
Grade 5	Elementary School					75	10-11
Total		150	225	300	375	450	

South Shore Charter School Number of Classes By Grade Level						
Grades	Level	2022-23	2023-24	2024-25	2025-26	2026-27
Kindergarten	Elementary School	3	3	3	3	3
Grade 1	Elementary School	3	3	3	3	3
Grade 2	Elementary School		3	3	3	3
Grade 3	Elementary School			3	3	3
Grade 4	Elementary School				3	3
Grade 5	Elementary School					3
Total		6	9	12	15	18

5d- Admission Policy

Describe the admissions policy for the school including any at risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Anti-Discrimination Criteria

South Shore Charter School welcome all students who are eligible under the laws of New York State for public school admissions. We will engage an admissions policy that is in compliance with charter law and the guidance of the SUNY Board of Trustees. We will comply with all anti-discrimination laws governing public school admissions, including Title VI of the Civil Rights Acts and § 2854(2) of the New York Education Law, governing admission to a charter school. We will ensure that no child is discriminated against based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or any other basis that would be unlawful for a public school. We will not require new students to take an admissions test, interview, essay or any other basis that would be unlawful for a public school.

Application

South Shore Charter School will open its doors to 150 students in its founding year. We will enroll 75 Kindergarteners and 75 first graders. Students must be five years old by December 31st to qualify for admission. In the event that we receive a greater number of application than the number of seats available per grade, we will conduct a randomized lottery to select the incoming student for each grade. We will not require parents to attend an open house before applying for admission to the school.

Applications will be made available to parents in Spanish and English at the school building and on our website between January 1st and March 31st. It will request basic information about potential student such as their name, address, date of birth and number of siblings applying to the school. We will ensure that a bilingual representative is present at all meetings and open houses to assist parents with completing the admission application. We will also have bilingual staff on the phone to support parents with questions.

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, in particular 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.

Community Outreach

Upon approval of the charter, South Shore Charter School will launch an extensive outreach effort in the community to recruit students. We will provide families with information about the school by sharing print materials in English and Spanish. We will host a series of open house and recruitment fairs to connect with the community. We will also distribute our recruitment materials with community entities such as day care centers, community centers, libraries, social service agencies and local businesses, many of whom we have already built relationships with during our initial community outreach. We will also advertise on social media platforms and local newspapers. In addition, we will canvas the community by knocking on doors and visiting local train station stops.

South Shore Charter School is committed to recruiting a diverse student population that is reflective of the community. We will make intentional efforts to attract and recruit students with disabilities and English Language Learners. We will ensure that families are aware of our commitment to serving all students. We will design marketing materials that highlight our special education model and staffing plan. We will also design material to market the programs we have in place to support ELLs.

Lottery

The school will conduct a randomized annual lottery to select the incoming students for each grade within seven (7) days after the application deadline. Students who submit applications will have their details entered into a digital spreadsheet with a randomized sorting function that will determine the order in which the students have been ranked in the system. We prefer to conduct the lottery in our facility but will select another venue in the event that our facility is not ready at that time. The lottery process will be in compliance with the NYSED's regulations, Random Selection Process for Charter School Student Applicants, 8 NYCRR § 119.5. A third party will be present at the time of the lottery to ensure transparency in accordance with all regulatory policies.

After the lottery is held, accepted students will receive an acceptance letter with a detailed explanation of how to register and enroll. The acceptance letter will include registration dates, and list the documents that parents need to bring on registration day to register their child. 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.

Enrollment Priority

South Shore will prioritize enrolling our returning student for the following school year. Before the annual lottery, we will request completed intent to return form from our families of students currently attending South Shore. We will next prioritize sibling of our current students.

While we will accept applications, we will offer preference to students who live in the Central Islip School District. In this preferencing, these students will be put at the top of the list in the lottery and then they will be sorted independent of the rest of the application pool. Those admissions slots will be designated first and then the remaining slots will be assigned. Siblings and children of employees will receive the same preferencing with their names disaggregated, randomized and sorted separately, in advance of the full pool.

We believe that this preferencing of siblings and children of employees will assist with our student and staff retention efforts. If we can make attendance to our school convenient for existing families and employees, we will be strengthening our community of learners and educators in the long term.

At South Shore Charter School, we recognize our responsibility to serve the needs of the target community, especially students with disabilities. We are committed to serving the same percentages of those students as our district partners. To that end, we will provide any applicants who are considered to be students with disabilities with one additional weight in the lottery to ensure that we are hitting the enrollment targets of students with disabilities that are in compliance with SUNY guidelines.

Any applicant who wants to be awarded enrollment priority, must indicate their eligibility no later than the deadline. If the family is not able to do so, they will still be able to participate in the lottery without the enrollment priority awarded through the normal random selection process. We will backfill all available seats through the fifth grade.

We ensure all families who apply have an assigned seat or are designated to our waitlist, which expires at the end of each school year. When space becomes available, applications will be drawn in order and parents will be contacted for admissions. Families will be notified of their seat or waitlist number via U.S mail within one week of holding the lottery and will have one week from the post-marked mailing to accept their seat by completing and returning the required enrollment documents and materials. The school will reach out at least three times by phone, email, and postal mail, to any applicants from whom we did not receive a response before placing the student on the waitlist. We will document all steps of our lottery process and make them available to SUNY Charter Schools Institute or NYSED upon request.

6. Curriculum and Instructional Design

6a- Curriculum Selection and Processes

NOTE: The responses to Requests 6(a-f) together may not exceed a total of 50 pages in length. This does NOT include Request 6(g) - Draft Accountability Plan. The Institute encourages applicants to use Requests 6(af) to develop a narrative explaining in detail the proposed school's academic program and use Request 23 – Supplemental Information to provide any supporting curricular artifacts (e.g., planning templates, pacing calendars, etc.).

Curriculum Selection Process Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;*
- Discussion of how the school's curriculum is aligned to New York State standards;*
- An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes;*
- How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequence documents, pacing guides, etc.), and specifically address who will be responsible for creating or selecting these resources;*
- The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved; and,*
- The extent to which the selected curriculum lends itself to implementation in a remote setting should circumstances related to the COVID-19 pandemic require and any considerations related to the COVID-19 pandemic taken into account when selecting the curriculum*

Curriculum Approach and Research

At South Shore, our mission is to cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. Our educational philosophy is rooted in the belief that students must be active participants in the learning process in order to cultivate their leadership skills. Research conducted by Skinner (1990) showed a strong correlation between active participation in learning and student achievement.²³ We believe that students learn best in environments where the teacher's role is decreased, and students are challenged to take ownership of their learning.

To accomplish our mission, we will utilize curriculum programs that support an inquiry-based approach to teaching and learning, emphasizing the student's role in the learning process. Research concludes that students retain 75% of what they do compared to 5% of what they hear and 10% of what they read.²⁴ Inquiry-based learning will allow students to better understand and recall material by actively engaging with it and making their own connections. Our curriculum programs will cultivate innovative thinking by fostering exploration, questioning and collaboration.

²³ Skinner, et al (1990) What it takes to do well in school and whether I've got it: A process model of perceived control and children's engagement and achievement in school. *Journal of Educational Psychology*

²⁴ Beilock, S, (2015) Learning by doing helps students perform better in science, University of Chicago

In core content courses such as Reading, Writing and Math, we will combine inquiry-based approaches with direct instructional techniques. Our teachers will provide multiple opportunities for students to take leadership roles in the classroom during instruction. With the adoption of an inquiry-based approach, our ultimate goal is to equip students with the tools needed to address challenges facing our society.

Curriculum Selection

At South Shore Charter School, we will use a mixture of commercial programs combined with internally developed curricula. We believe that this combination will ensure that the needs of all students are met. We will ensure that our instruction is aligned both vertically and horizontally across content area and grade levels. When evaluating curriculum, we will ask the following questions: (1) Is the curriculum aligned with the school's mission, key design elements and core beliefs? (2) Are text aligned with Next Generation Learning Standards? (3) Does the curriculum reinforce critical thinking, problem solving and higher order thinking skills beyond simple recall? (4) Does the curriculum provide authentic problems, issues or scenarios within and across the content areas for students to evaluate? (5) Does the curriculum provide a sufficient quantity and quality of assessments? (6) Does the curriculum support the content and the performance tasks set forth in the standards? (7) Does the curriculum support interdisciplinary connections and explorations? (8) Are photographs, graphs, drawings, tables, diagrams and charts used effectively to support students' interpretation of and access to the content? (9) Does the curriculum support writing within the content area? (10) Is the curriculum inquiry based? This process will be overseen by the Principal and the Directors of Instruction.

CORE COURSEWORK AND ACADEMIC AREAS

Our curriculum will focus on the four core content areas of English Language Arts, Mathematics, Science, and Social Studies to ensure our scholars establish strong foundations. We will also engage students in enrichment courses such as Engineering, Music, Art, Physical Education and Character Education which will provide opportunities for students to engage in inquiry-based learning. During these periods, students will be taught how to apply foundational literacy, math, and science skills to their explorations. They will be introduced to various topics and given the opportunity to explore, question and find solutions independently or collaboratively in groups.

English Language Arts

Developing reading and writing skills is the foundation upon which all meaningful learning takes place. Without reading and writing skills students cannot be expected to attain academic success, or even proficiency, in any subject.²⁵ We will establish strong foundations by providing opportunities for students to engage in reading and writing to foster critical thinking and the expression of ideas. Our English Language Arts curriculum will be supported by the MyView Literacy program. MyView is an inquiry based, student centered, ELA curriculum for students in grades K-5.

²⁵ Boyles, N. (2018) Reading, Writing, and Rigor: Helping Students Achieve Greater Depth of Knowledge in Literacy. Alexandria, VA: ASCD.

The curriculum is rooted in the Next Generation Learning Standards. The program is a blended, integrated curriculum that promotes student ownership of learning through goal setting, student choice, and reflection.²⁶ The myView Literacy program encourages social collaboration and links together knowledge, skills and learning behaviors while at the same time utilizing gradual release, project-based inquiry and rigorous standards to support defined learning outcomes with learning activities, instruction, and assessments that address the needs of our diverse classrooms.²⁷

Alignment to Mission & Key Design Elements: The MyView program aligns to South Shore’s inquiry-based approach to learning. Students are provided with multiple opportunities to engage in authentic projects related to each unit theme. Through these projects, students are able to apply skills to real world problems that affects their community. The program supports our model to provide students with increased instructional minutes. The lessons are designed to be implemented in a 45-minute period. In addition, the program supports our character education program. In connection with our character education key design element, MyView also exposes students to relevant literature in a variety of genres, cultures and perspectives. Exposure to multicultural literature will enhance students’ knowledge, stimulate curiosity and foster a desire to learn more. Multicultural literature will also help our students embrace diversity, gain a greater awareness of other cultures, identify commonalities and celebrate how different life experiences and perspectives enrich the lives of everyone in the community.²⁸ In addition, each classroom will be stocked with a library of diverse books across reading levels that students will have a choice to select during independent reading. Anchor texts and read alouds will be across a spectrum of text complexity and provide diverse images to act as mirrors, windows and sliding doors for students within the classroom. Students will be able to see themselves, learn and appreciate others and develop empathy through the lens of the texts.

Research- Based Evidence of Effectiveness: MyView is a comprehensive K-5 ELA curriculum produced by Pearson, an organization with over 30 years of experience providing public schools with rigorous and engaging curriculum, resources and professional development. According to EdReports²⁹ and as cross-referenced with our own research, MyView Curriculum meets the curriculum criterion we have set and shared above. Students in schools using MyView perform better than their peers. The program is especially effective in serving English Language Learners. This curriculum was used during our founding executive director’s tenure at the Academy Charter School in Hempstead where the community’s demographics was similar to Central Islip. In Hempstead, 80% of students qualified for free or reduced lunch and 11% were English Language Learners. In 2019, 69% of students in grade 3-5 scored proficient on the New York State ELA Exam.

²⁶ Allington, R. L. (2014). How reading volume affects both reading fluency and reading achievement. *International Electronic Journal of Elementary Education*, 7(1), 13-26.

²⁷ Boyles, N. (2018) *Reading, Writing, and Rigor: Helping Students Achieve Greater Depth of Knowledge in Literacy*. Alexandria, VA: ASCD.

²⁸ Cascio, E., Clark, D. & Gordon, N., (2008). Education and the Age Profile of Literacy into Adulthood. *Journal of Economic Perspectives*, American Economic Association, 22(3), pages 47-70.

²⁹ <https://www.edreports.org/reports/overview/myview-literacy-2020>

Addressing the Needs of Target Population: As discussed in section 1a- Community Description and Need, the Central Islip community represents a large percentage of underserved Hispanics and African Americans. We have selected the MyView curriculum largely because of its resources for English Language Learners. The curriculum provides targeted, scaffolded instruction for emerging, developing, expanding and transition levels. These supports are embedded through the lesson each day. The curriculum also provides the Language Awareness Handbook which helps ELLs access text. This provides models of scaffolded instruction and useful strategies and routines for the instructional period.

Guided Reading Rotations

Students at South Shore will receive 45 minutes of guided reading instruction on a daily basis. Guided reading is a research-based approach to teaching reading (Laquinta, 2006)³⁰ that is an essential part of our balanced and comprehensive literacy program. This small group reading instruction is designed to provide differentiated teaching to a broad range of learners in the classroom. Teachers will diagnose student's reading levels using the F&P assessment at the beginning of the school year to establish a starting point. According to Fountas and Pinnell, "the average rate of student learning increased by 16% over the course of the first implementation year, 28% over the second year and 32% over the third year."³¹ Once diagnostic assessment has taken place, we will use the Literacy Footprints program to support guided reading instruction.

Literacy Footprints is a guided reading system that provides a strong framework for leading guided reading lessons. The program offers five kits which contain sequenced, high-quality leveled texts in a variety of genres. Students will encounter traditional tales, realistic fiction, fantasy, and informational text. Literacy Footprints also provides teachers with a framework to plan powerful guided reading lessons that integrate reading, writing, and word study. The program provides a structure for students in kindergarten through grade four but we will use the same framework to internally create lesson cards to support students in grade five. All the Literacy Footprints lessons include a suggested sequence of books to read with a book introduction, follow-up discussion questions, and teaching suggestions. In addition, each lesson provides a guided writing lesson for Day 2 (or 3). Research showed that process writing in combination with learning writing strategies dramatically improved student performance (Reutzel, 2015)³². Reading and writing are reciprocal processes: improving one skill can enhance the other.

Phonemic awareness and phonics skills are essential for students learning to read (Report of the National Reading Panel, 2006)³³. Word study activities on each Literacy Footprints lesson card provide instruction on how to teach students to link letters to sounds, blend sounds together, decode new words, and use analogies to read and spell new words. Focusing early phonemic awareness instruction on blending, segmenting, and manipulating phonemes has been shown to produce greater improvements in phonemic awareness and future reading (Reutzel, 2015).

³⁰ Anita Laquinta, (2006) Guided Reading: A Research-Based Response to the Challenges of Early Reading Instruction. ResearchGate

³¹ Janet Clark (2019) Does the Guided Reading Model Really Work?

³² Ray Reutzel (2015) Findings Primary-Grade Teachers Will Want to Know. Wiely Publications.

³³ Marilyn Adams, (2006) Report of the National Reading Panel: Teaching Children to Read

Alignment to Mission & Key Design Elements: Literacy Footprints Program aligns to South Shore’s mission and key design element, providing opportunities to close the achievement gap through a researched based curriculum. The lesson cards that accompany the books follow Jan Richardson’s Next Step lesson format (Richardson, 2009 and 2016). This provided a framework for teachers to follow as they plan and carry out a guided reading lesson. Literacy Footprints aligns with our character education goals by providing diverse representation in the literacy students are exposed to. The program supports our model to provide students with increased instructional minutes in literacy.

Research- Based Evidence of Effectiveness: Literacy Footprints is a comprehensive K-5 guided reading program produced by Pioneer Valley Books, which offers a wide variety of fiction and nonfiction books and other resources for Reading Recovery, primary classroom, and literacy teachers. Literacy Footprints have proven to be effective with students with similar demographics as Central Islip. Data was collected on students in a Title I school with 72% free and reduced lunch and 50% English Language Learners (ELLs). Teachers in the school provided literacy instruction to their students over the course of one school year, using the Literacy Footprints program. The data showed that students made 56% gains from the beginning of the school year to the end of the year. A significant number of the students at year-end scored at or above grade level as assessed by guided reading level (The Developmental Reading Assessment).

Addressing the Needs of Target Population: Literacy Footprints is designed to support English Language Learners and students with disabilities. Literacy Footprints also provides opportunities for students to improve their reading and writing skills. We have selected this program in order to provide a structured framework to support our struggling students. Literacy Footprints will provide the resources necessary to close the achievement gap among our English Language Learners and students with disabilities.

Word Study

South Shore Charter School scholars will receive 30 minutes of word study on a daily basis using the Foundations program in grades K-2 and Words Their Way as a supplement in grades 3-5. Foundations is a multisensory, systematic phonics, spelling and handwriting program. Students will receive instruction in whole groups and small groups. Words Their Way is a developmental spelling, phonics, and vocabulary program. Word study is implemented as a small component of the literacy plan but it is also interwoven in actual reading and writing texts.³⁴ We have chosen this program because it is a researched based program that’s aligned with the New York State Foundational Skills Standards. It also supports the reading, writing and listening standards. Foundations will support students with skills and concepts such as letter formation, phonological and phonemic awareness, vocabulary, fluency, comprehension strategies and written composition. This program was also chosen because it actively engages students in learning through the use of multisensory techniques, such as when teaching students sounds, their representative letters, and words with spelling options.

³⁴ Ganske, K. (1993) Developmental Spelling Analysis: A Qualitative Measure for Assessment and Instructional Planning. Turnersville, NJ

Alignment to Mission & Key Design Elements: Wilson Foundations and Words Their Way are well aligned with our mission and key design elements. They allow students to explore their natural curiosities about letters. They serve as a prevention program to help reduce reading and spelling failure. They are integral to a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties.

Needs of Target Population: Foundations and Words Their Way incorporates the principles of instruction that are identified by research as effective in increasing achievement for English Language learners. Foundations follows a daily routine with sequential steps and directions allowing a gradual release across each unit and within each lesson for students that need additional supports to easily grasp. The repetitive nature of the lessons and concrete learning materials allow for additional support for students that need a hands-on approach and those that need additional language and cognitive-processing support. Foundations and Words Their Way are both aligned to the Next Generation Learning Standards. They supports all students by establishing a strong foundation to prepare for more challenging material later.

Research- Based Evidence of Effectiveness: Wilson Foundation has proven to be effective in several studies. Research conducted by WhatWorks Clearinghouse³⁵ reported significant improvement in students who have used the program. Public School 380 in Brooklyn, NY, was profiled by the RTI Action Network for improved student outcomes and a reduction in unnecessary referrals to special education as a result of establishing an RTI framework using Foundations in Tiers 1 and 2. In schools across the U.S., students using Foundations in tiers 1 and 2 achieve greater gains in foundational literacy skills compared to students using programs previously implemented by the school. These results held true for English language learners (ELL).³⁶ Words Their Way has also been proven to be effective in schools with similar demographics. Prior to implementing this program 49% of the second grade students were below grade level in reading, 44% were on grade level in reading and 7% were above grade level in reading. The test used to determine grade level performance is a Virginia required state assessment, the Phonological Awareness Literacy Screening (PALS). It is given in October and May. After one school year of implementing Words Their Way into a balanced literacy block, students demonstrated significant growth. There was a 26% increase in the students who were on grade level in reading by the end of the year; 70% were on grade level.³⁷

³⁵ https://www.wilsonlanguage.com/wp-content/uploads/2015/04/WWC_RESPONSE_WRS.pdf

³⁶ <https://tinyurl.com/foundationsevidence>

³⁷ Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2000). Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction. Upper Saddle River, New Jersey: Prentice-Hall, Inc.

Literacy Components	Instructional Minutes Per Day
English Language Arts	45 minutes
Guided Reading	45 minutes
Writer's Workshop	45 minutes
Word Study	30 Minutes
	165 Minutes

Writing

At South Shore, we will use the Lucy Calkins Writing Workshop curriculum to guide our daily writing instruction. We have selected this program because it is a research-based program which allows students to develop their authentic writing skills. It is also aligned to the Next Generation Learning Standards because it provides students with an opportunity to write across genres throughout the year. The Teacher's College Writing program is a research-based curriculum that supports explicit instruction in opinion/argumentative, information and narrative writing and provides rich opportunities for practice.

During this time, students will go through the writing process- drafting, revising, editing and publishing. Teachers will model the writing process for students and then provide feedback along with their peers as they work to develop their voice and ideas. The Writing Workshop begins with a teacher-led mini-lesson that provides explicit instruction to the whole class, which lasts about 10 minutes. Each day the structure remains the same, but the content of the mini-lesson changes. The lesson starts by connecting the day's teaching to the ongoing work that students have been doing and introduces them to the teaching point of the day. Then the teacher engages them with a step-by-step process for using the strategy or skill. The students then try to engage in the process typically with the support of a partner.

The mini-lesson ends with the teacher dispersing students to engage in their own independent work. During independent work time, teachers confer with students and lead small group instruction. Students will learn about the key elements of each genre - idea generation, planning and structure, and author's craft moves - through mentor texts and teacher model writing as well as through their peers' writing that is shared at the end of each lesson to serve as an exemplar. They will also be exposed to mechanics and grammar to ensure their writing is clear and precise. Lucy Calkins created a virtual video library with every lesson taught by an expert to support the limits on synchronous instruction and teacher preparation that can also be utilized.

Alignment to Mission & Key Design Elements: The Lucy Calkin Writer’s Workshop Curriculum aligns to South Shore’s mission to cultivate curiosity in our scholars. The program provides students with the opportunity to develop their innovative skills through writing. It also provides students with the opportunity to address challenges facing our society. Through mentor text, students are also exposed to multicultural literature which further expands their awareness of our global community. Writing has proven to be an effective way to express thoughts and feelings. We believe therefore that our writing period also helps to target our social emotional approach to teaching and learning.

Needs of Target Population: Research shows that reading strengthens writing and writing also strengthens reading. We believe that exposing students to explicit daily writing instruction will have a significant impact on closing the reading gap in the minority community we are targeting. We also believe that additional exposure to writing instruction will also serve to improve the proficiency of our English Language Learners. Teachers College Reading and Writing Project (TCRWP) provides an Up-the-Ladder curriculum to support students in 3rd-5th grade who are lacking the foundational skills that are often grounded in the Kindergarten-2nd grade curriculum. This helps students by giving them opportunities to engage in repeated successful practice and move along gradually increasing challenges with targeted support. Through the use of conferring, small groups, differentiated materials, teachers will coach students across the writing learning progression. Students will receive an on-demand pre-assessment prior to each unit and teachers will develop a plan to determine the specific areas of focus to coach into and/or small groups to support each learner's specific learning need. TCRWP also provides teachers with additional recommendations for differentiating instruction for ELL and students with disabilities. Additionally, they provide If, Then units for students that need additional time to practice strategies and skills across a particular genre.

Research- Based Evidence of Effectiveness: According to the American Institute of Research (AIR), beginning in the second year of implementation of the Teachers College Reading and Writing Project (TCRWP), schools had significant increases in ELA scores. Between 5 and 7 years following adoption, ELA scores in TCRWP schools were higher 0.22-0.38 standard deviations, suggesting cumulative effects of use of the TCRWP approach.³⁸ The Lucy Calkin Writer’s Workshop Curriculum was developed at Columbia University over 30 years ago. It has been used in tens of thousands of schools around the world. The American Institutes for Research (AIR), a not-for-profit, independent research firm based in the greater Washington, D.C., area, has a quasi-experimental study of the Teachers College Reading and Writing Project’s reading and writing workshop and Units of Study curriculum. The study used publicly-available aggregate state English Language Arts (ELA) data—spanning up to 10 years for some schools—and showed that beginning in Year 2 of program use, TCRWP implementation was associated with statistically significant positive effects on state ELA test scores.³⁹ In addition, this difference became larger as time passed, suggesting positive cumulative effects of use of the TCRWP approach.

Mathematics

Mathematics instruction at South Shore will be implemented using the Envision 2.0 curriculum. Envision 2.0 is designed to develop deep conceptual mathematical understanding using an inquiry-based approach to learning.

³⁸ http://teacher.scholastic.com/products/guidedreading/pdf/2.0_InYourClassroom/GR_Research_Paper_2010.pdf

³⁹ <http://d17j94wz7065tl.cloudfront.net/calkins/AIR-UOS-Study-Technical-Brief-2021.pdf>

We have chosen this program because it is a researched based program that aligns to the Next Generation Learning Standards. Our math will focus on developing conceptual understanding, building mathematical proficiency and promoting high order thinking. Our math instructional approach combines a conceptual focused framework which allows students to connect and apply math ideas in different ways. Lessons start with Problem-Based Learning, where students must think critically about a real-world math problem, evaluate options, collaborate, and present solutions. This is followed by Visual Learning to solidify the underlying math concepts. Students will also be pushed to explain and justify their answers using reasoning. This will promote class discussion.

Alignment to Mission & Key Design Elements: The Envision 2.0 curriculum aligns with South Shore’s inquiry-based approach to teaching and learning. The curriculum also allows students to engage in high-interest math projects which invites all students to be active participants. We will increase motivation by allowing students to choose the project ideas they wish to explore and complete. Each lesson in the curriculum is designed to be implemented in 90 minutes which aligns to our extended math instructional design. The curriculum’s project-based learning approach aligns with our vision to set students up to address challenges facing their community by encouraging them to take a stance on their solutions, displaying step-by-step, their approach to their problem solving, and then articulating their process

Needs of Target Population: The Envision 2.0 curriculum is designed to address the Next Generation Learning Standards. The literary analysis of word programs will provide additional exposure to literacy which will help to close the achievement gap in our target population. The curriculum provides New York Next Generation Learning Standard alignment through impactful hands-on learning experiences, literary analysis of word problems and connections to the real world. The curriculum also provides extensive language support for our ELL population. All lessons will include a language objective and ELL instruction to support different levels of English proficiency.

Research- Based Evidence of Effectiveness: The Envision 2.0 curriculum produced by Pearson, an organization with over 30 years of experience, provides public schools with rigorous and engaging curriculum, resources and professional development. According to EdReports⁴⁰ and as cross-referenced with our own research, Envision 2.0 curriculum meets the curriculum criterion we have set and shared above. The program is especially effective in serving English Language learners. The program is used in schools across the country. This curriculum was used during our founding executive director’s tenure at the Academy Charter School in Hempstead where the community’s demographics are similar to Central Islip. In fact, in Hempstead, 80% of students qualified for free or reduced lunch and 11 % were English Language Learners. In 2019, 70% of students in grade 3-5 scored proficient on the New York State Math Exam.

Social Studies

We will use the IMPACT Social Studies curriculum to deliver instruction. IMPACT Social Studies builds a solid foundation in the areas of history, geography, economics, and civics. Each unit of study provides active engagement with a rich variety of informational texts, primary sources, and media. In a developmental approach across grade levels, students use disciplinary tools and strategies to think like a historian, a geographer, an economist—and as an informed and engaged citizen.

⁴⁰ <https://www.edreports.org/reports/overview/myview-literacy-2020>

A core piece of the program architecture is the inquiry model of learning. IMPACT Social Studies provides students opportunities to explore the contributions, opinions, stories, and daily lives of people from diverse backgrounds throughout history. Through these explorations, students develop deeper understandings of individuals, groups, and events that have had an impact on our world. These multiple perspectives include views on issues and events at the local, national, and global level, and from individuals with diverse social, cultural, and racial experiences. Multiple perspectives make social studies learning more complex, more real, and more rigorous.

Literacy skills provide the foundation for inquiry. IMPACT Social Studies provides students with the opportunity to apply literacy strategies for close reading, writing, speaking, and listening while learning social studies content. As students read, write, and investigate for specific purposes, they analyze primary and secondary sources, explore facts and figures, form connections to art and literature, and work with an array of texts written from different perspectives. “Through rich content, IMPACT Social Studies provides instruction and practice in essential ELA skills and strategies in all lessons. Students analyze information and arguments, think critically, support opinions with text-based evidence, and make connections through reading, writing, speaking, and listening in response to compelling questions.”⁴¹

Alignment to Mission & Key Design Elements: IMPACT Social Studies curriculum aligns with South Shore’s inquiry-based approach to teaching and learning. Students are naturally curious about their world, and IMPACT Social Studies builds on this curiosity by encouraging in-depth explorations of individuals, events, and issues. The inquiry model engages learners through compelling questions that pose important issues. Students gather, analyze, and synthesize information in order to explore the issues and develop answers to the compelling questions, building relevance through their explorations. In addition, inquiry becomes a springboard to further research and action as students consider how the people and events of history impact their lives today. In alignment with our vision to provide social emotional learning to our students, IMPACT Social Studies supports students in mastering themselves and how they interact with the world. IMPACT Social Studies will provide students with the tools they need to complete daily tasks, meet challenges, and interact with others in positive, effective, and ethical ways. The curriculum addresses the follow aspect of social emotional learning:

- Self-Awareness
 - Recognize Strengths
 - Self-Confidence

- Decision Making Skills
 - Identify Problems
 - Analyze Situations
 - Evaluate Situations
 - Reflect
 - Ethical Responsibility

⁴¹ IMPACT Social Studies Guide

- Self-Regulation
 - Set Goals
 - Organize Initiative
 - Independence
 - Self-Motivation
 - Maintain Focus

- Relationship Skills
 - Communicating Effectively
 - Engage With Others
 - Build Relationships
 - Teamwork
 - Solve Problems
 - Value Ideas of Others

- Social Awareness
 - Develop Perspective
 - Build Empathy
 - Build Empathy
 - Respect
 - Flexible Behavior

Needs of Target Population: The IMPACT Social Studies curriculum provides additional supplemental resources for English Language learners, and students with disabilities. The curriculum offers the opportunity to have clear cross-content connections, in accordance with our goals. Additional exposure to literacy provides further support for our ELL population. IMPACT Social Studies ensures that the language learning that occurs in social studies is especially valuable for English Learners, because it expands their language development in new directions as they engage with the content. By focusing on language development, all students can participate and engage in meaningful discussions. IMPACT supports teachers as they adapt the instruction to meet the language needs of their students.

Research- Based Evidence of Effectiveness: According to EdReports and as cross-referenced with our own research, IMPACT Social Studies curriculum meets the curriculum criterion we have set and shared above. Their curriculum approach offers an inquiry-based approach to learning. The formative assessments built within lessons and the tools for summative assessments support our continuous improvement design.

Science

South Shore’s approach to science is designed to provide students with an opportunity for inquiry based and investigative scientific experiments and assignments. Our science curriculum is aligned to the Next Generation Learning Standards. We will use the Inspire Science curriculum to deliver instruction. We have chosen this curriculum because it fosters student’s innate curiosity and elevates their critical thinking. Every lesson in Inspire Science offers multiple inquiry-based activities, along with techniques that scientists and engineers use in the real world.

These inquiry activities include differentiation strategies and various pacing options ranging from simple investigations to complex lab explorations. The curriculum also facilitates hands-on investigation which deepens student understanding. In addition, it also encourages creative problem-solving which inspires innovative thinking.

In addition to Inspire Science, we will also incorporate FOSS in the science curriculum. FOSS is research-based and has been used by schools across the country for decades. Its approach to science instruction aligns with South Shore's focus on deep learning in that students are building a conceptual understanding of scientific concepts while simultaneously integrating other curricular areas into their studies, including technology.

Alignment to Mission & Key Design Elements: Both Inspire Science and FOSS are with South Shore's mission and key design elements. Each module and lesson in Inspire Science is designed to tap into students' natural curiosity about the world around them through the investigation of real-world phenomena. Student engagement is further fueled through an innovative digital experience, and the connections to real-world applications with the STEM Career Connections and STEM Module Projects. Inspire Science fosters deep learning for every student by providing built-in supports for differentiated instruction, ELL strategies, and language-building resources at the module level and at multiple points throughout each lesson. Each student is given an opportunity to construct explanations of phenomena and use evidence-based logic to make connections, building critical skills at every step.

Needs of Target Population: The Inspire Science curriculum provides additional supplemental resources for English language learners, and students with disabilities. The curriculum offers the opportunity to have clear cross-content connections, in accordance with our goals. Additional exposure to literacy provides further support for our ELL population.

Research- Based Evidence of Effectiveness: According to EdReports and as cross-referenced with our own research, Inspire Science curriculum meets the curriculum criterion we have set and shared above. Their curriculum approach offers an inquiry-based approach to learning. The formative assessments built within lessons and the tools for summative assessments support our continuous improvement design. We have chosen this model based on our own extensive research.

Engineering

Our Engineering course will be guided by the Project Lead the Way curriculum. Project Lead the Way program is a program that teaches students hands-on learning in STEM topics that will lead them to a deeper understanding of the world as well as their place in it. Through this program, students are exposed to activities that facilitate the development of scientific skills, critical thinking, collaboration, complex problem solving and digital literacy. Project Lead the Way provides transformative learning experiences for PreK-12 students and teachers across the U.S. The program empowers students to develop in demand, transportable knowledge and skills through pathways in computer science, engineering and biomedical science .

PLTW provides teacher training and resources to support teachers as they engage their students in real world learning. Approximately 12,200 elementary, middle, and high schools in all 50 states and the District of Columbia offer PLTW programs.

The curriculum is aligned to the Next Generation Learning Standards. PLTW launch's interdisciplinary modules also support the Next Generation Learning Standards for Math and English Language Arts.

Alignment to Mission & Key Design Elements: Project Lead the Way is aligned to our mission to cultivate the tenacity, integrity and curiosity needed to be innovative and socially responsible leaders. The program creates an engaging, hands-on classroom environment and empowers students to develop in-demand knowledge and skills they need to thrive. We have chosen this curriculum because it provides students with investigative and problem-solving skills that are supported through scientific inquiry and engineering designed lessons.

Needs of Target Population: PLTW serves to meet the needs expressed by the Central Islip community to provide experiences in the curriculum that allows students to apply their innovative and problem-solving skills to the area of Engineering. In addition, the program also serves to provide students with additional exposure to the important foundational skills of math and science, like observation and strategic thinking.

Research- Based Evidence of Effectiveness: PLTW has been successfully implemented in schools across the country. Approximately 12,200 elementary, middle, and high schools in all 50 states and the District of Columbia have successfully implemented the program. According to research conducted by Van Overschelde James, PLTW students perform better on K-12 assessments and are better prepared for post-secondary students. In addition, these students attend college at a higher rate than their non PLTW peers.⁴²

Art Education

At South Shore, we place value on incorporating the arts into our curriculum. Scholars experience arts through an internally developed curriculum that ensures they have the opportunity to express their understanding of content through the visual and performing domains of art. The New York State Department of education defines artistically literate citizens as those with skills, knowledge and understandings that allow them to deeply engage in the arts around them. During Art, students are given the opportunity to explore their own individual forms of expressions.

Alignment to Mission & Key Design Elements: Art aligns well with our mission and key design elements. Through art, students are provided with the opportunity to explore their curiosities and express their ideas. Art also allows students to engage in interpreting and evaluating diverse cultural representations. Our inclusive school culture is further refined when the curriculum has students share their perspectives through artistic expression.

⁴² Van Overschelde, James (2013). PLTW & Students & More & Prepared & for & Higher & Education. Spring 2013 American Journal of Engineering Education.

Needs of Target Population: Our Art curriculum will allow us to deliver a cross-curriculum learning experience for our students. Through art, scholars will also be provided with opportunities to consider multiple perspective and broaden their understanding of the various culture represented in our student population. Through careful study of their own and others’ art, scholars explore and make sense of the broad human condition across time and cultures.

Research- Based Evidence of Effectiveness: Our Art curriculum will build students’ knowledge and critical thinking capacity. While there is no statewide accountability measure of art achievement currently in use, the interpreting and evaluating components of art has proven to contribute to the success of literacy in similar schools.

Physical and Health Education

At South Shore, our physical education instruction will be aligned to the Next Generation Learning Standards. We will use the OpenPhysEd curriculum to support our programming. The OPEN Physical Education curriculum focuses on teaching the value of physical activity for good physical, emotional and mental health. Students will gain knowledge and skills to participate in healthy activities and understand and evaluate the benefits of maintaining a healthy lifestyle. Physical Education will educate students on beneficial habits around fitness, eating and lifestyle, and teachers will help students develop the skills to be healthy during their academic career at South Shore Charter School and beyond.

Alignment to Mission & Key Design Elements: Physical Education and health is well aligned to the values of South Shore Charter School. It adds to the inclusive school culture by providing opportunities for students to engage in collaborative sports that encourages teamwork and problem solving. In alignment with our key design element, the OpenPhyEd curriculum includes a social emotional learning focus. The program’s outcomes include trauma-informed content. This work is research-based and evidence-informed and is meant to guide the backward design of OPEN’s social and emotional learning resources.

Needs of Target Population: As our nation struggles with obesity (Centers for Disease Control and Prevention, 2020)⁴³, there is a need to emphasize the importance of exercise and movement. At South Shore, we will offer a robust physical education program to ensure our students are educated in healthy lifestyle habits.

Research- Based Evidence of Effectiveness: Health matters to academic achievement. Research supports the important connection between health and learning, showing that health-related barriers limit students’ ability and motivation to learn, and that improving access to healthy foods and physical activities in particular can positively influence the health of students and improve academic achievement. Physical Education provides students the knowledge and skills to participate in healthy activities, appreciate the benefits of maintaining a healthy lifestyle, and access resources in their community to pursue a healthy and active life. Studies have shown that physical education (the opportunity to exercise and develop gross motor skills) is vital to childhood development.

⁴³ Centers for Disease Control and Prevention, 2020

Morning Circle (Social Emotional Learning)

South Shore will use the Positive Actions curriculum to foster our core values. Positive Actions is a comprehensive social-emotional learning curriculum that helps students develop self-management skills and encourages responsible decision making. We have chosen this program because it is a research-based program that is aligned with our core values and key design elements. Positive Actions can improve academic and social performance while reducing instances of disciplinary action, bullying, and other negative behaviors.⁴⁴ Positive Action focuses on overall personal development for students, teachers, and parents. The program uses a two-part philosophy to aid in learning social skills. The first part of the philosophy focuses on allowing scholars to feel good about their actions: by learning emotional skills, they can resolve issues calmly and feel better about themselves. The second part of the philosophy shows children that they can implement positive actions in any situation. The program offers a six-unit concept that teaches students how to use those actions and what role they play in the Thoughts-Actions-Feelings circle.

Alignment to Mission & Key Design Elements: Positive Actions aligns with South Shore because social emotional learning and intervention is one of our key design elements. The program provides a structured curriculum to teach the social skills that are aligned with our core values. It also reinforces our character education programming by keeping students mindful of their place in a larger community and the relevance of their actions on those around them.

Needs of Target Population: Implementing Positive Actions to teach social emotional leading directly respond to the need of the community. We know that the distance learning required by the COVID-19 pandemic has had a profound impact on the social and emotional lives of children. Schools are not just environments for academic learning, but they are the spaces in which our children learn important interpersonal management skills, as well as build key emotional muscles like resilience, perseverance, and humility. We have yet to see the full effects of the pandemic on the lives and well-being of our children, but we know that we must take an active approach to restore the sense of safety and connection that has been lost during the pandemic.

Research- Based Evidence of Effectiveness: According to a report published by Primary Prevention.⁴⁵ Positive Actions has proven to improve the social emotional well-being of students. The research examined the effects of Positive Action (PA on physical health behaviors and body mass index (BMI), and tested for mediation of program effects through a measure of social-emotional and character development (SECD). Participating schools in the matched-pair, cluster-randomized trial were 14 low-performing K-8 Chicago Public Schools. The researchers followed a cohort of students in each school from grades 3 to 8 (eight waves of data collection; 1170 total students). Student self-reports of health behaviors served as the basis for measures of healthy eating and exercise, unhealthy eating, personal hygiene, consistent bedtime, and SECD. The researchers collected height and weight measurements at the endpoint to calculate age- and gender-adjusted BMI z-scores. Longitudinal multilevel modeling analyses revealed evidence of favorable program effects on personal hygiene, healthy eating and exercise, and unhealthy eating; in addition, BMI z-scores were lower among students in PA schools at endpoint. Longitudinal structural equation modeling demonstrated mediation through SECD for healthy eating and exercise, without a primary focus on health behavior promotion can have a modest impact on outcomes in this domain during the childhood to adolescence transition.

⁴⁴ <https://www.positiveaction.net/research-articles>

⁴⁵ <https://www.positiveaction.net/research-articles#primary-prevention-2016>

Character Education

Character education is a necessary part of an excellent school. With a focus on personal accountability and communal achievement, scholars will develop the intellectual capacity and leadership skills, allowing them to cultivate their personal potential and establish their authentic leadership. We will use the Responsive Classroom curriculum to teach character education. Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. The Responsive Classroom approach to teaching consists of a set of well-designed practices intended to create safe, joyful, and engaging classrooms and school communities. The emphasis is on helping students develop their academic, social, and emotional skills in a learning environment that is developmentally responsive to their strengths and needs. The program's core belief is that in order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self-control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors. The Responsive Classroom approach is informed by the work of educational theorists and the experiences of exemplary classroom teachers. Six principles guide this approach:

- Teaching social and emotional skills is as important as teaching academic content.
- How we teach is as important as what we teach.
- Great cognitive growth occurs through social interaction.
- How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
- What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
- Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

Alignment to Mission & Key Design Elements: Responsive Classroom aligns with South Shore's, key design elements and core values. It specifically addresses our key design element to focus on character education and social emotional learning. Responsive Classroom is an approach to teaching based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning. The Responsive Classroom approach consists of a set of practices and strategies that build academic and social-emotional competencies.

Needs of Target Population: Implementing Responsive Classroom teaches character education directly responding to the needs of the community. The impact of the global pandemic on communities, families, and individuals is beyond measure. Collectively, we are dealing with an immense degree of grief, economic and social upheaval. For our children, months of separation from their peers and classrooms has disrupted their sense of safety and motivation and raised questions about the path of their futures. With this in mind, we know that our character education will have to focus on building a sense of resiliency in our scholars to repair the harm from this traumatic time in our world's history.

Research- Based Evidence of Effectiveness: Independent research has found that the Responsive Classroom approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction⁴⁶. It has been described by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most “well-designed evidence-based social and emotional learning (SEL) programs”.

Curriculum Development and Teacher Training

At South Shore, the Principal will be responsible for the selection, development and implementation of the curriculum. The Principal will work closely with the Directors of Instruction and the Director of Student Services to ensure that the curriculum meets the needs of our struggling students, students with disabilities and English Language Learners. The school culture team which consists of the guidance counselor, social worker and the dean of school culture will also provide input as it relates to social emotional development.

The principal will work to ensure that scope and sequence, pacing guides and unit maps are created in every subject prior to summer institute so that teachers can use them to develop weekly lesson plans. The unit map will include performance tasks and unit assessments. At the end of each year, teachers will engage in curriculum review sessions in the month of May. During this time, teachers will work with academic directors to make necessary adjustments to Curriculum Maps and Unit Plans for the following year.

We are committed to supporting the professional growth of our teachers. We believe that student success and achievement is inevitable when teachers are provided with an effective framework of support that is tied to clear and academically sound teaching standards. All teachers will receive a variety of support. All teachers will be assigned a coach who will meet with them one on one on a weekly basis to review lesson plans and provide observation feedback. In year one, the principal will share the coaching responsibilities with the Director of Student Services. In year two, a Director of Instruction for grades K-2 will be hired to coach all teachers in the lower school. The principal and Director of Student services will also share these responsibilities. In year three a Director of Instruction will be hired to coach teachers in grade 3-5.

Teachers will engage in common planning meetings to discuss lesson plans and instructional strategies. Teachers will receive informal and formal observations using the Danielson Rubric Framework. Teachers will also receive school-wide professional development sessions on early release Wednesdays every other week. Teachers will also be provided with opportunities to engage in external professional development at the Western Suffolk BOCES.

All teachers at South Shore Charter School will be assigned a coach who will meet with them on a weekly basis to support lesson development. Teachers will be responsible for submitting lesson plans on a weekly basis on Wednesdays to the principal and their coach for two weeks ahead.

⁴⁶ <https://www.responsiveclassroom.org/wp-content/uploads/2015/11/What-research-says-updated-12.16.pdf>

All lesson plans will be developed using our schoolwide template. Instructional leaders of instruction will be responsible for providing written/verbal feedback within three days. Teachers will be required to implement feedback and submit revisions within three days of receiving feedback.

Teachers will receive extensive professional development before the start of the school year in August. This time will be used to align staff around our mission, key design elements and core values. Separate time will be dedicated to meeting and training new team members prior to meeting with the whole team. We will engage the team in curriculum planning, including the development of the unit sequences and lesson plans. We will prioritize our school culture initiatives and envision the first days of school for our students and families. This week will also be a time when we bring in trainers from our publishers who will orient our teachers on the curriculum they will be using to deliver instruction.

The monitoring of classroom instruction is a shared responsibility between the principal and the academic directors. This is done through, review of weekly lesson plans/ unit plans, unannounced daily classroom visits, scheduled formal observations using the Danielson's evaluation tool, midyear evaluation and end of year evaluation.

- Lesson Plan/ Unit Plan Review- Instructional leaders will review lesson plans on a weekly basis in order to provide feedback prior to implementation. Instructional Leaders will meet with teachers and grade team several weeks in advance to revise/refine unit plans prior to implementation.
- Unannounced Observation- Instructional leaders will visit classrooms on a daily basis in order to provide feedback. Feedback will be provided during one-on-one coaching sessions.
- Formal Observation- Teachers will be formally observed three times per year using the Danielson Framework. Feedback will be used as a coaching point to support teachers.
- Evaluations- Teachers will be formally evaluated in the middle of the year and the end of the year using domain four of the Danielson Framework.

Curriculum Review, Evaluation and Revisions

We believe an organized, clear, and sequential curriculum best serves our students. During preservice, teachers will build upon the curriculum scope and sequence and unit framework to develop yearlong maps that are aligned to the Next Generation Learning Standards. These maps will outline the topics and essential questions for each unit. The maps will be used to develop unit plans and daily lesson plans. The unit map will include performance tasks and unit assessments. At the end of each year, teachers will engage in curriculum review sessions. During this time, teachers will make any necessary adjustments to Curriculum Maps and Unit Plans. Throughout the year, assessment data will be used to inform this process. If gaps are found, we will make all necessary adjustments to meet the needs of our students.

Curriculum Implementation in a Remote Setting

The extent to which the selected curriculum lends itself to implementation in a remote setting should circumstances related to the COVID-19 pandemic require and any considerations related to the COVID-19 pandemic taken into account when selecting the curriculum

South Shore's curriculum lends itself perfectly to implementation in a remote setting. All curriculum programs offer an online component. We will ensure that there is minimal disruption in the learning process. We will establish virtual classroom spaces on Zoom, appropriate modifications will be made to the schedule and both teachers and students will have access to technology. We will have a strong emphasis on social emotional support, which is one of our key design elements. We will also work to ensure that all our families have PPE, food and housing.

In the event of an unforeseen school closure due to circumstances related to the COVID-19 pandemic, classes will operate virtually on the Zoom platform. All teachers will be assigned a Zoom room which will enable them to meet with classes online. Both teachers and students will be provided with technology. All teachers will be assigned a laptop during Summer Institute with all the necessary programs installed. Students will also be assigned HP Laptops as well which will enable them to log on to Zoom classes and submit assignments on our virtual learning blackboard for teacher feedback. Our school culture team which consists of our social workers, guidance counselor and deans will work together to ensure that all students have access to technology. Wi-Fi hotspots will be provided to students who do not have access to the internet.

Teachers will set up classes on a virtual learning platform. This will provide students with course overviews, assignments, and other online resources. Students will also be able to submit assignments on the virtual learning platform. Teachers will use Zoom to teach lessons using PowerPoint and other software. Our co-teaching model will also enable teachers to use the breakout room feature to provide small group instruction. Our ENL teacher will continue to provide push in and pull-out services. Our AIS teachers will continue to provide intervention to struggling students. Our students with special needs will continue to receive instruction from a special education teacher based on their IEP/ 504 goals.

Both our ELA MyView Curriculum and our Math Envisions curriculum have built in online components. The fundamentals of our instruction framework will not be disrupted in a virtual setting. Students will still be able to engage in inquiry-based learning throughout the day. Teachers will also apply direct instruction models where applicable. Both MyView and Envision have built-in problem-solving components which allows students to submit answers online for teacher review and feedback.

The instructional leadership team will continue to work with teachers in grade team meetings and whole staff meetings to provide professional development focusing on social emotional learning and instructional technology. We will make necessary adjustments to our pacing guides and ensure that learning is happening at an appropriate pace. We will also administer assessments virtually using components of our instructional resources. Our schoolwide benchmark assessments have built-in online capability who will allow us to collect and analyze data on student progress.

In response to changes to our instructional setting due to a pandemic, we will make changes to our school calendar to provide additional learning time for our students. We will decrease the duration of recess breaks and offer a lengthier summer school program to provide additional instructional time. We will have a strong emphasis on ELA and Math to ensure that students have strong foundations.

6b- Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- *Describe each assessment's purpose, design, format, and rationale for its selection;*
- *Describe key considerations in the selection or creation of any assessments not yet identified;*
- *Describe how the school will collect and analyze assessment results;*
- *Explain how the school will ensure assessment results are valid and reliable;*
- *Describe who will be responsible for administering assessments and collecting and analyzing the results;*
- *Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;*
- *Explain how the following stakeholders will have access to and be able to use assessment results: teachers, school leaders, the education corporation's board of trustees, and students and parents;*
- *Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information; and,*
- *Describe the key considerations in the school's approach to its assessment program if circumstances necessitate remote instruction including: o How the school intends to administer assessments and analyze the resulting data in a remote setting; and,*
- *How the school will ensure the validity and reliability of assessment results in a remote setting.*

South Shore Charter School will have a comprehensive assessment system to support its pedagogical approach. We believe performance is the best form of assessment: demonstrating by doing. This is one reason we have chosen to use the MyView and Envisions curriculums as the foundation for our curriculum program; it incorporates essential questions and performance tasks as well as more traditional assessment forms. Our Director of Data and Assessment will also work with teachers and instructional leaders to design high quality assessments that are aligned to learning standards. We will utilize assessment data develop action plans and to monitor the progress of our general education students, special education students and English language learners. Below are the assessments that we intend to administer:

Assessments	Administration	Purpose	Format
Social Emotional Assessment: Panorama Survey	Fall, Winter, Spring	Measure baseline and growth of social emotional skills and competencies	Interview, checklist, observation, self-reflection
New York State Identification Test for English Language Learners (NYSITELL)	Summer before school starts or entry for new students	Diagnostic: eligibility for ENL services	Standardized test based on Home Language Survey
Fountas & Pinnell	Fall, Winter, Spring	Reading assessment	Oral and written comprehension assessment
STAR Reading & Math Assessment	Fall, Winter, Spring	to diagnose and measure student progress at three junctures during the school (September – Beginning of Year (BOY);	Standardized test
Interim Assessment	November, January and March	Diagnostic: reading fluency and comprehension, math skills	Computer based or paper based practice standardized test
Curriculum-Based Unit Pre-Assessments	Beginning of Units	Diagnostic: prior knowledge and skills	Questioning, tests, writing prompts taken from each curriculum resource
Pearson Unit Assessments	Every 6-8 wees	Summative: mastery of unit objectives	Computer based or paper based test

<p>New York State ELA and Math Assessment (Grades 3-5)</p> <p>New York State Science Exam (Grade 4)</p>	<p>Spring</p>	<p>administered in the third, fourth and fifth grade is the main measure for student achievement</p>	<p>Computer based or paper based test</p>
<p>New York State English as a Second Language Achievement Test (NYSESLAT)</p>	<p>Spring</p>	<p>Assess the English proficiency of all English language learners</p>	<p>Standardized test</p>

Formative Assessments

South Shore Charter School will use the STAR assessment in both reading and math as both a diagnostic and interim formative assessment at three distinct screening periods throughout the year. These screening periods will be at the beginning of the year to serve as a diagnostic and at the middle and end of the school year to monitor progress. STAR is a nationally-normed, computer-adaptive test that assesses a student’s performance in the Next Generation Learning Standards and then sets learning goals for the next benchmark and screening period. We selected the STAR assessment because it is a reliable, valid and trusted by educators for a variety of purposes, including screening, progress monitoring, and intervention.

Since the STAR assessment is a computer-based test, all of the relevant data is generated digitally on the STAR portal and is therefore reliable as there is no manual scoring or collation of the data. Teachers will receive assessment performance reports that details three key indicators: The Scaled Score shows the performance of a student in a given STAR test by grade level and subject. The Percentile Rank shows the performance of a student as compared to other students’ performance in the STAR assessments across the nation for that particular STAR test in the same grade level and subject. The Student Growth Percentile, or SGP, compares a student’s growth to that of his or her academic peers nationwide. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth.

Student Growth Percentile score adds significantly to the understanding of how well a student is doing in school. While knowing a student’s level of achievement tells students, teachers, and families whether the student is performing below, above, or on grade level, an SGP indicates what kind of progress the student is making. For example, a student may be performing at a low level, yet experiencing high rates of growth. Conversely, a high-performing student could be stagnating. Specifically, SGPs indicate whether a student’s growth is more or less than can be expected.

Data analysis will occur both individually by teachers and in grade level teams. After each screening period, grade level teams will meet to analyze the collective data of our students and determine what standards need reinforcement in instruction to build on the next level of learning standards to be taught.

Individually, teachers will analyze each student's performance and devise a differentiated learning plan based on the standards on which they have attained mastery and those that need more remediation. The STAR assessment also makes recommendations for student learning groups so that teachers can provide targeted instruction to small learning groups who are working towards mastering common standards and skills.

The STAR assessment administration process will be led by the Instructional Leadership team, who will calendar the screening periods as well as the data analysis meetings. The Directors of Data and Assessment will be responsible for preparing the assessments for administration and creating high-level reports for analysis and other relevant reports for teachers. The Instructional Leadership team will do their own high-level analysis of the data and then review this data with the entire teacher team to identify key trends and findings in the data. Teachers will be responsible for the detailed analysis for their specific students as well as the action planning that will result from this analysis.

Students and parents will also receive a comprehensive report outlining the key indicators of the assessment after each screening period. Teachers will conference with students and their families to discuss current achievement levels, growth, and the action plan for moving forward. Teachers will also provide grade point average data based on the cumulative scores on the summative assessments during these conferences. The formative and summative data will give students and families a full picture of how the student is tracking towards meeting learning goals.

School leadership will also provide a high-level analysis of the data to the governing board of trustees which will include a correlative analysis of the potential performance on the New York State Exam. The executive director and principal will provide a picture of areas of significant progress, as well as the specific schoolwide strategies that will be put in place to ensure improvement.

Summative Assessments

Teachers will be instructional planning based on units of study that will target specific standards. Therefore, they will use both end of unit assessments and daily exit tickets as forms of summative assessments for their students. These assessments will provide the necessary insight for teachers to be nimbler in the classroom as they tailor their instruction to the needs of the students in real time.

Weekly common planning meetings in grade level teams will provide an opportunity to teachers to review the exit ticket data for the week and modify lessons based on what they are learning about student understanding. If particular standards need reteaching, teachers will work together to address the levels of rigor in their instruction and adjust their approach accordingly.

Remote Conditions

In the event that we are confined to a remote learning scenario due to the pandemic, we are confident that given the digital platform of the assessments, we will be able to administer the STAR assessment without severe disruption. Teachers will observe the students remotely during the assessment administration to ensure they are maintaining focus and integrity during the process. The Instructional Leadership teams will also be engaged for monitoring purposes and then will pull the data for analysis at the completion of the screening period. All reports will still be available in a remote context and teachers will maintain their system of meeting and collaborating to tailor their instruction based on the information provided by the assessment.

6c- Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- *The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach (e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.);*
- *Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a) – Curriculum Selection Process;*
- *An explanation of how the instructional methods align with the school's educational philosophy and further its specific mission, key design elements, and unique themes; and,*
- *An explanation of the school's approach to instruction if circumstances necessitate remote and/or hybrid instruction including:*
 - *Which specific approaches (e.g., synchronous vs. asynchronous) and programs/platforms (e.g., Zoom, Nearpod, etc.) the school would consider and the extent to which these align with the school's overall academic program and key design elements; and,*
 - *The physical resources necessary to implement this model (e.g., laptops, mobile hotspots, cameras, etc.) and the school's plan to obtain and distribute them.*

In 1966, as mandated by the Civil Rights Act of 1964, the James Coleman Report⁴⁷, “Equality of Educational Opportunity” concluded in its findings that “teacher quality is one of the few school characteristics that significantly affects student performance” and more specifically, “for any groups whether minority or not, the effect of good teachers is greatest upon the children who suffer most educational disadvantage in their background, and that a given investment in upgrading teacher quality will have most effect on achievement in underprivileged areas.” Over fifty years later, these findings appear to hold up.⁴⁸ Furthermore, recent studies have been able measure the actual impact of teacher quality and competence on student performance as indicated in Figure 1 below.

With the data indicating a measurable difference in the quality of teachers on achievement in both reading and math, it is imperative that South Shore Charter School provide the instructional framework and support to maximize the quality of our own teachers, especially given the needs of the target population of our school.

⁴⁷ <https://hub.jhu.edu/magazine/2016/winter/coleman-report-public-Education/>

⁴⁸ Kiviat, B., (2001) The Social Side of Schooling

An Effective Teacher's Impact on Learning (Figure 1)

The median finding across 10 recent studies indicates that an effective teacher (one at the 85th percentile) produces additional learning gains for students of 0.14 standard deviations in math and 0.12 standard deviations in reading as compared to an average teacher.



To maximize student learning, our instructional program will rely on the following key strategies outlined below:

- Data-driven instruction
- Inquiry-based learning
- Habits of discussion
- Flexible level groupings
- Gradual release structure
- Academic Intervention Services
- ICT Co-Teaching Model

Data-driven Instruction

As noted in section 6b, we will engage a comprehensive assessment process that includes daily progress monitoring, end-of-unit assessments, and interim assessments that will drive the instructional decisions that teachers will make on behalf of their students. We will foster a culture of using data to drive instruction as early as the teacher recruitment process as data-driven instruction will be a core competency that we look for in our teaching candidates. This will ensure that we are hiring the highest quality of teachers based on our vision and needs for our target population.

Teachers will use different structures within the calendar to engage with their data and make the appropriate adjustments to their instruction. For example, grade level teams will be meeting daily to review exit ticket data and make instructional changes to lesson plans or groupings based on what they have learned from the data.

At four intervals throughout the year in November, January, March and June, teachers also participate in Data sessions, on an early release Wednesday, at which they analyze interim assessment data and create instructional action plans that will address the academic needs of their scholars, including any reteaching plans for standards that need deeper mastery. They will also use this collaborative time to develop upcoming unit assessments and other weekly tools to measure learning.

Inquiry-Based Learning

Our inquiry based learning approach will provide students with opportunities to experience and acquire processes through which they can gather information about the world. There will be high levels of interaction between student, teacher, the area of study, available resources, and the learning environment. Students become actively involved in the learning process as they:

- act upon their curiosity and interests;
- develop questions;
- think their way through controversies or dilemmas;
- look at problems analytically;
- inquire into their preconceptions and what they already know;
- develop, clarify, and test hypotheses; and,
- draw inferences and generate possible solutions.

Inquiry-based learning is about cultivating curiosity in the classroom which is central to South Shore Charter School's mission to cultivate in our students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders.

Questioning will be at the heart of our instructional methodology. We will push students to ask relevant questions and develop ways to search for answers and generate explanations. Emphasis will be placed upon the process of thinking as this applies to student interaction with issues, data, topics, concepts, materials, and problems.

Habits of Discussion and Accountable Talk

At South Shore Charter School, we want our teachers to foster active classrooms in which student voices are heard throughout the day in every subject area. Teachers will engage habits of discussion to promote meaningful exchanges between students as they present hypotheses and argue their ideas and positions with their peers. We believe the core of a learner-centered, deeper learning environment centers on a student's voice and is intentionally designed to maximize scholar participation.

Scholar-led discussions are what drive our instruction and curriculum, as students learn through actively listening, articulating, and exchanging ideas and eventually being able to synthesize new knowledge. At South Shore, we prioritize student's voices and strategically develop the skills and habits to ensure inclusive and critical conversations can take place in the classroom and help to drive students' attainment of knowledge. Our teachers explicitly teach habits of discussion in a way that is digestible and allows scholars to practice these habits in isolation, master them, and then continuously build more habits on top of them.

Flexible Ability Groupings

To quickly meet the needs of our learners, we will regularly incorporate Flexible Ability Groupings in English Language Arts and Mathematics. Although each group is still held to high standards and must meet the bar on the assessment for each standard, flexible groupings enable teachers to target specific skills to focus the learning necessary to acquire the skill or knowledge. The combination of data-based problem-solving and Flexible Ability Groupings will accelerate the learning of our students. Groups will change throughout the course of the school year as new performance benchmark data becomes available.

Gradual Release Structure

Teachers will be trained to engage a gradual release instructional approach in their lessons. This approach dictates a teaching and learning framework where the cognitive heavy lifting shifts slowly from the teacher to the students. The process begins with an “*I Do*” part of the lesson at which time the teacher is introducing the new content to the student and modeling the learning goal and procedural or strategic expectations to the students. Next, the teacher shifts to a guided practice at which point the students and teacher share the responsibility for developing a solid understanding of the new material. This guided practice enables the students to take positive risks with the new content with step-by-step reinforcement from the teachers. We refer to this step as “*We do*” indicating the collaborative process between the teacher and student. This step serves as the important transition between the teacher’s ownership of the material to the student’s.

Finally, the last step in the gradual release process is the independent practice or “*You do.*” This is the moment when the students are expected to demonstrate their understanding of the material on their own. They will use this time to not only show their procedural mastery, but will use rich language to articulate their approach to problem solving. The independent practice phase will also give the teacher an indication of a student’s tenacity and resilience when working on their own. If they experience a challenge, what resources will a student independently seek out before expressing frustration or giving up. This independent learning phase is aligned to our greater mission of developing learners who are tenacious and curious. As students grapple with more complicated concepts and ideas, they build the perseverance to take on more challenging problems in the future. The gradual release process of shifting from the teacher carrying the responsibility of learning to the students signals to the students that they are both supported and trusted to own their learning with the highest of expectations. There is no greater message to send to young learners.

Academic Intervention Services

Teachers will use data to create small group instruction for remediation during their AIS periods on their schedule. Classroom teachers will work with a group of level 2 students that are not being pulled by the AIS teacher. These are students who perform above the cut scores and did not make the AIS teacher’s list but who the classroom teacher believe would benefit from additional support. All general education classroom teachers will have at least two AIS periods on their schedules. They will use this time to meet with students to provide additional ELA or math instruction. By incorporating strategic tutoring, students are provided multiple attempts to master the material so that they do not get behind the pace of the class. Teachers will use the tutorial period to work on either whole group remediation, small group instruction, or student homework assistance.

This ensures that our school is urgent and strategic with the support we provide our students as they acquire new and scaffolded knowledge and skills. A more detailed plan has been outlined in **R-08ad - Specific Populations** of how we will support or title one, special education and English language learners.

ICT Co-Teaching Model

In their book, *Interactions: Collaboration Skills for School Professionals*, Marilyn Friend and Lynne Cook Co-Teaching identify "co-teaching as a specific service delivery option that is based on collaboration."⁴⁹ We will utilize ICT co-teaching model to provide instruction to meet the educational needs of our students with disabilities. We will have one ICT class on each grade level. All ICT classrooms will be staffed with a certified special education teacher and a general education teacher. Our co-teaching model will allow for more intense and individualized instruction in the general education setting increasing access to the general education curriculum while decreasing stigma for students with special needs.

Six Approaches to Co-Teaching

1. **One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
2. **One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
3. **Parallel Teaching.** On occasion, student learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.
4. **Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently.
5. **Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

⁴⁹ Marilyn Friend., et al (2006) *Interactions: Collaboration Skills for School Professionals*

6. Team Teaching: In team teaching, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

6d- Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules and specials (e.g., physical education, art, etc.). This should include, at minimum:

- *A general description of the specific content and skills that would be addressed in the course, if known;*
 - *The curricular programs (e.g., Core Knowledge, Singapore Math, FOSS, etc.) that would be used in each course;*
 - *Essential course specific assessments (e.g., the state’s 3rd – 8th grade assessments/Regents exams, end of course portfolios or performances, etc.); and,*
 - *If serving students in 12th grade, provide an outline of course sequences leading to graduation.*
- our curriculum will be aligned to mastery of the state standards in all courses and vertically aligned to increase the content skills and overall academic capability of our scholars.*

English Language Arts

South Shore Charter School will use the MyView curriculum to support all students in becoming proficient readers and writers. Lessons in our 45-minute ELA block will be rooted in the Next Generation Learning Standards. Below is an outline of what each unit will include:

Below is the scope and sequence teachers will use to guide their instruction:

Grades	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Kindergarten	<p>Going Places</p> <p>Essential Question: What makes a place special?</p> <p>Genre: Informational</p> <p>Theme: Life</p> <p>Science</p>	<p>Living Together</p> <p>Essential Question: What do living things need?</p> <p>Genre: Realistic Fiction</p> <p>Theme: Social Studies</p>	<p>Tell me a story</p> <p>Essential Question: Why do we like stories?</p> <p>Genre: Traditional Stories</p> <p>Theme: Arts & Literature</p>	<p>Then and Now</p> <p>Essential Questions: What can we learn from the past?</p> <p>Genre: Narrative Nonfiction</p> <p>Theme: Social Studies</p>	<p>Outside My Door</p> <p>Essential Questions: What can we learn from the weather?</p> <p>Genre: Informational</p> <p>Theme Earth Science</p>

Grade 1	My Neighborhood Essential Question: What is a neighborhood? Genre: Realistic Fiction Themes: Informational	I Spy Essential Question: How do living things grow and change? Genre: Informational Text Theme: Life Science	Imagine That Essential Question: How can we use our imagination Genre: Traditional Stories Theme: Humanities	Making History Essential Question: Why is the past important Genre: Biography Theme: Social Studies	Beyond My World Essential Question: How do the seasons affect us? Genre: Informational Text Theme: Science
Grade 2	You Are Here Essential Question: How do different places affect us? Genre: Realistic Fiction Theme: Social Studies	Nature's Wonders Essential Question: What patterns do we see in nature? Genre: Informational Text Theme: Science	Our traditions Essential Question: What makes a tradition? Genre: Traditional Tales Themes: Humanities	Making a Difference Essential Question: Why is it important to connect with other people? Genre: Narrative Nonfiction Theme: Social Studies	Our Incredible World Essential Question: How does Earth Change? Genre: Informational Text Theme: Earth Science

<p>Grade 3</p>	<p>Environments Essential Question: How does our environment affect us? Genre: Traditional Tales Themes: Social Studies</p>	<p>Interactions Essential Question: How do plants and animals live together? Genre: Informational Themes: Science</p>	<p>Heroes Essential Question: What makes a hero? Genre: Historical Fiction Themes: Humanities</p>	<p>Events Essential Question: How do communities change over time? Genre: Biography Themes: Social Studies</p>	<p>Solutions Essential Question: How does the world challenge us? Genre: Informational Themes: Science</p>
<p>Grade 4</p>	<p>Networks Essential Question: How can a place affect how we live? Genre: Narrative Nonfiction Themes: Social Studies</p>	<p>Adaptations Essential Question: How do living things adapt to the world around them? Genre: Informational Text Themes: Science</p>	<p>Diversity Essential Question: How can we reach new understandings through exploring diversity? Genre: Fiction Theme: Humanities</p>	<p>Impacts Essential Question: How do our stories shape our world? Genre: Traditional Literature Themes: Social Studies</p>	<p>Features Essential Question: Why is it important to understand our planet? Genre: Informational Text Themes: Science</p>

Grade 5	Journeys Essential Question: How do journeys change us? Genre: Informational Text Theme: Social Studies	Observations Essential Question: How do we learn through our observations? Genre: Informational Text Themes: Science	Reflections Essential Question: How do the experiences of others reflect our own? Genre: Realistic Fiction Theme: Humanities	Historical Fiction Essential Question: What does it mean to be free? Genre: Historical Fiction Theme: Social Studies	Systems Essential Question: How do elements of systems change? Genre: Informational Theme: Science
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Guided Reading

Our Scholars will engage in 45 minutes of small group guided reading instruction based on Literacy Footprints Lessons. This will allow scholars to develop and apply the decoding, fluency, and comprehension skills and habits needed to read independently. Teachers will diagnose student’s reading levels using the F&P assessment in order to establish a starting point at the beginning of the school year.

Word Study

Students also receive 30 minutes of word study on a daily basis using the Foundations program (K-2) or Words Their Way (3-5). Foundations is a multisensory, systematic phonics, spelling and handwriting program. Students will receive instruction in whole groups and small groups. Students will receive direct instruction, guided practice and independent work time.

Writing

Students will receive 45 minutes of writing instruction using the Lucy Calkins curriculum. Scholars will begin in Kindergarten by practicing their letters and penmanship and beginning the writing process by representing their stories pictorially, before moving onto complete sentences and eventually writing more complex stories. Students develop an understanding of basic story structure (e.g., beginning, middle, and end.) Daily Writer’s Workshop teaches scholars to write in a variety of genres, crafting pieces around ideas, structure, details, and mechanics. After independent writing time, there is a brief whole-class wrap-up, during which the teacher strategically shares examples of exemplary scholar work.

South Shore Charter School's Literacy Programs		
Literacy Components	Curriculum Programs	Instructional Minutes Per Day
ELA (Reading & Writing)	MyView	45 minutes
Guided Reading	Literacy Footprints	45 minutes
Word Study	Fundations/ Words Their Way	30 Minutes
Writing Workshop	Lucy Calkin Curriculum	45 minutes
		165 Minutes

Mathematics

Mathematics instruction at South Shore will be aligned to the Next Generation Learning Standards. Students will receive 90-minutes of math instruction in grades K-5 as outlined in our key design elements. We believe that it's important to establish strong foundations in math to build upon in future years. Our math instructional approach combined a conceptual focused framework with a constructivist approach. Lessons start with Problem-Based Learning (PBL), where students must think critically about a real-world math problem, evaluate options, collaborate, and present solutions. We believe excellence in mathematics requires high expectations and strong support for all students. Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge. To that end our scholars will be immersed in learning upon entry into the classroom.

In Grades K - 2 instructional time will focus on the following areas: developing a sound sense of numbers by representing and comparing numbers, initially using sets of objects; recognizing and describing shapes and using spatial relations. More learning time in Kindergarten will be devoted to number than to any other topic. Students will also develop an understanding of addition, subtraction, and strategies for addition and subtraction within 20. As this band comes to a close in Grade 2, scholars will extend their understanding of base-ten notation; building fluency with addition and subtraction; use standard units of measure; and analyze and classify two dimensional shapes as polygons or non-polygons.

The addition and subtraction skills acquired in the previous grades will now serve as the foundation for multiplication and division. In Grade 3 instructional time will focus on: developing understanding of multiplication and division and strategies for multiplication and division within 100; developing understanding of fractions, especially unit fractions; developing understanding of the structure of rectangular arrays and of area; and describing and analyzing polygons based on the number of sides and vertices.

In Grade 4, scholars will continue developing their understanding and fluency with multi-digit multiplication, and their understanding of dividing to find quotients involving multi-digit dividends. Fraction equivalence, addition and subtraction of fractions with denominators, and multiplication of fractions by whole numbers will be the major learning in this grade. Scholars will also analyze and classify geometric figures based on their properties.

In Grade 5, instructional time will focus on the following three areas: developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); extending division to 2-digit divisors, integrating decimals into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and developing understanding of volume.

Social Studies

We will use the IMPACT Social Studies curriculum to deliver instruction. IMPACT Social Studies builds a solid foundation in the core subjects of social studies—history, geography, economics, and civics—with conceptually coherent units of study. Each unit provides active engagement with a rich variety of informational texts, primary sources, and media. In a developmental approach across grade levels, students use disciplinary tools and strategies to think like a historian, a geographer, an economist—and as an informed and engaged citizen. A core piece of the program architecture of IMPACT Social Studies is the inquiry model of learning. A key component of the inquiry model of instruction is exploring a topic from multiple perspectives. IMPACT Social Studies provides students opportunities to explore the contributions, opinions, stories, and daily lives of people from diverse backgrounds throughout history. Through these explorations, students develop deeper understandings of individuals, groups, and events that have had an impact on our world. These multiple perspectives include views on issues and events at the local, national, and global level, and from individuals with diverse social, cultural, and racial experiences. Multiple perspectives make social studies learning more complex, more real, and more rigorous.

IMPACT Social Studies Unit Essential Questions					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Kindergarten	How Do People Learn and Work Together?	Where Do We Live?	What Does It Mean to Be an American?	How Has Our World Changed?	Why Do People Have Jobs?

Grade 1	What Are the Rights and Responsibilities of Citizens?	How Can We Describe Where We Live?	How Do We Celebrate Our Country?	How Does the Past Shape Our Lives?	Why Do People Work?
Grade 2	Why Is It Important to Learn About the Past?	How Does Geography Help Us Understand Our World?	How Do We Get What We Want and Need?	Why Do We Need Government?	How Can People Make a Difference in Our World?
Grade 3	Why Does It Matter Where We Live?	What Is Our Relationship to Our Environment?	What Makes a Community Unique?	How Does the Past Impact the Present?	How Do People in a Community Meet Their Wants and Needs?
Grade 4	How Does America Use Its Strengths and Face Its Challenges?	Why Have People Moved to and From the Northeast?	How Has the Southeast Changed Over Time?	How Does the Midwest Reflect the Spirit of America?	What Draws People to the West?
Grade 5	How Were the Lives of Native Peoples Influenced by Where They Lived?	What Happens When Diverse Cultures Crossed Paths?	What Is the Impact of People Settling in a New Place?	Why Would a Nation Want to Become Independent?	What Does the Revolutionary Era Tell Us About Our Nation Today?

Science

Students will receive science instruction three times per week for 45 minutes using Inspire Science and FOSS. South Shore will have a science lab to support inquiry based, hands-on learning. Students will learn the fundamentals skills in topics like physical science, life science, and Earth science. Students will learn scientific skills such as observing, communicating effectively, as well as the scientific principles of investigation and experimentation. We will investigate scientific topics in various areas such as physical, earth, and life sciences. In kindergartener students will learn the basics of physical science, Earth/space science, and also life science. In first grade, students develop an understanding of air and weather, the systems of how plants and animals meet their basic needs, and how to observe and manipulate sound and light. In second grade, students will investigate animal life, plant life, weather, water, and physics, as well as technology and astronomy. Third grade students will define a simple design problem that can be solved by applying scientific ideas about magnets. Students will study life cycles, plant and animal traits, how animals' habitats help them to survive, and environmental changes to habitats. In fourth grade, students will that energy can be transferred from place to place by sound, light, heat, and electric currents. Our fifth-grade scholars will engage in hands-on experiments through the exploration of a variety of topics in chemistry, a unit on the Earth and the Sun systems, and a deep investigation into understanding how living systems operate.

Engineering

We will incorporate a stem-based curriculum twice per week using a project-based learning approach. We will use the Project Lead the Way program; a real world, hi tech robotic arm that students program to enhance comprehension in math and science concepts. Through this program, students are exposed to activities that facilitate the development of scientific skills, critical thinking, collaboration, complex problem solving and digital literacy.

Grade	Project Lead the Way Units of Study
Kindergarten	Unit 1: Structure and Function: Human Body Unit 2: Structure and Function Explore Design Unit 3: Pushes and Pull Unit 4: Animals and Algorithms

Grade 1	Unit 1: Animal Adaptation Unit 2: Light: Observing the Sun, Moon and Stars Unit 3: Light and Sound Unit 4: Animated Storytelling
Grade 2	Unit 1: Grids and Games Unit 2: Materials Science: Form and Function Unit 3: Materials Science: Properties of Matter Unit 4: The Changing Earth
Grade 3	Unit 1: Variation of Traits Unit 2: Weather: Factors and Hazards Unit 3: Stability and Motion Unit 4: Programming Patterns
Grade 4	Unit 1: Energy: Collision Unit 2: Energy: Conversion Unit 3: Input/Output: Human Brain Unit 4: Input/Output: Computer Systems
Grade 5	Unit 1: Infection: Defection Unit 2: Infection: Modeling and Simulation Unit 3: Robotics and Automatics Unit 4: Robotics and Automation

Art Education

Students will receive art instruction twice per week for forty-five minutes. In grades K and 1, students will learn basic art vocabulary and experience how to use lines, shapes and colors to convey meaning. Students will explore various cultures representations. In grades 2-3, students will develop experience with printmaking, drawing, painting and three-dimensional craft, and art history. In grades 4-5 will develop the knowledge and skills to produce more advanced and successful work. Emphasis is placed on the development of critical and artistic skills emphasizing the elements of space, form, and color. Complex color systems will be investigated, as well as systems of perspective. Specific drawing techniques in pastels will be taught. Students will also explore the use of visual symbols within artworks while expanding their artistic vocabulary.

Music Education

Students will be immersed in music twice per week for forty-five minutes. Students will experience music from many different peoples and places and will be exposed to a wide variety of musical forms, such as opera, jazz, and African drumming. Students will create, perform, and respond using various genres. Special focus areas for each grade will be the following:

- Kindergarten – I Can Sing
- Grade 1 – I Can Sing and Keep the Beat
- Grade 2 – I Can Play Mallet Instruments
- Grade 3 – I Can Read Music Notation
- Grade 4 – I Can Play Recorder
- Grade 5 – I Can Listen and Evaluate

Physical and Health Education

Students will receive physical education instruction twice per week for forty-five minutes. Our Physical Education program will expose students to a variety of sports specific skills, fitness concepts, and challenge activities. Scholars will move through units on various sports and will engage in a range of team activities that support positive social-emotional development.

Character Education

Students will have character education one period per week for 45-minutes. Each week, teachers will engage students in 45 minutes of character education using lessons guides from the Responsive Classroom program. Lessons will discuss South Shore's core values and mission. Students will also work together to identify a problem facing our society and work together to develop innovative solutions. Each class will identify a challenge in our society and work together to implement a solution. Classes will present their ideas at an end of year event.

Morning Circle Meeting

Students will engage in morning circle meetings everyday for 30 minutes using the Positive Action curriculum. These sessions will focus on social emotional learning and developing student's problem solving and leadership skills, while fostering a sense of social responsibility. Teachers will use this time to facilitate discussions and to build a sense of community in the classroom.

Reading and Mathematics Intervention

At South Shore Charter School, our most struggling students will receive Academic Intervention Services in ELA and Math. We will hire two AIS teachers to provide intervention to our title 1 population. Student selection will be determined by our response to intervention protocols outlined in **R-08ad - Specific Populations**. Students will meet with AIS teachers two or three times per week.

6e- Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school will offer high school grades within the proposed charter term:

- Describe the types of diplomas the school will offer along with the credit and other requirements for each;*
- Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,*
- Include any additional specific graduation requirements and the rationale for their selection.*

At South Shore Charter School, our vision is to produce fifth graders with strong foundations in the core content area to prepare them to tackle more challenging material in Middle and High School on their path to college and career readiness. In order for students to meet this goal, we have developed several academic and non-academic measures to use to evaluate student standings. Students are expected to maintain a satisfactory standing throughout the school year. Students are expected to maintain a 75% average (level 3) or high in all courses. Below is a chart of our grading scale:

Number Grade	Raw Percentage	Explanation
4	90-100	Exceed Level of Performance Indicates that the scholar has done excellent work and has mastered the course objectives, consistently does excellent work with skill and thoroughness; and has consistently applied knowledge acquired to new situations
3	75-89	Satisfactory Level of Performance Indicates that the scholar has done above average work, mastered almost all of the course objectives; and can apply some of the knowledge acquired to new situations.

2	60-74	<p>Approaching Level of Performance Indicates that the scholar has done average work and has mastered some of the objectives of the course. The scholar has gained some procedural knowledge but displays some difficulty applying it to new situations</p>
1	0-59	<p>Below Level of Performance Indicates that the scholar has done work that is unsatisfactory and has displayed very little mastery of the objectives on the grade. The scholar has gained very little knowledge and cannot display that knowledge in new situations.</p>

Parent/School Communication

Ongoing communication between home and school is vital to the success of our students. At the beginning of the year, we will host a curriculum night to allow parents and teachers to establish strong relationships. Parents will be given access to an online platform which will enable them to communicate with their child’s teachers and view their child’s grades. All teachers will be assigned a school issued cell phone which will allow parents to contact their child’s teacher.

Teachers will send home a hard copy of progress reports on a weekly basis in the students' folder. Parents will be required to return with their signature. These reports will also be accessible online for parents to access on the online parent dashboard. Students are expected to complete and submit work on time. Parents are expected to actively monitor student performance by reviewing report cards, progress reports and student work sent home. Parents will be required to sign all quizzes and unit exams that are sent home to acknowledge receipt. Teachers will follow up with parents when signatures are not obtained. We will host monthly parent workshops which will focus on teaching parents skills to support their children with the curriculum at home. We will also focus on social emotional learning skills.

At the first signs of struggles, meetings will be set up between the parent, teacher, guidance counselor and a school administrator prior to the end of the first quarter to discuss the child’s progress and develop a home school intervention plan as shown in Figure 6e.1 below. A home school intervention plan will identify areas of concerns and interventions that will be put in place at school and at home. It will also outline the parent’s role, teacher’s role and student’s role. Struggling students will be supported through Title I services, Academic Intervention Services (AIS), after school programs, Saturday school programs, and summer school.

Figure 6e.1 South Shore’s Home School Intervention Plan

Scholar’s Name: _____		Class: _____	
Time and Date of Meeting: _____			
Concerns:			
<ul style="list-style-type: none"> • [insert academic concern 1] • [insert academic concern 2] • [insert other concern 1] 			
Given these concerns, we will do the following between now and _____ to ensure success:			
School		Home	
Interventions for [insert subject]:		Interventions for [insert subject]:	
<i>Ex:</i>		<i>Ex:</i>	
<ul style="list-style-type: none"> • Daily after school intervention • Daily small reading group – focus on silent comprehension • Weekly update to family with progress 		<ul style="list-style-type: none"> • Sign HW and daily progress sheet every night • Read a high-level novel with child every night to build vocabulary and comprehension 	
Scholar:			
Interventions for [Scholar’s Name] – <i>what are the scholar’s responsibility to ensure success?</i>			
<i>Ex:</i>			
<ul style="list-style-type: none"> • Bring Book Baggie home every night • Reading for 30 minutes every night and getting reading log signed 			
Teacher Signatures: _____			
Family Signatures: _____			
Scholar Signature: _____			

Promotion in Doubt

Students who are still performing below grade level proficiency in ELA and Math (level 3 or higher) in the second quarter will be placed will referred to the child study team.

The full details of this process is outlined in **R-8a- Struggling Students**. Teachers will consult the Director of Student Services and the Child Study team for additional intervention strategies and support. The school will setup meetings with the parent, teacher guidance counselor and an administrator to revise the home school intervention plan as needed and discuss other interventions and next steps. If the student does not make adequate progress, the school will mail home a promotion in doubt letter before January 30th. Parents will be required to meet with the teacher, guidance counselor and a school administrator to make any necessary updates to the home school intervention plan and discuss additional intervention as outlined in **R-08ad - Specific Populations**.

Retention

The school will evaluate home school intervention plans and monitor student progress on a weekly basis. The school will mail home promotion in doubt letters at the end of each quarter if the student does not show adequate progress. During the fourth quarter, a committee consisting of the teacher, parent and a school administrator will meet to make the final retention decision for each child. Decisions will be made after a careful and systematic review of a portfolio of student work and the below criteria.

Criterion for Promotion

In order to be promoted, scholars must meet the following criteria to be promoted to the next grade:

- Reading: Attaining Reading Proficiency on F&P Assessment
- Writing: Demonstrate proficiency based on writing response rubric
- Math: Demonstrate of level 2 or higher on New York State Math Standard
- Score a minimum of Level 2 on the New York State ELA and Math Assessment (Grades 3-5)

If a student has been retained, it is expected that the school will develop an individual learning plan for the following year and will monitor the student's progress.

English Language Learners

English Language Learners (ELL) as designated by the New York State Identification Test for English Language Learners (NYSITELL) results will not be retained solely due to their ELL status. ELLs will be evaluated based on a comprehensive review of a portfolio comprised of student work, grades and standardized test results including the New York State Assessments in English Language Arts or the NYSESLAT, Mathematics, and attendance. It is reasonable to consider English Language Learners to be at risk of retention and eligible for supplemental instruction based on the challenges they face in acquiring English language proficiency.

Special Education

It is possible that Special Education students may be retained, but Special Education students will not be retained solely because of their identified disability. Students in all grades will be promoted based on the promotional criteria listed on their Individualized Education Plan (IEP).

Promotion/ Retention Appeal Process

Parents may appeal the principal's decision to the executive. The parent must submit appeal in writing to the Executive Director. The principal and teacher will defend reason for the decision orally or in writing. The decision to retain a student may be appealed if consistent with the procedures set forth below. The burden shall be on the appealing party to show why the decision should be overruled.

6f- Programmatic Audits

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- *Purpose and objectives;*
- *Areas to be audited;*
- *Schedule of events;*
- *Responsible persons, which may include outside consultants;*
- *Description of written end product;*
- *How and to whom such written end product will be disseminated; and,*
- *Any plans to hire outside consultants to perform such audits.*

Internal Program Audit

At South Shore, we will conduct an evaluation of our academic program beginning in the month of June. Surveys will be given to instructional staff, non-instructional staff, parents, and students. These surveys will be created by the board and the executive director.

The instructional staff will have the opportunity to evaluate their coaching support, curriculum and assessment materials and the effectiveness of their professional development. We will also capture data on the effectiveness of our support systems for students and our parent engagement/communication efforts. The survey will also identify the effectiveness of our technology and operation support. In addition, we will also evaluate the overall satisfaction.

The results from these surveys will be used in conjunction with our end of year assessment results from the F&P data, the STAR test data, Interim Assessment # 4 and the New York State Assessments.

We will use the results from these data points to determine whether we have met our academic goals for the year. The Director of Operations/Finance will compile and submit this data to the executive director. The Executive Director will then submit the data to the Board of Trustees. The Board will review the data and make recommendations to the Executive Director. The Executive Director will lead the implementation of the feedback.

Annual Reporting

We will submit an annual report to SUNY. An external contractor will be hired to perform a whole school review to assess the entire program. They will conduct interviews with trustees, students, families, and staff, observe classrooms and shadow the operations staff.

This audit will be used to create the annual report that will include information about the financial health of the organization, student enrollment, revenues compared to expenditures and monthly financial reports.

The academic health of the organization will also be assessed using student mastery results, student growth results, attrition rates, detention and suspension rates. We will also assess the performance of special populations of students (students with an IEP, 504 plan, and/or students identified as ELLs). In addition, we will assess organizational outlook, highlights from the previous year and plans for future year on specific issues. The annual report will be available on our website and provided to SUNY.

6g- Draft Accountability Plan

Complete the Accountability Plan template available on the Institute's website at: newyorkcharters.org/reporting-requirements/accountability-plan-draft/. The web page includes additional detail to assist the applicant in drafting the required SUNY Accountability Plan. This Response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

NOTE: Much of the Institute's Accountability Plan template centers on the results of annual state exams, the future administration of which may be uncertain given circumstances surrounding the COVID-19 pandemic. The Institute encourages applicants to consider other means of accountability and be prepared to discuss them if invited to participate in an interview.

SOUTH SHORE CHARTER SCHOOL Draft Accountability Plan For the Accountability Period 2022-23 to 2026-27

Accountability Goals

ENGLISH LANGUAGE ARTS

GOAL 1: All students at South Shore Charter School will become proficient in English Language Arts.

- **Goal 1A: Absolute Measure:** 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.
- **Goal 1B: Absolute Measure:** Each year, the school's aggregate Performance Level Index (PLI)⁵⁰ on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- **Goal 1C: Absolute Measure:** Each year, 80% of students grade 2 and higher, who are enrolled in at least their third year, will score at or above grade-appropriate reading level based on Fountas & Pinnell Benchmark Assessment System.
- **Goal 1D: Comparative Measure:** 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.

⁵⁰ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

- **Goal 1E: Comparative Measure:** 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.
- **Goal 1F: Growth Measure:** 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.

MATHEMATICS

GOAL 2: All students at South Shore Charter School will become proficient in Mathematics.

- **Goal 2A: Absolute Measure:** 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.
- **Goal 2B: Absolute Measure:** Each year, the school’s aggregate Performance Level Index (PLI)⁵¹ on the state Mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.
- **Goal 2C: Comparative Measure:** 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.
- **Goal 2D: Comparative Measure:** 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 to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.
- **Goal 1E: Growth Measure:** 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.

MATHEMATICS

GOAL 3: All students at South Shore Charter School will be proficient in Science and will make strong annual progress.

⁵¹ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

- **Goal 3A: Absolute Measure:** 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 in grade 4.
- **Goal 3B: Comparative Measures:** In each year tested, 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 3B: Comparative Measures:** Each year, 80% of students grades 2 and higher, who are enrolled in at least their second year, will score at or above 80% on in-house Math Interim Assessments.

ESEA

GOAL 4: South Shore Charter School will make Adequate Yearly Progress.

- Under the state's NCLB 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.

ORGANIZATIONAL AND NON-ACADEMIC GOALS

FISCAL RESPONSIBILITY

GOAL 5: South Shore Charter School will make sound decisions and effective, responsible use of financial resources to maximize student learning.

- **Goal 5A: Absolute Measure:** Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.
- **Goal 5B: Absolute Measure:** Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.
- **Goal 5C: Absolute Measure:** Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

LEGAL COMPLIANCE

GOAL 6: South Shore will be in legal compliance.

- **Goal 6A: Absolute Measure:** Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its bylaws and charter requirements are met.
- **Goal 6B: Absolute Measure:** Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
- **Goal 6C: Absolute Measure:** Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

ENROLLMENT

GOAL 7: South Shore is fully enrolled, with high levels of attendance and re-enrollment.

- **Goal 7A: Absolute Measure:** The school will meet projected enrollment targets.
- **Goal 7B: Absolute Measure:** Of the students who successfully complete the year, more than 90% will re-enroll for the following year.

SOCIAL EMOTIONAL LEARNING

GOAL 8: All students will develop competent social emotional skills.

- 85% of South Shore students in grades 3-5 will demonstrate increased social emotional skills and competencies that help young people succeed in school, career, and life via Panorama Survey.

7. Calendar and Schedules

7a- School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

- *Total number of days of instruction for the school year including whole and half days;*
- *Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;*
- *First and last day of classes;*
- *Organization of the school year (i.e., semesters, trimesters, quarters, etc.);*
- *All planned holidays and other days off, as well as planned half days; and,*
- *Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.*

Provide a narrative to explain any aspects of the calendar that are not evident on the first year calendar or where further explanation is necessary.

While not required to submit an alternate calendar for remote and/or hybrid instruction, applicants should discuss in narrative form how the school would develop the calendar in the event that closure of the physical school building becomes necessary for any duration of time. Applicants should also address any contingencies and/or flexibility built into the calendar that would enable the school to meet the relevant grade level mandates for instructional hours in the event of a mandated closure.

Our school's annual calendar is organized into four quarters. Our school day starts at 7:45am and ends at 4:00pm, which equates to 8 hours and 15 minutes of instruction per day. There are 185 total days of instruction per year which equates to 1,353 instructional hours. The school year will run from September 1st, 2022, to June 26th, 2023. We will have a total of 17 early release Wednesdays. On these days, the school day will run from 7:45am to 2:00pm. Early release days will be used for professional development, data analysis/ action planning and parent teacher conferences.

The teacher school year includes 199 days beginning on August 15th. This includes our Summer Institute for teachers prior to student arrival. This additional time for preparation and reflection creates a strong professional culture and improves teacher performance. Typical teacher hours run daily from 7:15 am to 4:15 pm, with professional development on every other Wednesday from 2:00pm to 4:15pm as well as daily common planning meetings and weekly one on one coaching sessions with an instructional leader.

In the event that the closure of the physical school building becomes necessary for any duration of time, we will make adjustments to the calendar to ensure that the minimum number of school days and instructional hours required by the state are met. We may decrease the number of days off to federal holidays and utilize our online learning platform to facilitate learning. We may make adjustments to assessment days to increase instructional time.

Below is a copy of the school's proposed first-year calendar.

Figure 7a-1: South Shore Charter School Annual Calendar (SY 2022-2023)

South Shore Charter School 2022-2023 Draft Calendar (185 School Days)																																																																																																																																																																																																											
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7b- Student Schedule

Sample student schedules should clearly indicate when students are involved in instruction as well as other activities such as lunch, recess, academic interventions, enrichment activities, advisory, etc.

For each division of the school (e.g., lower elementary, upper elementary, middle, high), provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g., ELA, mathematics, science, and social studies), and the total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.);
- A sample student schedule for a typical week; and,
- A narrative describing key considerations in the development of an alternate student schedule for remote and/or hybrid instruction should circumstances require (e.g., length of the remote school day, the number of synchronous vs. asynchronous lessons per day/week, etc.). Applicants are not required to submit a fully developed alternate student schedule but should discuss how the proposed school would go about developing one and the resources it would consult in doing so.

In alignment with our mission to cultivate innovative and socially responsible leaders, South Shore Charter School will provide an instructional schedule that exceeds the minimum instructional time required by New York State. The school officially starts at 7:45am and students are dismissed at 4:00 pm Monday through Friday, with an early dismissal every other Wednesday at 2:00pm to allow for staff professional development. Our periods will be 45 minutes in length and students will receive about seven hours of instruction each day.

Subject	Instructional Minutes Per Week
Literacy	825
Mathematics	450
Science	135
Social Studies	90
Art	90
Music	90
Physical Education	90
Engineering	90
Character Education	45
	1,824

Arrival:

The doors of South Shore Charter School will open to students as early as 7:15am each morning for arrivals/breakfast. Students will be greeted by a school leader, associate teacher and operation team members who will guide them into the cafeteria and seat them at their class tables.

Students will have the option of either eating breakfast from home or joining the line to select breakfast items from the school menu. At 7:40am, students will line up by class and exit the cafeteria with their classroom lead teacher and associate teacher. Students will be guided to unpack, submit assignments and other morning routines.

Morning Circle

At 7:45am, the classroom teacher will call students to the rug for their daily 30-minute morning circle. During this time, the teacher will check in with students, give announcements and engage students in their daily social emotional learning session using the Positive Actions program. These sessions will focus on promoting ethical, social, and emotional growth. Students will engage in reflective conversations and discussions using grade-specific scenario prompts. Teachers will use these sessions to build a sense of community.

Core Subjects:

Our first instructional period will start at 8:15am. Students will receive 165 minutes of literacy instruction throughout the school day. This will include a 45-minute ELA period, 45 minutes of guided reading, 45 minutes of writing and 45 minutes of word study. Students will also receive 90 minutes of math instruction each day. They will receive three periods of science and two periods of Social Studies each week. These courses will reinforce literacy skills and concepts.

Character Education:

Students will engage in character education for 45 minutes each week. These sessions will use our school's core values and the responsive classroom program to develop student's problem solving and leadership skills, while fostering a sense of social responsibility. Throughout the year students will work towards identifying a problem facing our society and work towards developing and implementing an innovative solution to address the need.

Engineering:

To ensure our students develop innovative skills, they will receive two 45-minute periods of Engineering. This hands-on course will provide students with the opportunity to engage in creative problem-solving using science and math skills.

Enrichment Courses:

Students will engage in other enrichment courses such as Art, Music and PE two times each week for 45 minutes. These courses will provide students with a wide arrange of content.

Snack Breaks

Each day, students will be given a ten-minute break in the morning and the afternoon to allow time for eating snack, stretching, use the restroom or participate in a social activity or game. The break will reenergize students and allow them to better focus on the upcoming instructional periods.

Dismissal

At South Shore, we will use our South Shore points system to encourage positive student behavior throughout the school day. At the end of each learning block, the teacher will engage the class in a reflection based on how well they demonstrated our core values. When the class earns a specified number of points, they earn a whole class incentive. Students will also complete an individual reflection sheet at the end of the school day. Students who earn a specified number of South Shore points will also earn an incentive.

Our school day will officially end at 4:00pm each day and 2:00pm every other Wednesday. Students will have the option to receive additional ELA and Math academic intervention in small groups from 4:15pm-5:15pm, except on early dismissal Wednesdays. These After School groups will be taught by South Shore Charter School teachers who sign up to teach After School at an overtime rate of pay. These support sessions will allow teachers to differentiate for individual students. The school will also provide after school programming to support families who may have challenges with early dismissal every other Wednesday.

Figure 7b-1: Student Schedule

K-2 Sample Student Schedule						
Periods	Times	Mon	Tues	Weds	Thurs	Fri
	7:25- 7:45	Arrivals/ Breakfast	Arrivals/ Breakfast	Arrivals/ Breakfast	Arrivals/ Breakfast	Arrivals/ Breakfast
	7:45- 8:15	BEACON Circle	BEACON Circle	BEACON Circle	BEACON Circle	BEACON Circle
1	8:15- 9:00	ELA	ELA	ELA	ELA	ELA
2	9:00- 9:45	Writing	Writing	Writing	Writing	Writing
3	9:45- 10:30	PE	Engineering	Art	Music	Art
	10:30- 10:40	AM Snack/ Break	AM Snack/ Break	AM Snack/ Break	AM Snack/ Break	AM Snack/ Break
4	10:40- 11:20	Word Study				
5	11:20- 12:05	LUNCH/ RECESS	LUNCH/ RECESS	LUNCH/ RECESS	LUNCH/ RECESS	LUNCH/ RECESS
6	12:05- 12:50	Math	Math	Math	Math	Math
7	12:50- 1:35	Math	Math	Math	Math	Math
8	1:35- 2:20	Guided Reading	Music	Guided Reading	PE	Science
	2:20- 2:30	PM Snack/ Break	PM Snack/ Break	PM Snack/ Break	PM Snack/ Break	PM Snack/ Break
9	2:30- 3:15	Social Studies	Guided Reading	Character Education	Guided Reading	Guided Reading
10	3:15- 4:00	Science	Social Studies	Science	Engineering	Social Studies
	4:00- 4:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
After School	4:15- 5:15	ELA After School	ELA After School	Math After School	Math After School	Enrichment Clubs

7c- Teacher Schedule

For each division of the school, provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' work day;
- Time devoted to core teaching assignments, planning, and other activities; and,
- A narrative describing key considerations in the development of an alternate teacher schedule for remote and/or hybrid instruction, should circumstances require (e.g., length of the remote school day, the number of synchronous vs. asynchronous lessons per day/week, planning time allotments, etc.). Applicants are NOT required to submit a fully developed alternate teacher schedule but should discuss how the proposed school would go about developing one and the resources it would consult in doing so.

At South Shore Charter School, teachers will have a workday from 7:15am- 4:15pm. Upon arrival, Ms. Jones, a fictitious lead classroom teacher, clocks in and heads to the classroom to make final preparations for the day. Ms. Martinez, her associate teacher, will head to the cafeteria to supervise her class' breakfast table.

At 7:40am, Ms. Jones and Ms. Martinez will transition their class from the cafeteria to the classroom. They will give the class directions to unpack, submit homework and gather at the rug for the daily morning Circle meeting. During this time, they will take attendance and engage the class in a social emotional learning session.

The first instructional period of the day will start at 8:15am. Ms. Jones and her associate teacher will engage the class in 45 minutes of ELA using the myView curriculum. This will then be followed by Writer's Workshop where students will engage in authentic writing using the TC curriculum. Both teachers will utilize coteaching methods to engage students. At the end of the second period, the teachers will have students pack up their materials and line up to go to their first enrichment class of the day.

The teachers will then return to their classroom to collect their materials to head to common planning during this prep period to engage in planning with the rest of the grade team. Common planning will take place at this time everyday. The grade team, lead by the grade band Director of Instruction, will work together to discuss upcoming lessons or analyze data and develop action plans.

After common planning, one teacher will return to the classroom to setup snack time while the other teacher transitions the class from the enrichment class back to their homeroom classroom for a snack break. During this time, students will have the opportunity to refresh themselves in preparation for the next portion of the day.

After snack, Ms. Jones will teach word study. She will use the Foundation program to teach phonics. After word study, students will transition to lunch and recess. Both teachers will also take their lunch together at this time.

After lunch, the teachers will transition students back to class for two periods of math followed by either guided reading or another enrichment class. Both teachers will utilize coteaching methods to deliver instruction. At 2:20pm, the teachers will provide another snack break to allow students to refresh themselves.

After snack time, Ms. Martinez will teach Social Studies separately while Ms. Jones takes a prep to attend her one on one coaching session with the Director Instruction or work separately on lesson planning.

At 2:20pm, Ms. Jones returns to the classroom to work with Ms. Martinez to coteach Science until the end the day. Towards the end of the period, homework folders will be returned with behavior charts and notices. The teachers will also review the homework assignment for the day. Both teachers will follow the dismissal procedure for bus students and pickups. At the end of the day, Ms. Jones and Ms. Martinez will debrief the day and prep for the next school day.

On early release Wednesdays, dismissal will take place at 2:00pm. After dismissal, teachers will join the rest of the team for team building activities and professional development.

Figure 7c-1: Sample Teacher Schedule

Periods	Times	Mon	Tues	Weds	Thurs	Fri
	7:15am	Clock-In	Clock-In	Clock-In	Clock-In	Clock-In
	7:45- 8:15	Morning Circle				
1	8:15- 9:00	ELA	ELA	ELA	ELA	ELA
2	9:00- 9:45	Writing	Writing	Writing	Writing	Writing
3	9:45- 10:30	Common Planning				
	10:30- 10:40	AM Snack/ Break				
4	10:40- 11:20	Word Study				
5	11:20- 12:05	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	12:05- 12:50	Math	Math	Math	Math	Math
7	12:50- 1:35	Math	Math	Math	Math	Math
8	1:35- 2:20	Guided Reading	Intervention	Guided Reading	Intervention	Science
	2:20- 2:30	PM Snack/ Break				
9	2:30- 3:15	PREP	Guided Reading	PREP	Guided Reading	Guided Reading
10	3:15- 4:00	Science	PREP	Science	PREP	PREP
	4:15pm	Clock-Out	Clock-Out	Clock-Out	Clock-Out	Clock-Out

8. Specific Populations

8a- Struggling Students

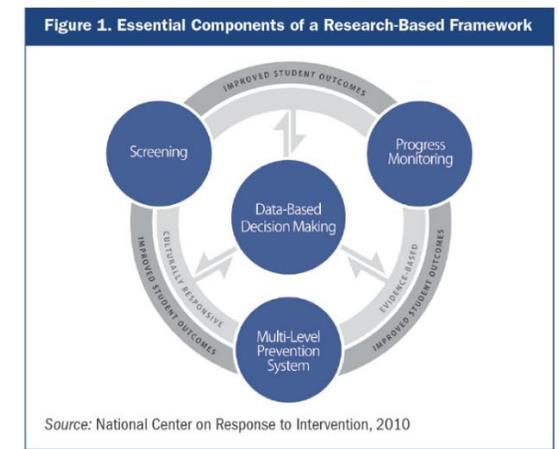
Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;
- How the school would ensure the effective implementation of a student identification process in a remote setting;
- The strategies, programs, specific curricula, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings (e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.);
- How the school would ensure the effective implementation of these interventions in a remote setting; • Any research or evidence that supports the appropriateness of the proposed approach; and,
- The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.

South Shore Charter School anticipates that a vast majority of students will come with many deficiencies and academic challenges. According to the New York State Dept of Education School Data portal website, over 72% of students scored below proficient on the ELA and Math State Exams in 2019. To address these needs, we have specifically identified one of our key design elements as providing academic and social emotional intervention services.

Academic intervention is a critical component of our educational program. We will use assessment and data analysis tools to identify students that may be struggling to meet specific learning targets and diagnose their needs to devise a plan for support. Our response to intervention will include a detailed learning plan, advocacy with the appropriate agencies for more comprehensive evaluation and services, and additional academic and counseling specialists to support other needs. Our academic intervention program will be executed using the following research-based essential components as described in Figure 08a-1.

Figure 08a-1: Elements of a Researched-Based, Data Driven Intervention Model



Highly Qualified Teachers

South Shore Charter School is committed to recruiting and retaining highly skilled teachers. According to No Child Left Behind 2001, all teachers should be highly qualified to carrying out each step high quality instruction on a daily basis. To support our struggling students, we will assign a lead teacher and an associate teacher to each classroom to decrease the student to teacher ratios. We have also designed one ICT class on each grade level which will comprise of a special education teacher and a general education teacher. In addition, we have also hired a dedicated ELA and math AIS teacher in year one to ensure that students in grade K-2 are being serviced. A second AIS teacher will be hired year three to provide services for students in grades 3-5.

Our teachers will also receive ongoing professional development which will enable them to close the achievement gap among underperforming students. Our highly skilled special education teachers will be perceptive of cultural and linguistic differences. We will teach curriculum and use RTI interventions that have been researched for their effectiveness, such as small groups, graphic organizers, metaphors, summarizing, scaffolding instruction and cooperative learning. Teachers will monitor student response to RTI interventions and bring data to the RTI team so that timely decisions can be made.

In addition to these skills, our teachers will also create an orderly classroom climate by establishing effective class routines and expectations in alignment with our South Shore values. They will support and reinforce desired student behavior in accordance with their own behavior plans and any school wide RTI behavior plans and keep student discipline records for the RTI team to use when making decisions.

Identification

At South Shore, we define a struggling student as any student who is not scoring proficient on internal and external assessments. At the beginning of each school year we will administer diagnostic assessments such as the Fountas and Pinnell Running Records assessment and the STAR ELA and Math assessment in order to identify students who are struggling with grade-level concepts or skills. Teachers will engage in data analysis sessions to identify each students' areas of weakness and also determine each students' baseline, so that progress can be tracked throughout the school year. As the year progresses and more data points become available, we will also utilize data gathered from the following assessments to identify struggling students. We will also utilize data provided by teacher, staff observations and parent input.

Teachers are expected to communicate regularly with parents, provide them with student data via our online gradebook platform, in writing, and conference with them regarding student progress. Teachers are responsible for soliciting input from parents about student learning and communicating parent concerns to their grade teams and student support staff.

Teachers, instructional leaders, and support staff are all expected to observe student learning and interactions to identify struggling students. In addition to classroom behavior, this includes office staff dealing with tardy students, cafeteria staff monitoring behavior in the lunchroom, staff observing student interactions during recess, or the nurse talking to a student about an injury. Staff will be trained to identify antecedents that have the potential to impact learning and bring it to the attention of the appropriate staff members.

Subject	Assessments	Criteria
Reading	F& P Assessment	Reading two or more levels below target
	STAR Benchmark Assessment	Scoring below grade level
	Quarterly Interim Assessment	Scoring less than 70% on ELA IA exam
	Wilson Foundations	Scoring below grade level
	Words Their Way	Scoring below grade level
	End of Unit Assessments	Scoring below 65%
Writing	Writing Benchmark Assessment	Scoring less than 3 on a 4 point rubric scale
Math	Quarterly Interim Assessment	Scoring less than 70% on ELA IA exam
	STAR Benchmark Assessment	Scoring below grade level
	End of Unit Assessments	Scoring below 65%
Behavior	Anecdotal Records from teachers, deans, guidance counselor and social worker	The Dean of School Culture is responsible for monitoring behavior and discipline data and working with teachers to identify students with nonacademic problems.

Incoming Kindergarten Class:

As a part of our new student onboarding, we will assess all students’ in the area of reading, writing and math. We will assess student’s reading levels using the F&P assessments as well as their letter sound identification using the Foundations assessment. These assessments will provide the necessary data for teachers to craft their initial lesson plans with specific Tier 1 support for students identified as struggling.

In addition to our internal diagnostic assessments, we will also review data gathered from intake forms to identify special needs and concerns identified by families. We will also have discussions with each parent in person or over the phone to solicit information about students to identify needs.

In addition to the diagnostic assessment data, the following types of struggling students may need to be identified within the first week of instruction:

- All students will be given a Home Language Information Survey (HLIS) in the language of their preference.
- Students who may not qualify as an English Language Learner (ELL), but exhibit difficulty with English grammar and vocabulary due to lack of support at home (e.g. home language is non-English),
- Students who start the year with average or advanced reading, writing, or math skills who show little to no progression or growth and stagnant test scores.

- We will obtain records from students' previous schools to identify, where possible, academic deficiencies, attendance issues or behavior problems. School staff will also check appropriate ATS records to identify students with special needs.

We will use the following strategies to identify struggling students, i.e., those not making reasonable progress towards achieving grade level standards:

Child Study Teams

At South Shore Charter School, we will create a professional learning community that reviews data regularly, creates needed interventions and makes decisions, with the goal of helping students learn and achieve. Through the school's Child Study Team (CST), which is composed of the Principal, Director of Student Services, Directors of Instruction, Guidance Counselor, Social Worker, Special Education Teacher and Dean of School Culture, South Shore Charter School will screen and evaluate students who are suspected of having disabilities and in need of special education. This includes students who are progressing from grade to grade, highly mobile children and migrant children. The Child Study Team will formally meet weekly for at least 45 minutes to discuss any children who are suspected to have a disability. If there are no such students during any given week and during every fourth meeting, the CST will dedicate time to reviewing the programs of already identified students, the need for reviews and progress toward goals.

The Child Study Team will review data presented by teachers regarding individual students. The data presented for each child in CST should always include the reasons why a disability is suspected, including behaviors observed, frequency of behavior, academic struggles, interventions attempted, and outcomes of all such interventions. Based on this documentation, the team will jointly develop and recommend appropriate instructional strategies for curriculum implementation. The Child Study Team will recommend a referral for services to the CSE once determining that the student's needs are not being met within the actual educational program being provided, and after curricular modifications and strategies have been exhausted. The recommendation will then be forwarded to the CSE in order for the CSE evaluative process to begin. Parents and teachers also have the right to make a direct referral to the CSE of the student's district of residence.

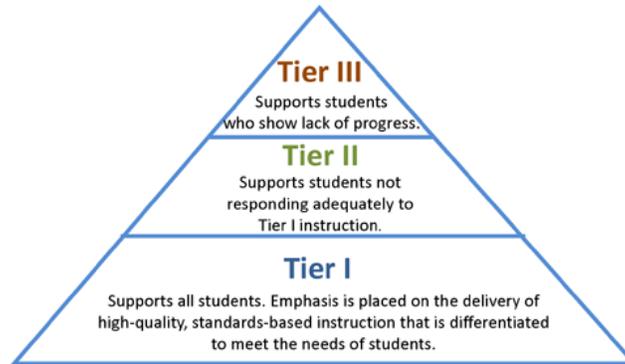
Data Based Decision Making

After the teacher has given additional screening to the students falling below proficiency, we will use the collected data to determine the intensity and duration of the needed intervention. Making such data-based decisions about student learning is the second component of the RTI process. If the interventions are relatively minor and fall within tier one of the RTI framework, the general education teacher will often assign these interventions and work with the student; but, if the needed intervention is more intense (such as those that fall within in tier two or three of the RTI framework), the teacher will take the data to a RTI team, which consists of the Principal, Director of Student Services, Directors of Instruction, Guidance Counselor, Special Education Teacher and Dean of School Culture. This team will review the data and contact the parent; together, they will assign the student to appropriate interventions based on student data.

Supporting Struggling Students

Our RTI framework has three levels of support that become increasingly intensive and individualized depending on the levels of support a student needs. Students are categorized and regrouped as needed within the following tier, based on evidence of academic proficiency on an identified set of standard measures.

Response to Instruction Framework



English and Math RTI Intervention		
	Tier Descriptions	Interventions
Tier 1	Students receive highly scientifically based instructional, differentiated to meet their needs and delivered by a collaborative team of teachers. Students are screened on a periodic basis to identify struggling learners who need additional support.	In tier one, classroom teachers will use core and supplementary curriculum resources to support students. The teacher will ensure that lesson plans and instruction are differentiated to support the needs of students. This support will be provided in the classroom by the classroom teacher and associate teacher and in ICT classrooms by the general education and special education teaching pairs.
Tier 2	Students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress.	In tier two, students are pulled out of the classroom for small group instruction up to three times per week. These services are provided by the special education teachers and assistant teachers. These teachers will use resources such as LLI (fluency and comprehension), Wilson Foundations, Envision Math Intervention, and Pre-Referral Intervention Manual (behavior).

Tier 3	Students receive individualized intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.	In tier three, students will receive services up to five times per week. These services will be delivered in small groups or one on one by the Special Education teacher. These teachers will use resources such as LLI (fluency and comprehension), Wilson Foundations, Envision Math Intervention, and Pre-Referral Intervention Manual (behavior).
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Monitoring

Assessing, keeping accurate records and monitoring student progress as well as responsiveness to instruction and intervention constitute the fourth component of RTI. To do this, our teachers will use evidence-based assessments like state-developed tests, end of unit assessments, checklists, oral questions to see how well a student is learning in various subject areas.

We will also use progress monitoring assessments, which are specific and can also evaluate how effectively the content was taught. Especially in tier two and tier three of the RTI framework, both progress monitoring assessment and curriculum based assessment can be used to compare the expected rate of learning to the rate at which it's actually taking place. Although the universal screening tool may sometimes be substituted for these assessments, CBM and progress monitoring assessments will be used in the classroom to give students the greatest shot at academic success.

Evaluation

The school's instructional leadership team (Executive Director, Principal, Director of Student Services, Dean of School Culture) will be responsible for monitoring implementation of the RTI process and evaluating its impact. The Deans will attend grade team meetings to monitor effective identification of struggling students and development of intervention plans. In addition, they will review formative and summative assessment results as well as other data points to track student growth and monitor students whose promotion is in doubt. Finally, a key part of teacher evaluation will involve effective differentiation of curriculum and instruction to maximize the value of small class sizes. Ultimately, the Principal will use student outcomes, including state test scores, to hold staff accountable for meeting the needs of struggling students.

8b- Student with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;

- The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;*
- The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;*
- The services or settings that will be provided by the school district of the student's residency or through a third party contract (pursuant to the Act);*
- Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;*
- The process for coordination between general education teachers and special education teachers or service providers;*
- The process that will be used to monitor the achievement and progress of students with disabilities including how the school would do so in a remote setting;*
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,*
- Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.*

South Shore Charter School believes that all students can achieve at a high level. We will hold all students to high academic and behavioral standards. Based on data from the New York State Department of Education School Portal Website, we anticipate that 12%- 15% of students for Central Islip will have IEPs. South Shore Charter School agrees to abide by all of the Special Education Assurances found in Appendix B of the SUNY RFP.

Identification

At South Shore Charter School, we will work vigorously to identify students with pre-existing IEP during the enrollment process. After the lottery, our team will request the records of all incoming students with disabilities. We will obtain and evaluate IEPs and work with parents and the CES to modify IEPs if necessary and possible. South Shore Charter School will work with the CSE to implement recommended supports and services to comply with the IEP. We will work with third-party providers (i.e. speech, OT, PT, etc.) as needed to meet the needs of our students. If we are unable to provide the placement specified by the IEP and the parent consents, the CSE will secure the student placement in a district school that provided the required services.

We will work to ensure that our three-tiered RTI process is implemented with fidelity. Our general education teachers will be coached to provide appropriate supports in the classroom for struggling students. Once all techniques have been exhausted in the general education setting, the Director of Student Services will convene a Child Study Team meeting with the classroom teacher, special education teacher, the Dean of Student, the guidance counselor and the Principal to review all documentation and all past attempts to meet the needs of the student. This meet will determine whether or not to recommend the student to the Committee on Special Education for evaluation. The request will clearly outline the student's challenges and difficulties in the classroom, describe the interventions and supports that have been provided to the student, and will include any additional information that is available to support the recommendation. We will ensure that parents are involved in the process and that consent is given prior to initiating an evaluation.

504 Plans

South Shore Charter School will comply with all relevant federal and student laws, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. The Director of Student Services will oversee the compliance and provisions of services related to students 504 plans. Teachers will have the opportunity to review 504 plans and support required therein during Summer Institute. The Director of Student Services will oversee the data review and parent communication systems for student 504 plans.

Services

South Shore Charter School will fully comply with legal requirements to ensure that students with disabilities are taught in the least restrictive environment. We will work to ensure that students receive services outlined in their IEPs. We will have one ICT class on each grade level. These classes will be staffed with a certified special education teacher and a certified general education teacher. These co-teaching pairs will work collaboratively to plan differentiated lessons to integrate groups of students. Our inclusion model will eliminate the stigma associated with IEPs. These teachers will share the planning, teaching and assessment responsibilities. We will work with CSE to provide related services such as speech, occupational therapy, physical therapy or counseling. These services will be provided on site. We will hire a full-time social worker and a guidance counselor to provide mandated counseling as needed. Our Deans of student will be responsible for functional behavioral assessments (FBAs) and developing Behavior Intervention Plans (BIPs) for students with such needs stipulated in their IEP as well as other students who might benefit as part of the RTI process.

Supports and Interventions

We will have an ICT classroom on each grade level consisting of a certified special education teacher and a general education teacher. Both teachers will work together to design and implement differentiated lessons using the principles of Universal Design for Learning (UDL) and provide adapted curriculum work as needed. Related services (i.e. speech and language therapy, occupational therapy) will be provided through CSE-assigned agencies.

Coordination:

The Director of Student Services will oversee the implementation of the special education program at South Shore. He/she will be the primary liaison to the CSE to facilitate evaluations and IEP development and reviews. We will ensure that strong communication takes place with parents throughout the process. The Director of Student Services will coordinate the reevaluation of student IEPs on an annual and a tri-annual basis. All confidential records such as IEPs will be kept in a secure file cabinet. Teachers will be provided with access to IEP prior to the start of the school year. The Director of Student Services will work with ICT teachers to provide coaching in the area of understanding goals, responsibilities, accommodations and instructional strategies. General education teachers will also receive ongoing training on providing differentiation for at-risk and special education students. Both the Director of Instruction and the Director of Student Services will work together to facilitate common planning meetings with teachers to provide ongoing support and guidance. In addition, the Director of Student Services will provide parent workshops as needed to ensure families are supported in the understanding that the appropriate supports and services for their student is based on current student needs.

Evaluation

The Director of Student Service and the Principal will monitor and evaluate our special education program by analyzing disaggregated student performance data and reviewing progress towards goals of students IEPs. Data gathered from classroom observations, common planning meetings and Child Study Meetings will provide qualitative data about the quality of implementation of the RTI model. We will survey staff and parents to gauge their feedback on services provided. We will also provide parents with quarterly updates on their child's progress. We will also monitor the implementation of student behavior plans through school discipline data. The Director of Student Services will work with the Directors of Instruction to provide specific and grade level student assessment in order to develop a gap analysis report of grade level standards and present levels of performance for each students. The Director of Student Services will also oversee and evaluate the professional development of staff as it relates to the Rti framework, differentiation, and co-teaching. The student support team will use this information to determine student progress as measured by IEP goals and against the school's overall accountability goals.

8c- English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;*
- The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings) including a brief discussion about how specifically the school would ensure that students continue to receive language acquisition supports in a remote setting;*
- The research and evidence that supports the appropriateness of this approach;*
- The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;*
- The process that will be used to monitor the achievement and progress of ELLs including exit criteria;*
- The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;*
- How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,*
- How the school will make after school and other extra-curricular programming accessible to ELLs.*

South Shore Charter School anticipates that 30-35% of students will be identified as English Language Learners based on the New York State Department of Education School Portal Websites for Central Islip School. Given the ethnic makeup of the community, we expect the majority of ELL students to speak Spanish. We will therefore recruit a diverse bilingual staff for our instructional and operational teams.

Identification:

Before the start of the school year, the school will administer the Home Language Identification Survey to all incoming and new students in order to determine which students are eligible for English as a new language (ENL) service. The school will also review the academic records of incoming and new students to determine if they have already been identified as English Language learners (ELL). If the HLIS indicates any language other than English, the school will administer the New York State Identification Test for English Language Learners (NYSITELL) to determine eligibility for services. We will also use data from our in house diagnostic assessments to flag students who struggle to speak in English as potential ELL students.

Supports & Services:

South Shore Charter School will offer a stand-alone ENL program where students will receive English language development instruction taught by a certified ENL teacher. Our program will emphasize English language acquisition. Students will acquire the English language needed for success in core content areas. We will hire one ENL teacher to serve students in grade K and 1, a second for grades 2 and 3 and a third to serve students in grades 4 & 5. The program will teach both language arts and content area instruction in English using ENL instructional strategies.

Research- Based ELL Curriculum

Imagine Language & Literacy

At South Shore Charter School, our ENL teachers will provide services by push-in to core content classes and pulling out ENL students for additional services. Our ENL teachers will also pull students out of the classroom for small group instruction. We will use the Imagine Language & Literacy curriculum to provide pull out instruction for our ENL students. Imagine Language & Literacy is systematically designed to provide instruction at each student's current level of performance.⁵² Prior to using the program, students are setup to take an adaptive assessments which places students in various curriculum strands such as vocabulary, conversation, literacy, and grammar and to identify students' level of performance.⁵³ The results of the assessment is available immediately to teacher which allows teachers to further differentiate their instructional planning to tailor to the needs of each students. As students' progress, their progress is monitored through check point assessments that are embedded in the system. Imagine Language & Literacy provides robust phonemic awareness instruction (including rhyming, segmenting and blending sound, and sound manipulation and isolation) and language support in students' native languages⁵⁴ The program provides multiple and varied interactions with vocabulary words and literacy activities. It also provides opportunities for students to listen to and read content-area selections which provides additional practice with academic language. Students receive immediate and corrective feedback as they interact with the program.⁵⁵ Imagine Language & Literacy explicitly teaches ELL comprehension strategies such as how to find the main idea and supporting details, point of view, author's purpose, and story elements. Imagine Language & Literacy book sequences support fluency. Students hear models of fluent reading and have the opportunity to read and record digital books.⁵⁶

We have selected this curriculum because is a proven research-based curriculum that's aligned to our key design elements and the Next Generation Learning Standards. The program has been proven to be success in school with similar demographics such as South Shore Charter School. During the 2017–2018 school year, nine elementary schools in a southern Georgia school district implemented Imagine Language & Literacy as a supplemental tool for students from kindergarten through grade five who are English learners (ELs).

⁵² <https://www.imaginelearning.com/english-learners>

⁵³ Atwill, K., Blanchard, J., Christie, J., Gorin, J. S., & Garcia, H. S. (2009). English-language learners: Implications of limited vocabulary for cross-language transfer of phonemic awareness with kindergartners. *Journal of Hispanic Higher Education*, 9(2), 104–129. doi:10.1177/1538192708330431

⁵⁴ McIntosh, A. S., Graves, A., & Gersten, R. (2007). The effects of response to intervention on literacy development in multiple-language settings. *Learning Disability Quarterly*, 30(3), 197–212.

⁵⁵ Shanahan, T., & August, D. (2006). *Report of the National Literacy Panel: Research on teaching reading to English language learners*. Mahwah, NJ: Erlbaum.

⁵⁶ Jiménez, R. T., García, G. E., & Pearson, P. D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31(1), 90–112.

Students who used Imagine Language & Literacy made significant gains in state exam performance verses those who did not use the program.⁵⁷ The results demonstrate a statistically significant and positive impact for Imagine Language & Literacy users.⁵⁸ In fact, the difference between users and non-users equated to an effect size of .34 which surpasses the expected effect sizes for similar education technology intervention tools (Cheung & Slavin, 2012). Efficacy research demonstrates student gains on the Renaissance STAR Reading which is our benchmark assessment tool.

Leveled Literacy Intervention

We will also use Level Literacy Intervention to provide direct instruction to our English Language Learners. Leveled Literacy Intervention (LLI) consists of a series of planned lessons designed to provide supplementary instruction to students.⁵⁹ We have selected this program because it is a proven research-based program that's aligned to the Next Generation Learning Standards. Teachers first use asystematic assessment to determine children's instructional reading level, and then form groups of students who are reading at the same level.⁶⁰ This allows teachers to implement lessons that incorporate a variety of instructional approaches. The lessons allow students to see models of effective fluency and comprehension strategies. Teacher deliver lessons using the gradual release framework.⁶¹ Research indicates that "fluency develops as a result of many opportunities to practice reading with a high degree of success."⁶² Careful assessment of the students' reading levels informs the teacher about the appropriate level at which to begin instruction. The lessons are preplanned and progress up a gradient of text difficulty. Each level brings new challenges in vocabulary, decoding, high frequency words, concepts, and grammar. The teacher provides support, gradually increasing the level of challenge. This enables the students to expand their reading strategies while also experiencing success during every lesson. During the independent students are expected to implement strategies they were taught. The program also provide students with opportunities to engage in conversations to build oral language skills. Through the use of accountable talk and habits of discussions, students are given opportunities to engage in discussions which expands their vocabulary and master complex grammar from text.

⁵⁷ https://cdn-websites.imaginelearning.com/corporate/sites/default/files/2019-02/LL%20Georgia%20Case%20Report_0.pdf

⁵⁸ Shanahan, T., & August, D. (2006). *Report of the National Literacy Panel: Research on teaching reading to English language learners*. Mahwah, NJ: Erlbaum.

⁵⁹ Au, K. H. (1997). Ownership, literacy achievement, and students of diverse cultural backgrounds. In J.T. Guthrie & A. Wigfield (Eds.), *Reading engagement: Motivating readers through integrated instruction* (pp. 18–182). Newark, DE: International Reading Association.

⁶⁰ https://www.fountasandpinnell.com/shared/resources/FP_LLI_Research_Research-Base-for-LLI.pdf

⁶¹ Hiebert, E. H. & B. M. Taylor (1994). Early literacy interventions: Answers and issues. In E.H. Hiebert & B.M. Taylor (Eds.), *Getting Ready Right from the Start: Effective Early Literacy Interventions*. Needham, MA: Allyn & Bacon

⁶² Fountas, I. C. & Pinnell, G.S. (2003). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading*, K–8. Portsmouth, NH: Heinemann,

Leveled Literacy Intervention has proven to increase the performance of students in school with similar demographics as South Shore Charter School. In Greenwood, South Carolina, 105 2nd graders participated in LLI in 2006.⁶³ Pre-LLI scores on the Developmental Reading Assessment (DRA) showed none of the LLI students reading at the 2nd grade level. Eighteen weeks later, DRA scores showed 66% of the students reading at the 2nd grade level.⁶⁴ In a large city on the east coast, a study of 165 K–2 children in LLI found that children in all three grade levels made significant gains on the Gates-MacGinitie Reading Test.⁶⁵ While before the intervention only 5% of the students were reading at or above average, after the intervention 34% were reading at or above average. 90% of the teachers felt that LLI had a positive impact on their students, and 81% believed LLI had improved their reading instruction.⁶⁶

Teacher Support

Our Directors of Instruction and Director of Student Services will work with classroom teachers to make modifications to lesson plans to fully support our ENL students. They will also work to ensure strong collaboration between the ENL teachers and the classroom teachers. ENL teachers will attend common planning meetings with each grade level to co-plan push in lessons with classroom teachers. During this time, the ENL teacher will also share updates from students’ progress during small group instructional time. The below table outlines the services that will be provided to ENL students at each level.

Level	ENL Instructional Minutes Per Week	Number of Units	Services
Entering (Beginning)	360 minutes	2	Students will receive both pull out ENL services as well as integrated language instruction in ELA and other core subject areas. Pull out instruction will take place during specials periods.

⁶³ Cheung, A. C. K., & Slavin, R. E. (2012). Effects of Educational Technology Applications on Reading Outcomes for Struggling Readers: A Best Evidence Synthesis. *Best Evidence Encyclopedia*

⁶⁴ Lyons, C. (2003). Teaching struggling readers: How to use brain-based research to maximize learning. Portsmouth, NH: Heinemann.

⁶⁵ National Institute of Child Health and Human Development (2001a). Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Reports of the Subgroups. Washington, D.C.: National Institutes of Health

⁶⁶ Stanovich, K.E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360–406.

Emerging (Low Intermediate)	360 minutes	2	Students at this level will receive a mix of pull out ENL services as well as integrated language instruction in ELA and other core subject areas. These students will also receive additional pull-out services during specials periods.
Transitioning (Intermediate)	180 minutes	1	Students at this level will receive integrated language instruction in ELA and other core subject areas and have supplemental pull-out services up to once per day during specials periods.
Expanding (Advanced)	180 minutes	1	Students at this level will receive integrated language instruction in ELA and other core subject areas. They may also receive supplemental pull-out services up to once per day during specials periods.
Commanding (Proficient)	A student at the Commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).	½	Once a student reaches the Commanding (Proficient) Level, the student is no longer considered an ELL student and is not eligible for ELL services, but is eligible for Former ELL Services. Former ELL Services include .5 units of study per week of Integrated ENL in ELA/Core Content Area, or other approved Former ELL services for two additional years. These students will continue to receive individualized learning support and assessments that measure language and academic progress to improve academic outcomes.

We will foster parental involvement by hosting monthly ENL Department parent meetings. Families will receive consistent updates on their children’s progress and notifications will be written in each family preferred language. We will also ensure that interpreters are available for all parent teacher conferences and other schoolwide parent events.

Monitoring Growth and Evaluation

South Shore Charter School will use Pearson’s Stanford English Language Proficiency Test (SELP 2) to maintain data and track growth for students receiving English Language intervention. SELP 2 is a research-based, computerized assessment aligned to the Common Core and is used to predict students’ preparation for state language assessments by evaluating listening, reading, writing and speaking skills. We also use the NYSESLAT to determine whether or not a student’s level of English proficiency is high enough to exit ELL services.

Observation of instruction and common planning meetings will provide qualitative data about the quality of implementation of the program. Parents will also be surveyed to determine their perspective on services and communication. Internally, we evaluate ELL student performance on standards-based interim assessments and growth in reading level to ensure that they are making regular progress in comparison with their peers. We will disaggregate student performance data and review ELL student progress towards English proficiency. Our Director of Student Services will oversee compliance with all state laws and regulations with regard to serving ELL students. We will ensure that ELL students are not excluded from the general curriculum and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency.

Remote Setting Considerations

In the event that the school is forced to operate in a remote setting, students will continue to receive uninterrupted ELL services on a virtual learning platform. The curricula selected has online features which supports remote learning. Students will utilize the online platform component of the curriculum using school issued devices. Our ENL teachers will continue to push- in to virtual classrooms to co-teach with the classroom teacher. They will also continue to provide pull out services in separate virtual classrooms. The Directors of Instruction and the Director of Students services will work to ensure that teachers schedule time to collaborate and co-plan together in a virtual space. ENL teachers will be expected to communicate with parents on a weekly basis to ensure that students are logging on to pull out classes. ENL teachers will maintain call logs which will be reviewed by the Director of Student Services to follow up on next steps.

8d- Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.*

It is our expectation and vision that we will be serving a diversity of learners and we will hold ourselves accountable to meeting the specific academic needs of all of our scholars. Starting at kindergarten, we will work to identify children who have the capacity for greater cognitive challenges. We will use early assessments of their reading levels and language abilities to determine if they have an advanced aptitude. Early learners who test at two grade levels or above on their reading assessments will be considered gifted and advanced learners.

To address their needs as they remain integrated with the general population, our gifted students will work with advanced reading materials that will meet them at their capacity.

We will have a range of literature that will not only grow their existing vocabulary, but will also develop their abstract thinking with interesting characters and story plotlines. In the context of math, our constructive approach will allow all students to devise their own strategies for problem-solving. Our gifted students will not be restricted in their ability to create innovative and efficient methods to solve mathematical problems. We will also celebrate their approaches and highlight them as exemplars for other students to use as a pathway towards their own skill development.

We also anticipate that our science programming will provide an outlet for our gifted and advanced students to engage in higher levels of thinking, observation, and hypothesis generating. Since our students are still at the elementary age, despite their higher aptitudes, they are still developmentally making a transition from concrete to abstract thinking. With this in mind, we believe that engaging in stimulating science activities will challenge them to create hypotheses based on their observations of phenomena and then demand that they provide both evidence and a viable explanation to support their hypotheses. We will be embedding in them an approach to learning that will serve them in the future as they confront more challenging material that demands them to form their own arguments.

Finally, outside of the classroom, we view our community building activities as another way to develop the leadership and social emotional skills of our gifted learners. Given their advanced language skills, we envision that they will have the capacity to lead both academically and with respect to their character development. Our gifted learners will be able to articulate and demonstrate the depth of our South Shore Charter School values and facilitate community discussions in their classrooms as to how to best represent these values. We want our gifted and advanced students to lead the way in their development as innovative and socially responsible leaders to the South Shore Charter School community.

9. Instructional Leadership

9a- Instructional Roles

Describe instructional leadership in the school over the first five years of operation including:

- *Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;*
- *The process and criteria for identifying and selecting instructional leaders including how such criteria aligns with the school's educational philosophy and mission; and,*
- *How instructional leaders will monitor the effectiveness of the academic program and at risk students' academic performance.*

The South Shore Charter Center Instructional Leadership team will consist of the executive director, principal, directors of instruction, director of student services, director of data and assessments and the deans of school culture. Together, these leaders will be responsible for monitoring and improving the instructional program and student achievement. Table 9a.1 details the specific role each person plays to ensure the cohesive functioning of the team.

Instructional Role	Responsibilities
Executive Director	<p>The executive director maintains high level supervision of the instructional program, including as the principal's supervisor. The executive director is responsible for:</p> <ul style="list-style-type: none">• Monitoring student achievement data and presenting it to the board of trustees• Managing the principal's work plan and project management, setting key deliverables• Serving as a thought partner for the instructional team to assess and select key curricular and assessment resources• Working with external partners and consultants to improve the instructional program• Observing instructional practices and providing high level feedback for responsive professional development

<p>Principal</p>	<p>The principal manages the day-to-day delivery of instruction and the overall school schedule and calendar. The principal is responsible for:</p> <ul style="list-style-type: none"> • Setting the school calendar and instructional schedule for all grades • Selecting and assessing the school curriculum for all subjects • Managing the other instructional leaders, offering support and feedback on their work deliverables and coaching responsibilities • Overseeing and planning all professional development for teachers to enhance their instruction • Driving assessment administration, data analysis, and action planning throughout the year • Planning parent conferences, including collaborating with the operations team to manage communications and resources • Conducting instructional observations and synthesizing high level feedback for directors of instruction.
<p>Director of Instruction(K-2) <i>Hired in Year 2</i></p>	<p>The director of instruction(K-2) serves as a coach and supervisor to the K-2 lead teachers and associate teachers. Their responsibilities include:</p> <ul style="list-style-type: none"> • Observing K-2 grade teachers in all subject areas to assess instructional delivery and tying this to their formal evaluation process • Coaching K-2 grade teachers on their instructional practices, individually and on the grade level through common planning observations • Developing curricular resources and providing feedback on the value and effectiveness of existing resources • Providing leadership and guidance on data analysis and action planning • Participating in instructional professional development as guided by the principal

<p>Director of Instruction (3-5)- <i>Hired in Year 3</i></p>	<p>The director of instruction (3-5) serves as a coach and supervisor to the 3-5 lead teachers and associate teachers. Their responsibilities include:</p> <ul style="list-style-type: none"> • Observing 3-5 grade teachers in all subject areas to assess instructional delivery and tying this to their formal evaluation process • Coaching 3-5 grade teachers on their instructional practices, individually and on the grade level through common planning observations • Developing curricular resources and providing feedback on the value and effectiveness of existing resources • Providing leadership and guidance on data analysis and action planning • Participating in instructional professional development as guided by the principal • Playing a key role in the administration of the NY State exam for grades 3-5 and score analysis
<p>Director of Student Services</p>	<p>The director of student services oversees the delivery of instruction and services to our target populations, including students with disabilities, and English language learners. The director of student services is responsible for:</p> <ul style="list-style-type: none"> • Coaching and supporting special education certified teachers and ENL certified teachers with their instructional practice • Analyzing data and progress for students with disabilities and English language learners, developing action plans with teachers • Managing all IEP and evaluation processes in partnership with the school district authorities • Working with teacher and families to advocate for specific services • Observing ICT classes and other instructional settings with target populations. • Managing the guidance counselor and social worker to support the social and emotional needs of students

<p>Director of Data and Assessments</p>	<p>The director of data and assessments manages the create and administration of all schoolwide and grade level assessments in all subject area. Their responsibilities will include:</p> <ul style="list-style-type: none"> • Managing and overseeing all school-wide assessment administration, from interim assessments to ELL testing to NYS ELA and Math testing. • Leading and organizing the operational demands of assessment administration, both from technological and material perspectives. • Managing operations support staff to assist with testing administration, providing clear direction, deadlines, and deliverables. • Conducting comprehensive assessment data analysis, disaggregating data by multiple factors including gender, grade level, SWD and ELL designations and performance level. • Creating data reports for various stakeholders, including teachers, instructional and organizational leadership and the board. • Assisting the executive director with State data compliance reporting. • Providing on-the-spot data support upon request from leadership if needed for the further advancement toward instructional or organizational goals.
<p>Dean of School Culture</p>	<p>The dean of school culture drives the culture and discipline activities, including the character education program. Their responsibilities include:</p> <ul style="list-style-type: none"> • Developing the South Shore Values community and morning circles calendar and the sequence of values for engagement • Observing and coaching teachers on their cultural practices within the classrooms • Training and overseeing the restorative justice practices within classrooms • Leading the school culture team as they address larger school culture issues and trends, developing the appropriate school wide response • Working in partnership with the principal to oversee the South Shore Parents Association, helping to plan and drive their activities

As we outline in the Personnel section of this application, we will be using specific core competencies to identify and select the best candidates to fill the instructional leadership roles. More specifically, these core competencies include:

- Culture and Mission Fit
- Data-driven Instruction
- Effective Interpersonal Relationship Management
- Cultural Competency
- Effective Project and Time Management

It is essential that all of our instructional leaders are aligned to our mission to cultivate in our students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. When screening candidates, we will be deliberate in our questioning of their experience working in support of a clear, value-driven mission, particularly on behalf of student populations similar to those at South Shore Charter Center.

Collecting and understanding data to drive continuous improvement in both instruction and cultural programming and responsiveness will also be an essential competency in our instructional leadership team. We expect that they will be able to articulate their experiences using data to alter their instructional approach and setting clear and attainable goals for their students.

Given that all of our instructional leaders will be supervising and coaching members of the South Shore Charter School team, we expect that they will demonstrate strong interpersonal skills, including active listening, compassionate and transformation coaching, and assertive challenging. Our instructional leaders will have to balance building a trusting relationship with providing clear and direct feedback on behalf of the students to which the teachers are serving.

South Shore Charter School is poised to serve a diverse community of learners and families, representing the multicultural community of Suffolk County. We expect that our instructional leaders will have vast knowledge of the communities that we serve--their cultural traditions, their languages, their needs, and their stresses. We will continuously engage in conversations that honor and develop our understanding of the specific needs of our community so that their needs are met and they develop a sense of trust in the instructional leaders who are caring for their children.

Finally, in partnership with the operations team, the instructional leadership team will be responsible for driving the daily flow of events at the school. It is absolutely critical that our leaders are skilled at multitasking, managing multiple projects, and meeting key deadlines. Teachers will have the expectation that they will be observed frequently and have weekly coaching check ins. They also expect that curriculum materials and other resources will be provided in a timely manner and thoroughly developed. Additionally, parents will expect that our instructional leaders will be responsive to their needs and concerns; therefore, we will have a responsible and professional instructional leadership team who will be mindful of the many important stakeholders of the South Shore Charter School community.

In the event that we remain in a remote setting, instructional leaders will continue to execute their duties and responsibilities remotely through virtual observations and regular remote check-ins. Instructional leaders will meet weekly to brainstorm ways to support teachers as they deliver remote instruction. This may mean the creation of remote teaching and learning resources or the research and implementation of online resources that may have not been a part of the original curriculum. The instructional leadership will continue to use digital data and assessment platforms to monitor and analyze student academic progress and facilitate data meetings online to expedite the action planning process.

We recognize that not all of our students will have the resources to engage in remote learning; therefore, the instructional leaders will serve as liaisons between teachers, families and our operations team to secure technological resources to assist those students who are at risk of missing learning due to remote learning. We will provide the necessary resources to these students and families and then deploy our student services department to monitor any social and emotional challenges that arise for students, i.e. loss of a family member to COVID, potential economic or housing vulnerability, other potential threats.

9b- Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation. The narrative should address the proposed school's specific approach to teacher support and supervision in a remote setting.

We are committed to the ongoing professional development of our teachers in a range of contexts. The success of our students is inextricably linked to the instructional and relational effectiveness of our teachers. To that end, we will use a number of mechanisms for monitoring classroom instruction as a shared responsibility between the principal and the directors of instruction. These mechanisms will include weekly review of lesson and unit plans, unannounced daily classroom visits and scheduled formal classroom observations using Danielson's evaluation tool.

The directors of instruction will serve as coaches to their grade level teachers, one serving K-2, the other 3-5. The directors of instruction will meet on a weekly basis with their teachers to offer lesson plan development support and observation feedback. The directors of instruction will also be present at common planning meetings to encourage rigorous debate about lesson plans, unit plans, and instructional strategies in order to meet the differentiated needs of the students. These common plannings are intended to promote daily professional development among our teachers. As they engage in daily discussion about their practice and content, they are helping each other build their professional toolboxes and better meet the needs of their students.

As the directors of instruction coach and support their grade teams, the principal will provide ongoing feedback to the coaches about their practice, including prioritizing the growth points of their individual teachers to ensure the maximum development in the team. The principal will serve as a strategic voice for the directors of instruction, helping them to leverage their time and expertise in a targeted and efficient way to best advance the impact and effectiveness of their grade teams on behalf of the students they serve.

9c- Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- *An overview of the frequency and format of professional development;*
- *Who will be responsible for leading and providing professional development;*
- *How the school will identify professional development topics;*
- *How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;*
- *How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects;*
- *The process for evaluating the efficacy of the professional development program; and,*
- *How the school would ensure teachers continue to receive high-quality professional development in a remote setting.*

At South Shore Charter School, we believe that professional development for our teachers and leaders must happen in a variety of different contexts so that they internalize a mindset of continuous learning. Professional development should never be viewed as a one-off event that happens every week. It is a steady state of openness to collegial feedback, spontaneous observation and exchange, and rigorous conversation and reflection about practice.

The most frequent form of professional development for our teachers will be their common planning meetings that occur daily. Each day, grade level teams will meet by subject to review lesson plans, instructional practices, exit ticket data, and upcoming daily assessments. The purpose for these meetings is for teachers to engage in conversations about their students' needs and if the instructional approach and content is tailored to address these needs. In these meetings, teachers are expected to ask questions of the subject lead that will elevate the rigor of the lesson and ensure differentiated approaches for diverse learners. Teachers are encouraged to see one another as their best resource for learning and improving their instructional practice, with guidance from directors of instruction who will be present at these common planning meetings. The principal will also do periodic observations of the common planning meetings to ensure discussions are focused, relevant, and designed to improve the quality of the lessons and corresponding assessment tools.

The next form of professional development will take place through the weekly observation and feedback cycle between teachers and directors of instructions. Teachers will be observed weekly by their grade level director of instruction and meet in a formal check-in to receive feedback on their lesson. The purpose of these observations is to continue to develop teachers' instructional practice as well as hold them accountable to the goals they have set for their students. The director of instruction and teacher will set clear leverage points of improvement and will monitor this area of development in subsequent observations. This form of professional development is effective because it is targeted and individualized, offering greater evidence of a teacher's progress throughout the academic year.

More formal full team professional development will occur every other week on early release Wednesday days. The instructional leadership team will work together to create a professional development calendar for the year, touching on relevant topics to growth as well as setting aside time for data analysis and instructional action planning driven by that data. The scope and sequence of topics will be determined based on classroom observation feedback trends, schoolwide culture data, schoolwide benchmark assessment data and other culturally sensitivity and diversity topics.

The full team professional development space will allow for cross grade-level engagement and collaboration, guest speakers and content experts to work with the full team, and other relevant learning opportunities that complement instructional practice, such as DEI trainings and team-building. These full team professional development opportunities will foster alignment across the school and help the South Shore Charter School team build cohesive relationships.

The most intensive professional development opportunity for our teachers and staff will occur before the start of every school year. At the close of the summer, we will have a three-week summer institute in preparation for the start of the school year. During the first week, we will dedicate time with the instructional leaders, including grade level chairs. During time week, instructional leaders will focus on refining their leadership and organizational skills. They will reflect on their roles as leaders and how they will build cohesiveness among their teams through important routines and practices. We will also devote time during the first week to our newest members of the team. We will dedicate time aligning on the mission and values of South Shore Charter School. New staff members will spend time reflecting on how their own values and commitments to education fit with the goals of South Shore Charter School. They will orient themselves to the standard practices and procedures embedded in the instructional program. They will also become acquainted with the curriculum and culture of the school.

The second and third weeks of the summer institute will bring the entire South Shore Charter Center team together. During this week, we will reconnect with our mission and values as a team. We will engage in curriculum planning, including developing the unit sequences and lesson plans. We will prioritize our cultural initiative and envision the first days of school for our students and families. These weeks will also be a time when we bring in our instructional partners and consultants to orient our teachers on the resources that will assist their instructional practice. By the end of the week, our expectation is that everyone will be prepared to welcome our students and families to the school, both academically and culturally, setting the tone for the school year. Sample Summer Institute topics include:

- Mission and Vision alignment
- Social Emotional Learning
- Data Driven Instruction
- Classroom Management
- School Culture, Responsive Classroom
- Response to Intervention
- Student Information Management
- Special Population
- School Culture, Responsive Classroom

We will provide feedback surveys to teachers to evaluate the quality of content and experience of the professional development sessions. This will inform the instructional leadership team of ways they need to pivot in order to improve any future engagements. Throughout the year, teachers will also be provided with opportunities to engage in external professional development at the Western Suffolk BOCES. The Boards of Cooperative Educational Services (BOCES) is a program of shared educational services provided to school districts by the New York State Legislature. Western Suffolk BOCES provides services to Suffolk County schools. BOCES offers a wide range of professional development workshops in all subjects/content areas. They offer workshops focused on school culture, classroom management and leadership development. Teachers will be encouraged to own their professional development. They will be allowed to register to attend workshops at the school's expense. We will also encourage teachers to turnkey training to their grade teams.

South Shore Charter School will establish partnerships with local universities to create pathways to certification for uncertified teachers, including our Associate teachers. As outlined in **R-13b- Partner Commitment**, we have met with the Chairman of the Education Department at New York Institute of Technology who has given us a letter of commitment indicating that they are ready to enter into a formal agreement once the charter is approved. Our goal is to establish a partnership with NYIT which will offer our teachers the opportunity to take courses at a reduced cost. Teachers will be encouraged to participate in this program as a part their individualized professional development plan.

9d- Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- *An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,*
- *A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.*

At South Shore Charter School, we will devote time at the beginning of the year to have thoughtful conversations with all stakeholders about our mission, vision and school accountability goals. We will hold ourselves accountable to the charter accountability goals. The board will hold the Executive Director accountable for achieving our these goal and the Executive Director will in turn hold the school leadership team accountable for the charter goals as well. These same goals will also be communicated to teachers. The leadership team will clearly outline for teachers how they will be evaluated. We will have individual data meetings with teachers individually to establish a start point following diagnostic assessments.

Teacher Observation

At South Shore, we consider our system of observation and feedback to be central to evaluating our teachers and holding them accountable for their students' learning. The instructional leadership will use the Danielson Rubric Framework (domains 1-3) as the basis for evaluation during their observations three time during the school year. The framework is outlined in figure 09d-1 below. We have selected the Danielson Framework because it pushes teachers towards students centered teaching practices. In order to score *highly effective* in each component, teachers must demonstrate the ability to push students towards independence and set students up to take ownership in the classroom. This aligns with our educational philosophy which is rooted in the belief that students must be active participants in the learning process to cultivate their leadership skills. Teachers who are rated developing or ineffective will be placed on a performance improvement plan and will receive intensive coaching from their director of instruction. A sample of the rubric is provided in **response R-23**.

In addition to formal observation, instructional leaders will also conduct unannounced walkthrough observations throughout the week. Teachers will receive feedback verbally face to face or electronically. Directors of Instruction will meet with teachers individually on a weekly basis to provide coaching support.

Figure 09d-1: Danielson Framework



Teacher Data Meetings

The principal and the instructional leadership team will use student outcomes, including test scores and benchmark assessment, to hold teachers accountable for meeting the needs of struggling students. We will have beginning of the year goal setting meetings to establish academic and cultural goals for each class and each student. At the end of each data cycle, the Principal and the Directors of Instruction will meet with teachers to engage in a reflection conversation about the academic and culture data based on goals that were established. The following questions will be incorporated in the conversations after each data cycle.

Reflection on effectiveness of instruction

Make the connection between your practice, predictions, and student performance.

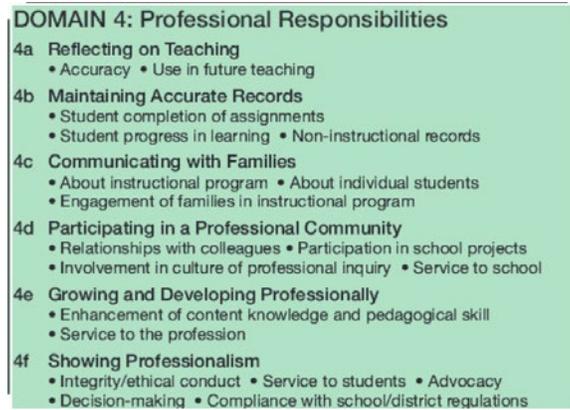
Main question: How would you rate the effectiveness of your instruction and how will this influence future instruction?

- a. What were data wins for the grade? Class? Individual scholars?
- b. Did I meet my Q1 goals?
- c. Were my predictions accurate? What were my blind spots as it relates to my scholars' progress? What are the standards and questions you expected students to do well on, but did not?
- d. What is my plan for Q2 to ensure I meet my end of year functional goals?
- e. How can my coach support me?
- f. What differentiation strategies did you use to meet the needs of your scholars, particularly those who struggled in any one area?
- g. Upon reflection, did you raise the bar high enough in your own daily assessments of mastery?
- h. How would you rate the rigor of your lessons, particularly on the skills/standards on which your scholars struggled?
- i. Were your daily exit tickets (text complexity, quality of questions) a reliable reflection of what students had learned? Were they of the same rigor as the IA? What's your evidence?
- j. Did your end of unit assessments reflect the rigor of the IA?

Teacher Evaluations

The principal and the instructional leadership team will meet with teachers in January and June for midyear and end of year evaluation meetings. We will use domain four of the Danielson framework to evaluate teacher performance. These conversations will cover reflecting on teaching, maintaining accurate records, communicating with families, participating in a professional community, growing and developing professionally and showing professionalism. Teachers will receive a rating for each component but will receive a final overall rating of ineffective, developing, effective or highly effective. The components of domain four are outlined in figure 09d-2 below.

The framework is outlined in figure 09d-2 below.



Midyear and end of year evaluation meetings will also include conversations about data. We will discuss the performance of each class and discuss areas of glows and grows. We will specifically disaggregate the performance data of English Language learners and students with disabilities. The director of data and assessment will provide comparative data on student performance between the baseline data cycle and the midyear and end of year points.

10. School Culture and Discipline

10a. School Culture

School Culture Explain how the school will establish and maintain a culture that supports learning and achievement including:

- *The school's general approach to school culture and rationale for this approach;*
- Any specific programs (e.g., Responsive Classroom, restorative justice, etc.) the school intends to implement and the rationale for their selection;*
- *How the school will maintain a safe and orderly environment; and,*
 - *How the school would ensure the development of a strong school culture in a remote setting including behavior expectations for students in the context of a remote classroom.*

School Culture Vision

At South Shore Charter School, we will cultivate in students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. We will accomplish this vision by creating an environment founded on resilience, integrity, excellence, grit and accountability which leads to increased engagement, learning and performance. The Dean of School Culture oversees the establishment of our school culture using schoolwide core values, a social emotional learning curriculum, responsive classroom and restorative practices.

Our Rationale

As outlined in section 1a, the COVID-19 pandemic has affected Hispanics and African Americans at an alarming high rate in Suffolk County. According to the Center for Disease Control, Blacks and Hispanics contracted the disease 1.5 times more than Whites⁶⁷. The hospitalization and death toll for minorities were almost three times that of whites in the region. According to the NYSED Data portal, 94% of the student population in the Central Islip School District identify as students of color. With the vast majority of students identified as Black or Hispanic, we must design and sustain a school committed to responding to the social emotional affects created by the pandemic. Collectively, we are dealing with an immense degree of grief, economic and social upheaval. For our student, months of separation from their peers and classrooms has disrupted their sense of safety and motivation and raised questions about the path of their futures. With this in mind, we know that our school culture program will have to focus on building a sense of resiliency in our scholars to repair the harm from this traumatic time in our world's history.

Another urgent concern in the Central Islip community is the presence of the MS-13 gang. On Long Island, MS-13 has had a presence for several decades, but there has been a resurgence of their violent activity in the last five years.⁶⁸ Suffolk County police reports that MS-13 was responsible for at least 17 murders during that time and are a continued threat to the immigrant families and their youth. These communities were already feeling vulnerable from this violent threat and since the start of the pandemic, have dealt with even greater trauma and loss, while trying to recover economically from the impact of lost jobs and livelihoods. In light of these realities, South Shore Charter School will create a supportive and responsive school culture that will provide a much-needed additional resources to students on the road to resilience and recovery.

Core Values

Our school is founded on the core value of resilience, integrity, excellence, grit and accountability. These values unite our community with common goals and beliefs about what is important to our community and how we function as a school. Our Core values are explicitly taught, posted throughout the school and in each classroom and are interwoven throughout the school year through a social emotional learning program, intentional behavior management and discipline practices and our partnering with families.

⁶⁷ <https://www.cdc.gov/coronavirus/2019-ncov/covid-data/investigations-discovery/hospitalization-death-by-race-ethnicity.html>

⁶⁸ <https://www.newsday.com/long-island/crime/ms13-gang-plea-massapequa-1.50293306>

Core Values	Definitions
Resilience	I will never give up no matter what challenge I face.
Integrity	I will make right choices no matter where I am or who I'm around.
Excellence	I will always do my personal best.
Grit	I will have courage and resolve in the face of adversity.
Accountability	I am responsible for myself and for you.

These values will be taught and explored on a daily basis throughout the school year. We will instill these values through three main programs: Positive Action Program, the Responsive Classroom approach to teaching and Restorative Justice Practices. Administrators and staff will embody these values to model positive school culture and allow academics, innovation, and collaboration to flourish.

The Deans of School Culture will lead the School Culture Response Team to establish the social-emotional curriculum, closely manage school climate through data, establish a shared approach to discipline, and engage families as partners. The School Culture response team is made up of the Principal, Deans of School Culture, Guidance Counselor and Social Worker. Together, they will develop the social emotional curriculum to support the implementation of teaching and celebrating the South Shore values.

Social Emotional Learning

South Shore will use the Positive Actions curriculum to foster our core values. Positive Actions is a comprehensive social-emotional learning curriculum that helps students develop self-management skills and encourages responsible decision making.⁶⁹ We have chosen this program because it is a researched based program that aligns with our core values. Positive Actions can improve academic and social performance while reducing instances of disciplinary action, bullying, and other negative behaviors.⁷⁰ Positive Action focuses on overall personal development for students, teachers, and parents. Our guidance counselor, social worker and deans of students will support teachers with the implementation of our social emotional learning programs.

We will use a two-part philosophy to aid in learning social skills. The first part of the philosophy focuses on allowing scholars to feel good about their actions: by learning emotional skills, they can resolve issues calmly and feel better about themselves. The second part of the philosophy students that they can implement positive actions in any situation. Our six-unit concept teaches students how to use those actions and what role they play in the Thoughts-Actions-Feelings circle. This concept is displayed below in Figure 10a.1.

⁶⁹ <https://www.positiveaction.net/sel-curriculum-program>

⁷⁰ <https://www.positiveaction.net/research-articles>



Figure 10a.1 Thoughts-Actions-Feeling Circle

Six Units Concept

The curriculum is divided into six units. Our six units concept breaks socio-emotional skills into manageable pieces. As scholars learn each skill, they combine each one with the one before it, carrying the model with them in school and at home. Each unit breaks down a different part of the social-emotional whole:⁷¹

- *Self-Concept*: This sequence allows teachers to align students behind Positive Action lessons and concepts. The program starts with helping students identify themselves and understand their Self-Concept. Students learn that self-concept means the way they think and feel about themselves, and that families and friends influence their self-concepts.
- *Physical & Intellectual Positive Actions*: This unit shows students how physical positive actions like eating healthy and getting enough sleep encourage intellectual positive actions like problem-solving skills and critical thinking.
- *Managing Yourself Wisely (Self-Regulation)*: Self-regulation focuses on positive actions through management skills. We will teach students how to handle different areas of their lives, from their emotions to money.
- *Getting Along with Others (Social Self)*: By showing students how empathy matters in their interactions, this unit teach them how to treat others as they would like to be treated.
- *Being Honest with Yourself and Others*: This unit shows kids how to identify the reality of a situation by avoiding excuses, understanding their strengths and weaknesses, and speaking honestly.
- *Continuous Self-Improvement*: The last unit shows students how to carry their skills into every area of their life by setting goals and making a plan to meet them.

Morning Circles

Each morning, teachers will engage students in morning circle lessons using the six-unit concept to master the social skills contained in our core values. Each lesson will use grade specific scenario prompts to show students how to manage their emotions and work with others to create workable solutions. There will be times when students who are in need of repairing the harm that they may have caused in the community, will use the Morning Circle time to teach and repair the harm that they caused. The school culture team which consists of the social worker, guidance counselor and deans of students will push into classrooms to support teachers with the implementation of morning circles. These daily circles will help to build a sense of community as we work to repair the harm caused by the pandemic.

⁷¹ <https://www.positiveaction.net/uses>

Weekly Character Education Course

Each week, teachers will engage students in 45 minutes of character education course using Responsive Classroom materials. During this time, students will engage in inquiry-based lesson focused on our core values and issues facing our society. The teacher will support students with identify a problem/challenge facing their community and work together to develop innovative solutions. The teacher will work with students to implement their solutions. Students will also present their ideas at an end of year event.

Monthly Community Circle

Monthly, the school community will meet to participate in Community Circles. The Dean of Students will host a series of events tailored to celebrate achievement as well as provide opportunity for the community to showcase upcoming topics and events within the South Shore Community. The goal is to create an atmosphere where community members are being celebrated by their greater community for contributions made to enhance the South Shore community, academic achievements and social emotional gains.

Responsive Classroom

“Responsive Classroom is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness.”⁷² At South Shore, we will use the Responsive Classroom approach to create classroom environments that are safe, joyful and engaging. We believe that this approach will help us establish a school community where students develop strong social and academic skills. We have chosen this approach because it is an evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness. Independent research has found that the Responsive Classroom approach is associated with higher academic achievement in math and reading, improved school climate, and higher-quality instruction. It has been described by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most “well-designed evidence-based social and emotional learning (SEL) programs”.⁷³ At South Shore, we will emphasize the following component of Responsive Classroom:

Interactive Modeling—At South Shore, we believe in the importance of explicitly modeling procedures and routines focused on academic and social skills. We will place great emphasis on modelling at the beginning of the school year and will continue this practice throughout the course of the school year. Below is a list of some of the procedure we will take time to explicitly model for students:

- Breakfast Expectations
- Transition in the Hallway
- Unpacking
- Homework collection
- Accessing Devices
- Lining Up
- Transition within the Classroom
- Entering the Classroom
- Exiting the Classroom
- Lunch/Recess Transition

⁷² <https://www.responsiveclassroom.org/about/>

⁷³ [https://www.morningsidecenter.org/what-are-restorative-](https://www.morningsidecenter.org/what-are-restorative-practices#:~:text=Restorative%20practices%20are%20a%20set,and%20keep%20that%20community%20whole.&text=When%20pe)

[practices#:~:text=Restorative%20practices%20are%20a%20set,and%20keep%20that%20community%20whole.&text=When%20pe](https://www.morningsidecenter.org/what-are-restorative-practices#:~:text=Restorative%20practices%20are%20a%20set,and%20keep%20that%20community%20whole.&text=When%20pe)

<https://www.responsiveclassroom.org/about/>

- Restroom
- Accessing Classroom Library
- Getting Homework
- End of Day Dismissal
- Distributing/Collecting/Returning Assignments
- Completing Daily Reflections
- Sharpening Pencils
- Reconciliation

During Summer Institute, teachers will work in grade teams to develop procedures they will explicitly teach students throughout the year. The Dean of Students will work with each grade team to develop their procedures and routines. Teachers will be provided with South Shore’s pathway, which will outline the core beliefs all grade teams must consider when outline specific procedures.

Teacher Language—Teacher language refers to what we say to students and how we say it. Through careful use of language, we will support students as they develop self-control, build their sense of community, and gain academic skills and knowledge. At South Shore, we will employ strategies ranging from asking open-ended questions that stretch student’s thinking to using respectful reminding and redirecting language when student’s behavior goes off track. We will use the following guidelines to underline these strategies:

- *Be direct and genuine*
- *Convey faith in student’s abilities and intentions*
- *Focus on action*
- Keep it brief
- Know when to be silent

Logical Consequences—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity. We will use the following three types of logical consequences:

- *“You break it, you fix it”*- This type of logical consequence will be used in situations when something has been broken or a mess has been made—whether accidentally or intentionally. The consequence is that those responsible for the problem take responsibility for fixing it. We will use this type of logical consequence when they see an opportunity for a student to solve a problem he or she has caused.
- *Loss of Privilege*- This type of logical consequence is used when student’s behavior does not meet pre-established expectations. The consequence is that the student loses the privilege of participating in an activity or using materials for a brief time, usually a class period or a day.
- *Positive Time-Out*- This type of logical consequence is used when a teacher believes that a student needs a way to calm down and recover self-control. The consequence is that the student moves to a pre-established place in the classroom, takes time to regroup, and then rejoins the class once he or she has calmed down. Teachers use time-out to keep minor misbehaviors—intentional and accidental—from escalating and becoming disruptive, and to give students opportunities to practice strategies they’ve learned for regaining self-control.

Interactive Learning Structures—Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways. These structures include:

- Partner Chat
- Table Talk
- Jigsaw
- Circle Map

Restorative Practices

Restorative practices are a set of processes and tools that help us create a caring school community and keep that community whole.⁷⁴ The premise is that people and relationships are valued first and foremost. When people make mistakes or cause harm, restorative practices can help them to understand the impact of their actions, heal the harm, and restore the community. At South Shore, we will implement restorative practices such as community-building circles, norm setting, community circles for content, and restorative circles to build foster a nurturing community where students feel a sense of belonging.

Community-Building Circles: Teachers dedicate time at the beginning of the year and on a weekly basis to engage in team building activities. This will allow students to get to know each other as well as the teacher. This practice builds empathy among students and will reduce the negative attacking behaviors that can exist in classrooms.

Norm Setting: At the beginning of the year, the teacher will facilitate community circles to allow students to discuss values that are important to them. The teacher will work with students to turn values into action statements describing how they could live out those norms in the classroom. These norms can be edited together as a class if needed.

Community Circles for Content: The teacher will meet with students for 20 minutes on a daily basis to engage in social emotional learning using the Positive Actions curriculum. This equip students with social skills.

Restorative Circles: Restorative circles are used when students do not meet the norms that were established in the classroom. At South Shore, we will use restorative circles to build community and strengthen social and emotional skills. During restorative circles, we will use a highly structured process – including sitting in a circle around a meaningful “center piece”, passing a “talking piece” to speak, and using opening and closing ceremonies to set the circle apart from other spaces.⁷⁵ Our goal is that over time, the circle will become a community where everyone feels heard and valued.

Daily Reflections: Each day, students will complete a reflection sheet. This sheet will provide the opportunity for scholars to reflect on how well they did with each core value. Restorative circles are used when students do not meet the norms that were established in the classroom. Each day, every scholar will go home with a reflection sheet. This reflection sheet will live on the front cover of their homework folder and will include a small teacher reflection on the scholar's day and in their ability to uphold our community mindsets and practices. There will also be a section where students can reflect on their day with either picture of happy, ok and sad faces for each core value. When students or teacher reflect a sad face, students will identify what when wrong and how they will fix the issue in the future.

⁷⁵ <https://blog.esc13.net/3-types-of-restorative-circles/>

Annual Celebrations:

South Shore will have a vibrant atmosphere where students and staff members build a sense of community through a series of planned shared experiences. These experiences include, but are not limited to:

- Welcome Back BBQ
- Staff Appreciation Week
- International Day
- Wacky Tacky Week
- Field Day
- Department based Fairs
- End of Year Award Gala

South Shore Council:

We value and encourage the leadership of students through an active student government. Our South Shore Council brings student concerns to the school leadership team to collaboratively create a learning experience that is productive and enjoyable. The South Shore Council ensures that every South Shore student's voice is heard, promotes student involvement, and encourages fellow students to take ownership of their education and their contribution to improving their community. This council gives students the ability to contribute to student-desired cultural events like community service-based projects. The student body will elect council representatives from the fourth or fifth grade. The Council holds weekly meetings with their advisor, the Dean of Culture, teacher advisors and participating community members such as parents. The roles that students will campaign for are:

- President
- Vice President
- Treasurer
- Secretary
- Grade Ambassador
- Class Representative

South Shore Partners Association:

The South Shore Partners Association will serve as an active contributor to the school and home relationship. Members of the South Shore Partner Association will support student achievement through offering their perspective and assisting with the decision-making process of the school. Participants will meet with the South Shore Council monthly and will also meet with the South Shore leadership team. Members will campaign for the following roles:

- President
- Vice President
- Treasurer
- Secretary

School Culture and Discipline in a Remote Setting:

In a remote setting, all of the components of our School Culture and Discipline vision would be able to be realized. We will hold the same expectations for the school community, whether in person or virtual, with the additional layer of student, family, and community supports put in place if we are in a remote space. We will create online personal choice charts for each scholar and track and monitor our student behavior response. We would prioritize more time than usual at the beginning of the year to focus on building classroom and school culture through purposeful read alouds, discussions, and activities while simultaneously teaching expectations for students, including how to use technology to productively engage and participate. We will adjust our schedule and staffing assignments to best meet our scholars' needs, especially those in the youngest grades, as we know we will need to coordinate with many competing priorities, including state and local regulations, research on best remote learning practices, and family circumstances. Above all else, we will prioritize our immediate community members' physical and mental health and safety, which will function as the foundation of our school's culture.

10b- Discipline Policy

b. Provide the school's discipline policy for general education students.

Code of Conduct

At South Shore, we will believe that all students deserve to be educated in a safe and welcoming learning environment. We will foster a reflective and supportive culture that promotes student growth. Our approach to discipline is rooted in our core beliefs of resilience, integrity, excellence, grit and accountability. We believe that misbehaviors can be an opportunity for student growth and community improvement. When certain incidents occur, we push students to honor the obligations that their actions have created, and encourage the community surrounding the child to engage in a process that creates healing. We will take every measure to ensure that our students are supported in positive ways as we work to repair the harm caused by the pandemic. As a school committed to student success, we use restorative practices to respond to student misbehavior and violations to South Shore's values.

Our code of conduct applies to behaviors that occurs before, during and after school hours. It also addresses behaviors that occur on school property, school transportation and school events. We feel a sense of responsibility to address behaviors that negatively affects the educational progress or health and safety of all members of the South Shore community. In addition, our code of conduct also addresses behaviors that occur orally or verbally using electronic communication or social media outlets.

Encouraging Positive Behavior

At South Shore, we will use our South Shore points system to encourage positive student behavior throughout the school day. At the end of each learning block, the teacher will engage the class in a reflection based on how well they demonstrated our core values. When the class earns a specified number of points, they earn a whole class incentive. Students will also complete an individual reflection sheet at the end of the school day. Students who earn a specified number of South Shore points will also earn an incentive. We have designed our systems to provide multiple points of interception to redirect negative student behavior should they occur.

Student Responsibilities

At South Shore, our core values emphasize the importance of students being responsible members of the school community. Students are expected to demonstrate leadership through our core values in their academic efforts and their social interactions with members of the school community. We are expected to adhere to our code of conduct and behave in a manner that contributes to a safe learning environment. When we have information relating to matters which may endanger the health and welfare of members of the school community, we will share this information with school officials.

Due Process

We will foster an environment of fairness and mutual accountability. Upon enrollment and at the beginning of the school year, we use restorative practices such as norm setting and community circles to share and discuss community norms. We will also provide students and families with our discipline code. We will dedicate time at the beginning of the year to integrate teaching expectations to students. Our goal is that as the year progress, students will master routines and procedures and become aware of when they are not aligned with the classroom norms and peers. We will also spend time discussing rewards and consequences as it relates to school rules. Students will be given due process as it relates to disciplinary actions for alleged violations. We will establish strong partnerships with parents and ensure that they are present at meeting and hearing as it relates to addressing infractions.

Intervention

At South Shore, we will implement interventions such as conflict resolution, peer mediation and behavior plan to address level one infractions. We will implement these practices before issuing consequences for negative behaviors.

- Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them. Conflict resolution education attempts to instill problem-solving skills among the children in dispute. It involves allowing both parties to express their points of view, interests, and provide ways to find acceptable solutions. Conflict resolution educational equips community members with the necessary tools to teach kids how to resolve conflict in nonviolent ways. Our programs encompass multiple components to achieve this outcome, including problem-solving skills, effective communication and listening skills, critical and creative thinking skills, and other important life skills.
- Peer Mediation is a confidential process for resolving conflicts. Community members have the opportunity to talk through their disagreements with the help of trained student mediators. Peer mediators do not take sides or place blame on anyone. They listen to all participants and help the participants to develop their own solution to the conflict. The following are examples of conflicts that will be peer mediated:
 - Teasing
 - Disagreements
 - Name-calling Relationships
 - Rumor and Gossip Harassment
 - Cheating and Stealing Fights
 - Vandalism
- *Behavior Plans-* When students are subject to punishment for violating a level one behaviors, we may put students on a behavior plan. A behavior contract is an agreement between the teacher, student, and the student's parents that sets limits for student behavior, rewards good choices, and outlines consequences for bad choices. We will implement this step as a measure to communicate that the undesired behavior cannot continue. The behavior plan will outline expectations and the consequence for positive and negative actions. The teacher and the Deans of students will meet with the child study team to discuss additional intervention strategies. An outline of the child study team can be found in section **8a. Struggling Students.**

Logical Consequences—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes while maintaining their dignity. We will use the following three types of logical consequences:

- *"You break it, you fix it"*- This type of logical consequence will be used in situations when something has been broken or a mess has been made—whether accidentally or intentionally. The consequence is that those responsible for the problem take responsibility for fixing it. We will use this type of logical consequence when they see an opportunity for a child to solve a problem he or she has caused.
- *Loss of Privilege-* This type of logical consequence is used when children's behavior does not meet pre-established expectations. The consequence is that the child loses the privilege of participating in an activity or using materials for a brief time, usually a class period or a day.

- **Positive Time-Out-** This type of logical consequence is used when a teacher believes that a child needs a way to calm down and recover self-control. The consequence is that the child moves to a pre-established place in the classroom, takes time to regroup, and then rejoins the class once he or she has calmed down. Teachers use time-out to keep minor misbehaviors—intentional and accidental—from escalating and becoming disruptive, and to give children opportunities to practice strategies they’ve learned for regaining self-control.

Penalties for Disciplinary Infractions

When students violate South Shore’s code of conduct, the school leadership team will determine the appropriate consequence for the infraction. The school will use effective classroom management practices to maintain a positive school culture. We will also maintain ongoing communication with our parents. Some behaviors will however result in a suspension or removal from the classroom. At South Shore Charter School, removing students from the classroom, other than for a brief period for de-escalation, are a last resort. When incidents occur, we will always give students an opportunity to express their perspective on the incident. Our Social Worker and Guidance Counselor will always be involved in the process to support students with reflecting on their behavior and the impact it has had on others and the community. Restorative practices will always be used to repair harm done to the community. We will generally take a gradual progression to discipline approach. Students who commit an infraction for the first time will be dealt with differently from those who are considered repeat offenders.

Consequences for misbehavior may include a range of actions such as: verbal warning to student, teacher conference with student, meeting with the social worker or guidance counselor, written reflection and/or apology, imposition of Lunch detention (Silent Lunch), call to parent/guardian for phone or in-school conference, withdrawal of school privileges, mediation, public apology, after school detention with parental consent. As a last resort, we will also include; brief removal from the classroom to reflect on impact of behavior, In-School Suspension, Out-of-School Suspension or Expulsion.

Detention

After notice to the student and parent(s) or guardian(s), and provided that there is no objection from the parent(s) or guardian(s) and the student has appropriate transportation home, a student may be detained after school in detention with a Dean of Student. We will ensure that parents are in agreement with after school detention to ensure that transportation is arranged for students.

Before Detention Is Issued

- Students will be given a warning (name on board, 3 checks/strikes, points away from participation grades, or a redirection)
- Students will be given a think-it-over sheet and sent to a buddy room.
- If the behavior persists, the teacher will contact the parent after class and warn them that a detention will be next if the behavior does not improve the next day.
- If the behavior has not improved in class the next day, the student will receive a detention. Detentions should not be given for same day behaviors unless they are egregious (defiant behavior, yelling at their teacher, or saying something negative about another student).
- If the behavior is egregious, the teacher will call the parent during their prep time and give the student a same-day detention.

After Issuing Detention

- The student will give the teacher their signed reflection sheet at the next day.
- The teacher will discuss the reflection sheet with the student.

Level 1: Repeated minor to moderate impulsive misbehavior that disrupts the learning environment (noncompliance with common classroom procedures) after at least one informal attempt to modify the behavior.

WHO: Teacher

Disciplinary action must be recorded including date and time of behaviors.

<u>Example Behaviors</u>	<u>Disciplinary Actions</u>
<ul style="list-style-type: none"> • Talking, laughing, shouting or other types of communication at inappropriate times or levels • Action that disrupts the learning of others in a manner that does not physically endanger others (e.g., making noises, playing at desk, etc.) • Not following a teacher’s instructions • Off-task behaviors • Not appropriately following classroom procedures (e.g., sharpening pencils, using restrooms, getting tissues, turning in homework, etc.) 	<ul style="list-style-type: none"> • Verbal Cues: • Use of Affective Statements • Whole class accountability via classroom interaction norms • Use the student’s name in a sentence • Give student a choice • Check the student’s behavior and refer to classroom norms • Formal or informal Student-Teacher conference (e.g., quiet conversation off the stage during class time, during lunch, or dismissal) • Time out (e.g., desk in different location in the room) • Use Nonverbal Cues: • Silent Redirection • Make eye contact • Circulate (proximity and movement)

Level 2: Repeated minor to moderate impulsive misbehavior after receiving Level 1 disciplinary action or minor to moderate intentional misbehavior (a planned or deliberate action based on a clear decision on the part of the student).

WHO: Teacher

Disciplinary action must be recorded including date and time of behaviors.

Example Behaviors	Disciplinary Actions
<p>Defiance (e.g. resisting clear instructions from an adult after appropriate wait time has been given)</p> <p>Disrespect (e.g. talking back or arguing with an adult)</p> <p>Inappropriate physical contact that doesn't endanger the safety of others</p> <p>Inappropriate actions, such as throwing objects, that don't necessarily endanger others</p> <p>Leaving a classroom without permission</p> <p>Minor damage to school property</p> <p>Possession of a prohibited electronic device</p> <p>Minor theft under \$20 dollars (e.g., stealing candy, pencils, etc.)</p> <p>Teasing (i.e. distracting or irritating behavior that causes frustration)</p>	<p>Required:</p> <p>Parent/Guardian contact (phone call) and at least one additional consequence from the list below:</p> <p>Use of Affective Questioning</p> <p>Formal or informal Student-Teacher conference (e.g., during lunch, recess or dismissal)</p> <p>"Restorative Reflection" sheet</p> <p>Temporary removal from class to buddy room</p> <p>Lunch Time Detention</p>

LEVEL 3: Severe impulsive and intentional misbehaviors that are not severe enough to be considered criminal, or chronic minor to moderate misbehavior that is not successfully modified by Level 1 and 2 consequences.

WHO: Dean, Principal, Social Worker

Example Behaviors	Disciplinary Actions
<p>Malicious or willful behavior that endangers the safety of others (e.g. pushing, shoving, kicking, spitting)</p> <p>Blatant defiance (i.e., failure to cooperate or comply with instructions of school personnel on a serious or important issue)</p> <p>Threats towards fellow students</p> <p>Gang affiliation and/or exhibiting characteristics</p> <p>Falsification of records or scholastic dishonesty (including cheating and plagiarism)</p> <p>Use of profanity or other inappropriate language directed at others</p> <p>Bullying/cyber-bullying (i.e. Intimidating behavior that threatens emotional or physical harm and or involves social rejection)</p> <p>Indecency (e.g. inappropriate clothing, physical exposure, major public displays of romantic affection such as. kissing or groping, or inappropriate pictures)</p> <p>Smoking, tobacco possession or use</p> <p>Attending school activities on school property after student has been suspended</p> <p>Defacement/damage of property – up to \$100</p> <p>Coercion, extortion or blackmail</p> <p>Fighting</p> <p>Leaving school grounds</p> <p>Skipping class</p> <p>Throwing object in a manner that endangers others</p> <p>Skipping detention</p> <p>Theft/possession of stolen property between \$20 and \$250</p>	<p>Required: If there are victims involved, timely notification of the victims’ parent/guardian is required as soon as possible.</p> <p>Required: Parent/Guardian- Dean/Asst. Principal or Principal conference</p> <p>In-kind Restitution: campus beautification, repair of damaged property, clean up assistance, community service/volunteering, or teacher assistant/tutoring (buddy classrooms)</p> <p>Restitution/Public Acknowledgement</p> <p>Peer mediation</p> <p>Conflict resolution and/or problem solving</p> <p>Letter of apology</p> <p>Parent supervision in school (parent shadowing partners)</p> <p>Loss of privileges/limits on social time</p> <p>Financial restitution (payment for damage)</p> <p>Mini-courses</p> <p>Counseling</p> <p>Exclusion from school activities</p> <p>Behavior Contract</p> <p>In-School Suspension</p> <p>Out-of-School Suspension</p> <p><i>Removal from classroom, other than for brief periods for de-escalation, are a last resort only.</i></p> <p>Referral to CST</p> <p>School-sponsored community clean-up</p> <p><i>For Special Education students, contact Regional Special Education Supervisor if student has been suspended 5 or more days cumulatively before assigning disciplinary action.</i></p>

LEVEL 4: Serious intentional misbehavior that rises to the level of criminal action; repeated (2 – 3) Level 4 infractions

WHO: Principal and Executive Director

Example Behaviors	Disciplinary Actions
<p>Arson</p> <p>Theft or possession of stolen property above \$250</p> <p>Sexual harassment</p> <p>Criminal sexual misconduct</p> <p>Threats of violence against the teachers or the school, including bomb threats</p> <p>Fighting, physical assault and/or battery of another person resulting in bodily harm</p> <p>Possession, concealment, threat, attempted use, or use of a weapon or look alike weapon including, but not limited to, knives with blades less than three inches in length, box cutters, air or BB guns, tasers, mace, or pepper-spray</p> <p>Being under the influence or possession of any illegal or controlled substance including alcohol and drugs</p> <p>Use, distribution, or attempted use or distribution of any illegal or thought to be illegal or controlled substance, including alcohol and drugs</p> <p>Possession of fireworks, explosives and/or chemical substances</p> <p>Gang related activity</p> <p>Defacement/damage of property – over \$100</p>	<p>Required: Superintendent contacted by Principal before assigning disciplinary action; reference expulsion process</p> <p>Required: For Special Education students, contact Special Education Supervisor before assigning disciplinary action</p> <p>Required: If there are victims involved, timely notification of the victims' Parent/Guardian is required as soon as practical</p> <p>Required: Parent/Guardian- Principal conference</p> <p>Contact police</p> <p>Restitution</p> <p>Long-term suspension</p> <p>Expulsion Note: Please ensure the Expulsion process is initiated prior to assigning a long term suspension or expulsion</p>

Discipline Students with Disabilities and the IDEA

South Shore Charter School observes IDEA as outlined by the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. Students with IEPs and 504s who need additional support with adhering to the expectations outlined in Level 1 are supported through an FBA and development of a BIP. In the extreme circumstance that a student with a disability is removed from the school over a total of 10 days, a MDR will be conducted by the Director of Student Services. A more detailed outline of this process can be found in **R-08ad - Specific Populations.**

FBA - Functional Behavioral Assessment

BIP - Behavior Intervention Plan

MDR - Manifestation Determination Review is conducted upon a student with an IEP or 504 receiving a total of more than 10 days of removal from school within a school year.

Suspension or Expulsion

The principal and the Executive Director have the authority to issue an in school or out of school suspension. In the event of removal pending a hearing or that penalties include removal of students from instruction, alternative instruction will be provided. South Shore voluntarily adheres to and implements certain provisions of Section 3214 of NY Education Law. Any student facing suspension, and the student's parents, are entitled to due process.

Short Term Suspension of Five Days or Less

- Staff give student notice of the infractions misconduct;
- If the student denies the infraction, the student must be given an explanation of the basis for the misconduct;
- Written parental and student notice prior to the suspension (except in the case of an immediate safety concern) in the parents' dominant language:
 - Must include a description of the infraction and misconduct; and,
 - Must provide an opportunity to request an informal conference with the principal or other designated school administrator;
 - Must notify parents of the opportunity to question complaining witnesses in front of administrator; and
- If after the conference the suspension determination is upheld, written notice of suspension and availability of alternative instruction.

Long Term Suspension (over 5 days) and Expulsion

- Staff give student notice of the infractions misconduct;
- If the student denies the infraction, the student must be given an explanation of the basis for the misconduct;
- Written parental and student notice prior to the suspension (except in the case of an immediate safety concern) in the parents' dominant language:
 - Must include a description of the infraction and misconduct; and,
 - Must provide notice of short-term suspension rights;

- Must provide a notice that a hearing will be held on the long-term suspension or expulsion, and provide the date and time of the hearing;
- Must provide the maximum penalty being sought by the school;
- Must include notice of the following due process rights:
 - Right to counsel at parents' expense;
 - Right to call witnesses (including the student) and confront school witnesses; and
 - Right to present evidence and dispute school evidence;
- If after the hearing, the suspension or expulsion determination is upheld, written notice of suspension and availability of alternative instruction must be given to parents.
- Expulsion recommendations must be presented to the board of trustees or a designated committee of the board for review and possible modification prior to notification to parents.

Note: If the school cannot hold a hearing within five days, then the student can return to school until after the hearing determination. If the parents cannot attend within five days, such adjournment shall be documented in writing. In either case, alternative instruction must be provided.

If the board of trustees' review of an expulsion will make the suspension longer than five days, then the long-term suspension process must be followed to continue to suspend the student with the understanding that the board may expel the student. Again, alternative instruction must be provided by the school.

Alternative Instruction

Alternative instruction must be provided when a student's disciplinary penalty prohibits class attendance beyond one day, whether suspension is in school or out-of-school. The purpose of alternative instruction is to offer discipline in a manner that does not undermine or significantly limit a student's opportunities to learn. South Shore will provide students with all homework, administer all assessments, quizzes and New York State assessments to ensure students may keep pace with classes and requirements for promotion. Appropriately certified, or non-certified personnel qualified under the Charter Schools Act provide alternative instruction allowing the student to have access to free and appropriate public education. Two hours are provided for each day of missed instruction. If a determination is made for expulsion, the family is provided with all necessary information to facilitate registration at another school within ten days. In the event that a determination for expulsion is made at a point during the year which allows insufficient time for re-enrollment, South Shore will provide instruction through the end of the school year. Students who attend alternative instruction will not be marked absent from school.

Appeal Process

South Shore Charter School will follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975)⁷⁶. Parents will have the right to challenge the principal's decision to impose a short-term, long-term suspension, or expulsion in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

⁷⁶ <https://www.oyez.org/cases/1974/73-898>

10c- Special Education Discipline Policy

Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations.

South Shore Charter School will comply fully with the Individuals with Disabilities Act (IDEA) and regulations and relevant sections of the Rehabilitation Act of 1973 when disciplining students with disabilities. The Principal and Deans of School Culture will keep record of all disciplinary actions taken against students with special needs including details of the behavior, the consequence issued, and the number of days students have been removed from the classroom. At South Shore, we will only remove students from the classroom as a last resort. The Director of Students Services will be involved in all disciplinary decision pertaining to students with disabilities.

If a student with an IEP is issued a suspension as a result of violating the code of conduct, for more than ten days or if a suspension will result in the student having a cumulative total of more than 10 days, the Director of Student Services will refer the student to the Central Islip Committee on Special Education (CSE) for a Manifestation Determination Review (MDR). If the student is found responsible for the infraction, the MDR will take place immediately after the hearing. Parents will be informed of their right to challenge the outcome of a MDR. If the parent does challenge the outcome, the school will keep the child in their current educational setting until the matter is resolved. The school will continue to provide normal services and instruction to students during the duration of removal.

If a parent had previously expressed concerns about their child's behavior pattern or if they have requested an evaluation, the student can claim any of the protections given under federal law to students with disabilities. If a school official had also expressed concerns about the student's behavior pattern, the student can also claim the same protections. The Director of Student Services will refer the student to the CSE for a Manifestation Determination Review.

A student who receives 504 accommodation is also entitled to additional protections in disciplinary proceedings. The Child Study Team will review the child's evaluations and section 504 plan and will determine whether or not the conduct which is the subject of the disciplinary proceeding is a manifestation of the student's disability.

If the CSE's MDR Team or the Child Study team finds that there is a connection between the student's disability and the behavior that is the subject of the disciplinary proceedings the student will return to class, and the School and the CSE or Child Study Team will work together with the student and his/her parents to develop a plan to address the behavior within the school or in another setting.

If the CSE's MDR team determines that the student's behavior was not a result of his/her disability, then the school will discipline the child in a similar manner as a student without disability. A parent has the right to challenge the ruling of the CSE's MDR. The student will remain in his/her current educational placement while the hearing is in process. A student maybe removed from school up to forty-five days if a hearing officer finds that the student violated the Code of Conduct by bringing drugs or a weapon on to school property or by inflicting a serious bodily injury on another person, even if the behavior is a manifestation of the child's disability. In such cases, the school will provide an alternative educational setting. When a parent requests a hearing during this time, the child will still remain in the alternative setting during the time of the hearing until a final decision is made by the Impartial Hearing Officer. When a student's conduct is subject to disciplinary procedures and a determination has been made by the CSE that the conduct was a manifestation of the disability, the school will refer the student to the CSE for consideration of a Functional Behavior Assessment or a Behavior Intervention Plan.

10d- Dress Code Policy

If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the school would subsidize the cost of uniforms for parents unable to afford them.

South Shore Charter School students are expected to be in FULL uniform *every day*. We model professionalism with our uniform.

Girls:

- White blouse with round collar; Long or short sleeves. Polo shirts are not acceptable.
- Green plaid jumper or pants; Jumpers should not be shorter than the top of the kneecap.
- Jacket with school logo
- Black long sleeves sweater with school logo.
- All girls must wear black socks or tights.
- ALL black shoes

Boys:

- White dress shirt; long or short sleeve; tucked in at all times; Polo shirts are not acceptable.
- Black dress pants.
- Jacket with school logo
- Plaid matching neck tie.
- Black long sleeves sweater with school logo.
- Black vest with school logo.
- Black belt.
- Black socks.
- ALL black shoes

Gym Day Uniform:

- South Shore green logo sweatshirt.
- Grey sweatpants with school logo.
- Grey skorts for girls
- All black socks; Athletic socks above the ankle ONLY.
- ALL black sneakers ONLY

Out of Uniform

If students come to school out of uniform, the school will call parents/guardians to bring uniform clothing to school for their child. School personnel will do their best to provide students with the appropriate attire if families are unable to bring uniform clothing. If a child borrows an item of clothing from school, items should be washed and returned to school within 3 school days. Parents/guardians should notify school personnel if extenuating circumstances exist that prevent a child from wearing a school uniform.

Hats & Jewelry

Students are not permitted to wear hats or baseball caps in the building. School personnel are instructed to confiscate baseball caps, label the hat with the child's name, and give the hat to the student's teacher who will contact the parent or guardian. Parents and guardians are expected to set up a time with the appropriate school personnel to retrieve the cap. Religious headwear is exempt from this policy.

We ask that students do not wear jewelry that may get lost or broken. Examples include earrings larger than a quarter, long necklaces or bracelets. Students who arrive at school wearing this jewelry will be asked to place it inside their shirt where it is not visible. If school personnel determine that items distract from the learning process, the item will be confiscated and returned upon parent/guardian visit to school. Parents/guardians should notify the school in writing if items are being worn as a religious observance.

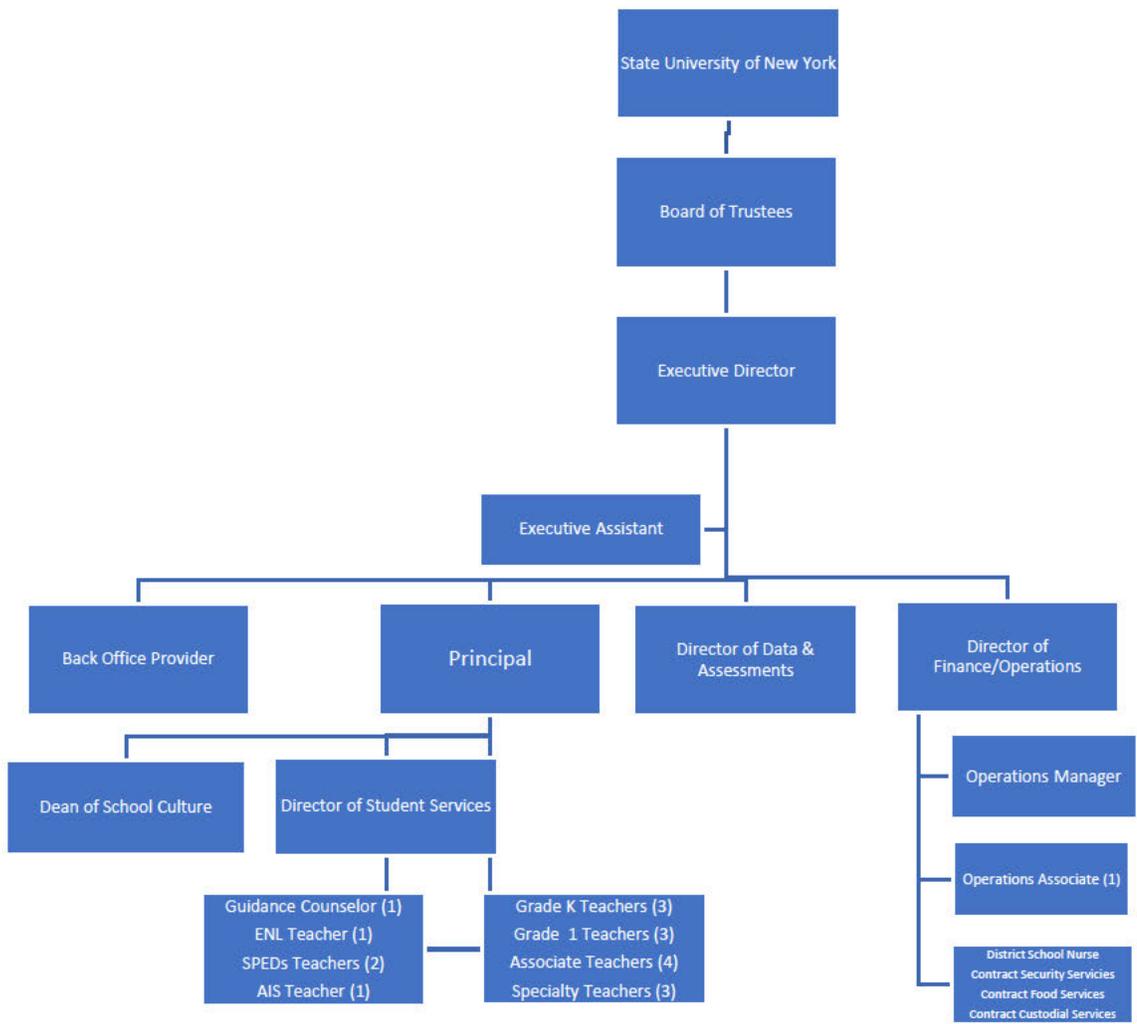
For families that are unable to afford the cost of the uniform, the South Shore Partners Association, a parent association group, will raise funds to assist with the purchase of uniforms for families that express a fiscal need.

11. School Management and Leadership

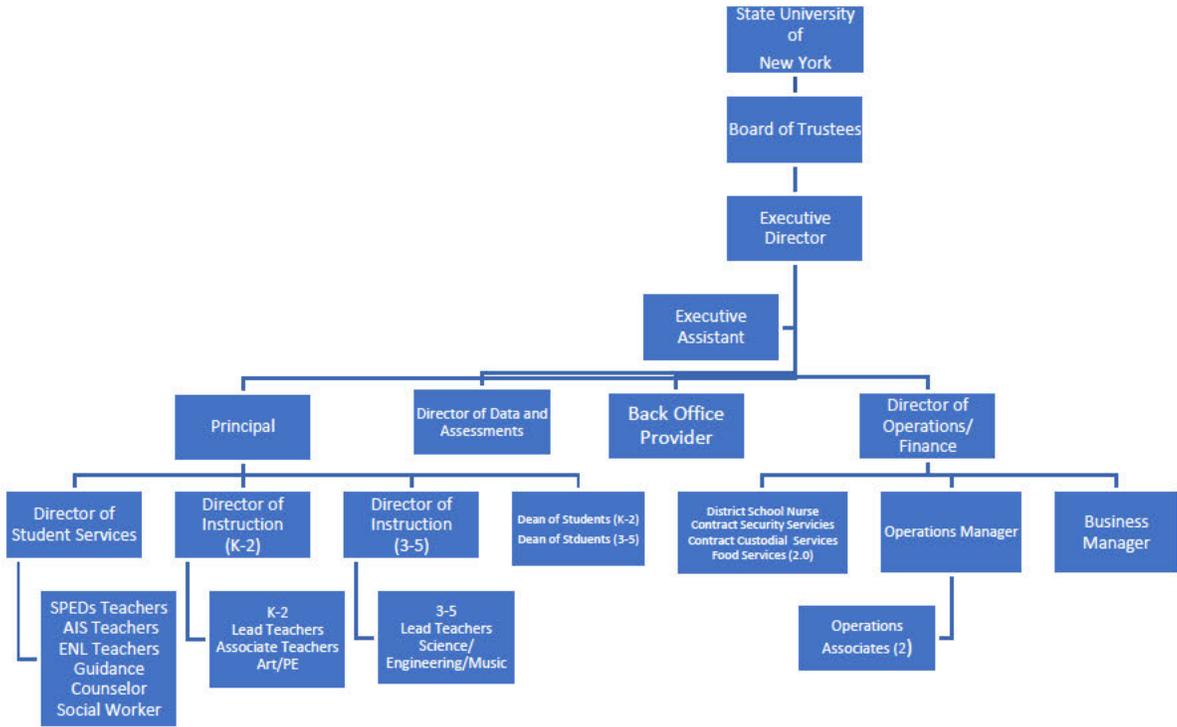
11a- Organizational Chart

Provide organizational charts for the first and fifth years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

Year 1
(2022- 2023)



**Year 5
(2026- 2027)**



11b- School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- Describe the management practices and procedures (e.g., how the school will set priorities and make key organizational decisions);
- Outline the evaluation procedures for staff in management positions; and,
- Describe recruitment plans for the school leader including:
 - o The process and criteria the school will use to select the school leader;
 - o Who has been or will be involved in the selection process; and,
 - o The role of any CMO or partner organization (if any) in the selection process.

The board of trustees is the school's oversight and policy-making body and will be responsible for SS Charter School's academic, operational, and fiscal success. The board will consist of eleven dedicated volunteers with the expertise and fortitude to ensure the success of the school. The board will remain vigilant of the school's academic performance, as well as the school's overall health and act responsively to any potential areas of vulnerability. They will be engaged in intensive board development workshops, retreats, and online programs to maintain effective oversight while building capacity and efficiency in governance. Through effective oversight, the board will ethically and responsibly safeguard the school's fidelity to its mission, vision, charter, and high-quality model.

The board will appoint an Executive Director who will supervise and oversee all instructional, operational, and fiscal program areas. The executive director will collaborate with the board of trustees to execute a robust strategically planning process to establish clear five-year academic and operational goals. Through this process, the board and executive director will determine key priorities and monitor progress through monthly meetings and reporting. The board bylaws will provide guidance on voting procedures for key policy and strategic organizational decisions.

As the organizational leader, the executive director will be responsible for hiring key school management positions, including the principal, director of operations and director of finance. We have chosen this management structure to allow for seamless ownership of responsibilities. While the executive director will focus on the effective functioning of the organization as a whole, serving as a conduit for information and oversight to the board, the principal will serve as the instructional leader of the school, guiding the academic, social, and emotional programming for the students and teachers.

The directors of operations and finance will work in tandem to execute all necessary functions connected to facilities management, assessment and data analysis, student and teacher recruitment, enrollment, procurement, budgeting and fiscal management, human resource management, and all other relevant business management responsibilities. The executive director, principal, and directors of operations and finance will function as the senior leadership team of the organization, working collaboratively through weekly meetings to ensure the continuous improvement of the organization and management of the yearly calendar.

School Leader Recruitment

The most essential role, the principal, will be recruited with participation from board members, the executive director, and other key stakeholders within the community, including a focus group of potential parents and students. A detailed job description will be disseminated to education search firms and other strategic recruitment outlets to ensure a wide and diverse pool of applicants. Resumes will be screened against a rubric outlining the following core competencies: culture and mission fit, effective team management, instructional vision, data-driven instruction, and cultural competency.

After the initial screening process, applicants who have been selected to move forward in the process will engage in a phone interview with the executive director and board chair to further assess culture fit and relevant skills and experience for the position. The next step in the process would be to assign a performance task to the applicant that would be prepared and shared at an in-person interview.

The performance task will ask that an applicant complete a 30-60-90 day plan. This is a document that articulates their intentions for the first 30, 60, and 90 days in the position. It is our expectation that the candidate will be able to articulate their high-level priorities and actionable goals, as well as the metrics they'll use to measure success in their first three months. The value of this task will be to help us see the candidate's competencies around planning for the school year. The principal is primarily responsible for moving tasks throughout the year, including envisioning the school year calendar and the key activities that drive it. A strong candidate will be able to identify the main sequence of their key priorities and determine key metrics to which they will measure their progress.

The applicant will meet with a series of key stakeholders, including additional board members, focus groups of potential families and students, and other friends of the school who could provide a perspective on the qualifications of the candidate. The candidate will present the performance task to the executive director and the board members during this interview phase.

Management Staff Evaluation

We will use a 360-degree method of evaluation for key management positions were described above. Figure 11b.1 outlines to components of the model. The 360-degree approach will allow for key stakeholders representing different areas of engagement with the manager to offer specific quantitative and qualitative feedback about the manager's performance. Key stakeholders would include direct reports as well as supervisors. Areas of evaluation would include interpersonal skills, external relationship building, management/supervisory skills, innovation and creativity, meeting participation/facilitation, and self-management/organizational skills. This evaluation would be conducted on an annual basis and reviewed with the executive director and the manager. Goal-setting and action planning would be the outcome from this evaluation process. A sample of the rubric is provided in **response R-23**.

Figure 11b.1 360- Degree Feedback Component



The 360-degree evaluation process would take approximately 2-3 months to implement. The executive director would be responsible for facilitating the 360-degree evaluation process with the following steps:

Step One: Conduct a meeting with the manager to determine who they would want to be a part of their evaluation team, including their direct reports and lateral-level colleagues. Then, together the executive director and manager would determine what specific goals for the year would focus on in the review process, identifying which quantitative and qualitative metrics would define progress.

Step Two: The executive director will reach out to each of the staff members identified to participate in the 360-degree evaluation for the designated manager. They will receive clear instructions as well as a timeline and the inserted form below instructing them on what areas they will provide feedback.

Step Three: The evaluating participants will send their forms to the executive director by a predesignated deadline. The executive director will review the forms and ask for any clarifications. Then, the executive director will compile all of the forms into one comprehensive narrative, including direct quotations from forms when/if they are relevant without compromising the anonymity of the evaluator. The executive director will send the completed evaluation to the manager and schedule a meeting to discuss the evaluation in depth.

Step Four: In the follow-up meeting, the manager can share their reaction to the 360-degree performance evaluation, seeking any clarification or deeper thoughts about what has been shared. Then, the executive director and manager will determine key next steps as well as the goals for the next year and the metrics for monitoring.

Executive Director Evaluation

The board will conduct the annual evaluation of the executive director against key organizational metrics, including the charter goals, enrollment numbers, teacher retention data, and feedback from direct reports and external partners. The 2018 Marzano District Leader Evaluation Framework will be used. Goals will be set for the year and progress monitoring will happen on a quarterly basis. The Marzano District Leader Evaluation Framework is an objective, evidence-based model that evaluates school leader performance against specific criteria, aligned to professional standards, and specific evidence.⁷⁷ The framework focuses on the non-negotiable goal of student achievement and encourages school district leaders to deliberately undertake the actions that support principals and drive learning.⁷⁸

The six district leader model domains (outlined in Figure 11ab.2 and Figure 11ab.3) align to the domains in the school leader evaluation model. These 21 categories were organized into six domains: (1) a data-driven focus to support student achievement, (2) continuous support for improvement of instruction, (3) continuous support for a guaranteed and viable curriculum, (4) cooperation and collaboration, (5) district climate, and (6) resource allocation. Each critical metric will be assessed on a scale of ineffective, developing, effective and highly effective. We have selected this tool because it is a research-based tool that aligns with our organization. The 2017 RAND Report, School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review, identified the Marzano District Leader Evaluation Framework as one of only two leader evaluation models that meet the Every Student Succeeds Act (ESSA) criteria for evidence-based leader evaluation systems.⁷⁹ This ensures that all stakeholders, including the executive director monitors the progress of our students with disabilities and English language learners. A sample of the rubric is provided in **response R-23**.

⁷⁷ Fuhrman, S., & Elmore, R. (1990). Understanding local control in the wake of state educational reform. *Educational Evaluation and Policy Analysis*, 12(1), 82–96.

⁷⁸ Marzano Research Laboratory. (2011). *What works in Oklahoma schools: Phase I state report*. Englewood, CO.

⁷⁹ Marzano Research Laboratory. (2011). *What works in Oklahoma schools: Phase I state report*. Englewood, CO.

Figure 11b.2 Marzano Domains 1-3



Marzano District Leader Evaluation Model 2018 Update

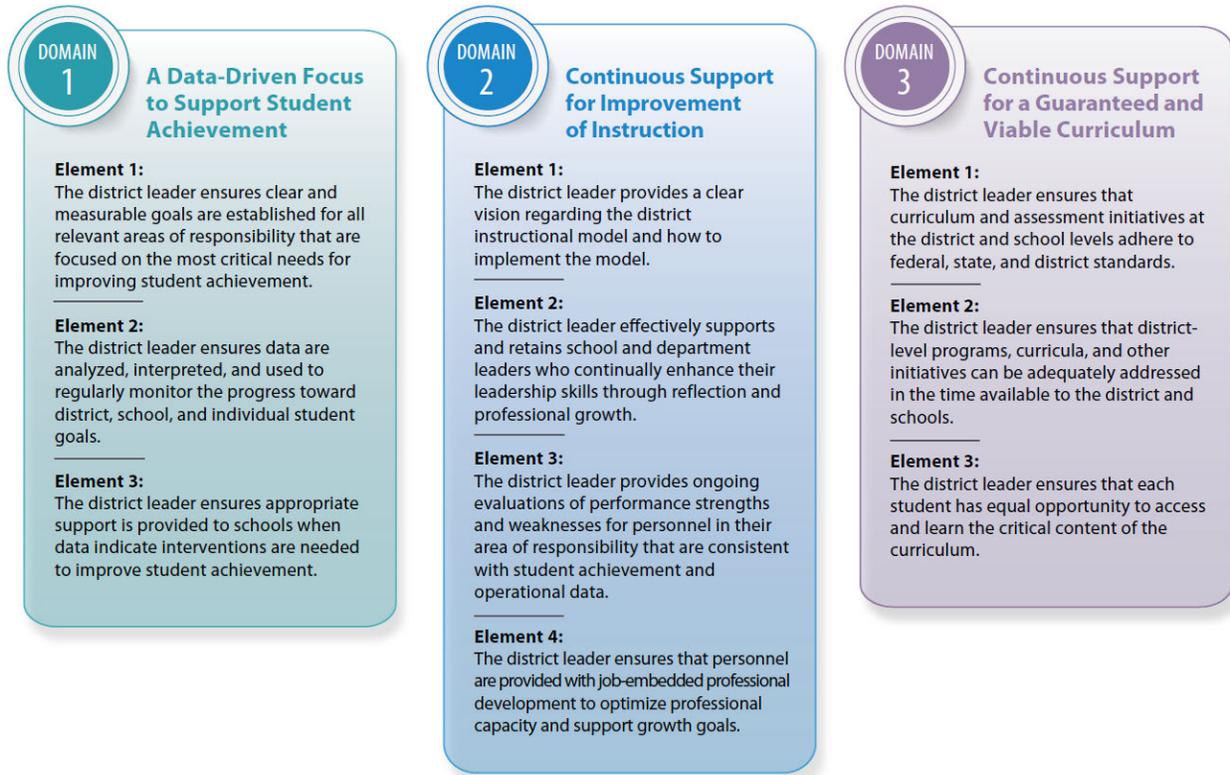
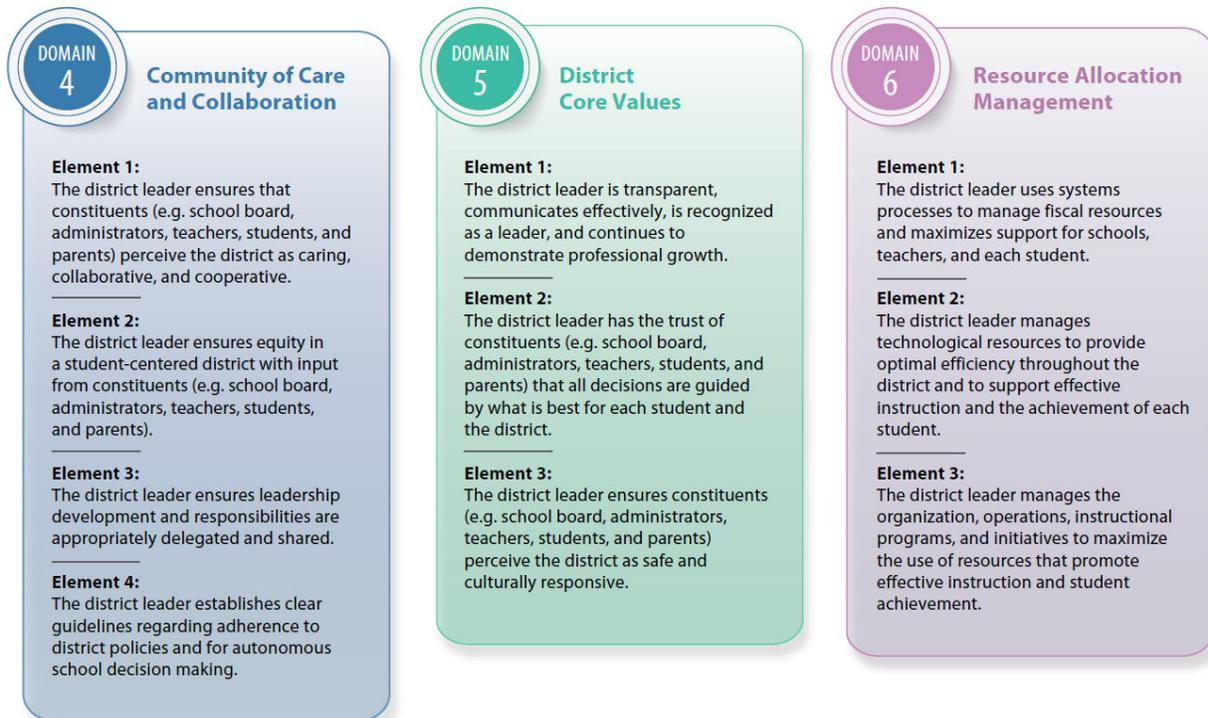


Figure 11b.3 Marzano Domains 4-6



Marzano District Leader Evaluation Model 2018 Update



12. Personnel

12a- Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). The narrative should also address how the proposed staffing structure would lend itself to the provision of instruction in a remote setting.

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
	Y1	Y2	Y3	Y4	Y5	
Executive Management	1.0	1.0	1.0	1.0	1.0	Yrs 1-5 - (1) Executive Director
Instructional Management	1.0	1.0	1.0	1.0	1.0	Yrs 1-5 - (1) Principal
Deans, Directors & Coordinators	3.0	4.0	6.0	6.0	6.0	Yrs 1-5 - (1) Dean of School Culture (K-2), (1) Dir. Student Services, Director of Data & Assessments; Yr 2 - Add (1) Dir. of Instruction (K-2); Yr 3 Add (1) Dean of School Culture (3-5), (1) Dir. of Instruction (3-5)
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0	Yr 1-5- Director of Finance/Operations
Operation / Business Manager	1.0	1.0	1.0	2.0	2.0	Yr 1-5 (1) Operations Manager; Yr 4 Add (1) Business Manager
Administrative Staff	2.0	3.0	3.0	3.0	3.0	Yr 1-5 - (1) Executive Assistant, (1) Operations Associate; Yr 2 Add (1) Ops Associate
TOTAL ADMINISTRATIVE STAFF	9.0	11.0	13.0	14.0	14.0	

INSTRUCTIONAL PERSONNEL FTE	FTE					Description of Assumptions
	Y1	Y2	Y3	Y4	Y5	
Teachers - Regular	6.0	9.0	12.0	15.0	18.0	Yr 1 (6) Gen Ed, Yr 2 (9) Gen Ed, Yr 3 (12) Gen Ed, Yr 4 (15) Gen Ed, Yr 5 (18) Gen Edu
Teachers - SPED	2.0	3.0	4.0	5.0	6.0	Yr 1 (2) SPED ICT, Yrs 2-5 - Plus (1) SPED ICT per grade for each year (1 SPEDs Teacher on each grade)
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	4.0	6.0	6.0	6.0	6.0	Yr 1 (4) TA, Yr 2 Add (2) (1 TA in grades K-2 classrooms)
Specialty Teachers	3.0	5.0	5.0	5.0	5.0	Yr 1 (1) Music/Art, (1) Science/Engineering, (1) PE, Yr 2-5 (1) Art, (1) Music, (1) Science Lab, (1) Engineering, (1) PE
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	1.0	2.0	2.0	2.0	2.0	Yr 1-5 - (1) Guidance Counselor, Yr 2 Add (1) Social Worker
Other	2.0	3.0	4.0	5.0	5.0	Yr 1-5- (1) ENL, (1) AIS; Yr 2 Add (1) ENL Yr 3 Add (1) AIS; Yr 4 Add (1) ENL
TOTAL INSTRUCTIONAL	18.0	28.0	33.0	38.0	42.0	

**NON-
INSTRUCTIONAL
PERSONNEL FTE**

Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	2.0	2.0	2.0
TOTAL NON- INSTRUCTIONAL	0.0	0.0	2.0	2.0	2.0

District School Nurse- Based on research on similar Long Island Charter Schools
N/A
Contracted Service
Contracted Service
Year 1-2- Outsourced Food Services; Years 3-5; Hire (2) Kitchen Staff

TOTAL PERSONNEL SERVICE FTE	27.0	39.0	48.0	54.0	58.0
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12b- Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

The qualifications for each primary position, including teachers, will first be based on four core competencies that are relevant to the specific role. While all primary positions must have mission and culture fit as a core competency, the others will be determined by the primary functions and responsibilities of the role. These core competencies will guide our recruitment and hiring process, allowing us to craft targeted interview questions and performance tasks to ensure that we fill these roles with the best candidates.

As noted above, every staffing position at South Shore Charter School will have to embody the core competence of mission and culture fit. It is essential that we hire individuals who believe in our mission and values as a school, as well as the promise that we are making to our students and families. We define the core competence of mission and culture fit as the following:

Culture and Mission Fit

South Shore Charter School staff members will be able to demonstrate a resonance with our mission to cultivate in our students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society, based on their prior experience in the education sector or based their lived experience. All South Shore Charter School job candidates will demonstrate an understanding of the role of the school in ensuring academic and character excellence in our student and adult community. Finally, South Shore Charter School staff members will be able to articulate our South Shore values of benevolence, excellence, achievement, community, organized, and noble, providing clear examples of what these values look like, sound like, and feel like in action and in the behaviors that we exhibit each day.

Our expectation is that every person we hire to join the South Shore Charter Center community will reflect this mission and culture fit. The following core competency and key responsibilities documents outline the qualifications for each primary staffing position that are expected in addition to culture and mission fit, starting with the executive director position.

Executive Director Core Competencies and Key Responsibilities

Team Development and Management

The executive director of South Shore Charter School will have a demonstrated history of hiring and developing a highly skilled talent to oversee key operational, financial and instructional functions of the school. The executive director will have experience managing the team's workflow, performance evaluation processes, and leadership development. The executive director will also know how to drive their direct reports strategically to further the mission and vision of the school.

Board Management

The executive director of South Shore Charter School will have a demonstrated history of managing a non-profit board of trustees, understanding their role as the ultimate stewards of the organization. The executive director will be skilled at driving board governance activity, engaging them in the strategic, financial, and programmatic planning of the school. The executive director will have experience working in tandem with a board chair, supporting their leadership role with continued access to essential information about the functioning of the school and other relevant data and communications from key stakeholders, including the school's authorizer.

Strategic Planning Expertise

The executive director of South Shore Charter School will have a proven history of launching and managing a strategic planning process, articulating all critical phases and engaging key stakeholders. The executive director will be skilled in identifying the essential qualitative and quantitative data that informs and drives the strategic planning process, using it to create concrete 5-year organizational goals and metrics against which they will be measured. Lastly, the ED will have experience operationalizing these goals to provide well-defined deliverables that will ensure progress.

External Relationship Building

The executive director of South Shore Charter School will have experience building and maintaining key relationships with community stakeholders, including parents, district agency leaders, vendors, consultants, school authorizer liaisons, and potential funders. The executive director will also be skilled at developing new external relationships that will build allies and champions within the school community to strengthen the school's presence and value to the local community.

Key Responsibilities

- Managing a highly talented team of senior leaders overseeing the primary functions of the school.
- Leading any and all strategic planning processes in partnership with the board of trustees.
- Maintaining communication and compliance with the school authorizer, including managing site visits and overseeing annual data reporting.
- Drafting and monitoring an annual budget in partnership with the board of trustees and the director of finance.
- Overseeing all marketing and branding efforts of the school to maximize student enrollment and community outreach.
- Using data collection and analysis to drive instructional decisions in partnership with the principal and the board of trustees.
- Providing general oversight and quality control of the functioning of the school, ensuring safe and ethical operations in service to the students, families, and staff members.

Principal Core Competencies and Key Responsibilities

Curriculum and Instructional Planning

The principal of South Shore Charter School will have a demonstrated understanding of how to create an instructional vision for the elementary grades, including the ability to select rigorous curricula. Additionally, the principal will be skilled at developing a clear scope and sequence for key subjects that is aligned to the NY State Common Core Learning Standards. The principal will also demonstrate an intellectual curiosity for exploring new and different resources to continuously improve the instructional program at South Shore Charter School.

Strong Interpersonal Relationship Skills

The principal of South Shore Charter School must have an impressive record of managing positive relationships with multiple internal stakeholders, including students, parents, and teachers. The principal must be known to establish trust and psychological safety in the school community both adults and children.

Data-driven Instruction

The principal of South Shore Charter School will have demonstrated experience in analyzing assessment data to set instructional goals for students and teachers. The principal will show an ability to lead the instructional leadership team as they determine the areas of focus from the data and strategically plan data analysis professional development opportunities for teachers. The principal will be able to provide guidance to teachers on setting instructional priorities that are standards-based and will move student outcomes towards meeting the charter goals.

Strong Calendar and Time Management

The principal of South Shore Charter School must demonstrate an ability to manage the school calendar, in collaboration with the operations team. The principal will set a clear vision for key events that support student and family engagement in the school community. The principal will have experience managing daily announcements for teachers and students, while driving critical deadlines and meetings to support the continuous, uninterrupted flow of effective instruction.

Key Responsibilities

- Developing the K-5 curriculum that is aligned to the NYS Common Core Standards.
- Selecting assessments and managing the interim assessment process, including the data analysis professional development days for teachers.
- Developing and managing the daily, weekly, monthly, and yearly schedules to ensure the smooth flow of instruction.
- Participating in the recruitment and hiring of high quality teachers.
- Maintaining consistent communication and engagement with families.
- Observing and evaluating teachers with a clear mechanism for providing feedback.
- Managing the instructional leadership team, including the dean of culture to provide the highest quality of care and support to South Shore Charter School's students.

Director of Operations and Finance Core Competencies and Key Responsibilities

Financial Management Expertise

The director of operations and finance demonstrates a proven-history of successfully managing a multi-million dollar budget. This expertise must include setting up accounting practices that are managed by a secure online system. The director of finance must create and enforce internal controls that separate duties such as purchasing and receiving, and banking management and reconciliation and accounts payables. The director of operations and finance must also have experience creating financial reports to present to the executive director, board finance committee and full board of trustees for regular financial and cash flow monitoring.

Audit Management

The director of operations and finance must have a proven history of managing a comprehensive audit process, including establishing and managing an audit calendar in coordination with the independent auditors. The director of operations and finance must also have experience establishing organizational systems that facilitate a smooth audit process, resulting in unqualified audits and few to no management concerns from the perspective of the auditor. Finally, the director of operations and finance will have proven experience serving as a liaison and facilitator between the board and the independent auditor to ensure that there is transparency and full compliance with the process.

Strong Interpersonal and Supervisory Relationship Skills

The director of operations and finance will be overseeing a large department of individuals responsible for the effective implementation of day-to-day duties. To this end, they must have an impressive record of managing positive relationships with multiple internal stakeholders, including their direct reports, other operations and finance team members, colleagues, and teachers. The director of operations and finance must be clear in his/her delegation of responsibilities and the management of work plans across the department. The director of operations and finance must also be skilled at fostering a cohesive team that is rooted in trust, integrity, and responsibility to the critical school stakeholders who rely on the quality and efficiency of their work.

Key Responsibilities

- Establishing all of the high level finance and operational systems for the school, including purchasing, financial management, record keeping, compliance, technology and facilities management.
- Managing a high-performing finance and operations team who oversee recruitment, enrollment, facilities, student information, and other key tasks.
- Serving on the senior leadership team in partnership with the executive director and principal, ensuring the successful running of the school.
- Managing and overseeing the annual audit process, including engaging with the independent auditor and the board.
- Maintaining all financial records and reporting, ensuring the creation of monthly finance reports and timely budget management,
- Engaging with external partners as it relates to back-office support, building maintenance, grant management, and other key compliance issues relative to the school's operation.

Director of Student Services Core Competencies and Key Responsibilities

Special Education Expertise

The director of student services must have demonstrated expertise in the key issues faced by our students with additional needs, including our students with disabilities and ELLs. The director of student services will be responsible for managing our special education program, coordinating with teachers, families, and instructional leadership to ensure that our SWD and ELLs are receiving updated support and are making progress against their goals. The director of student services must be well versed in IEP management and understand the necessary compliance demands that are required at the local and state level.

Strong External and Internal Relationship Building

The director of student services will have a proven record of building and maintaining key relationships with community stakeholders, including parents, school district personnel and service providers, all in an effort to provide the highest level of service and advocacy to our special needs populations. The director of student services will not only act as a chief advocate for students and families, but will also work to equip families with the knowledge and skills to get the best support options for their children. The ability to successfully engage with these stakeholders is paramount to both staying in compliance and creating a pathway to academic progress for our SW and ELLs.

Instructional Planning

The director of student services will have a solid understanding of how to develop and deploy instructional resources for our special education and ENL teachers in accordance with student IEPs and best practices. This instructional guidance will be in coordination with the principal and other instructional leaders who will keep student learning goals in view. The director of student services will also demonstrate an intellectual curiosity for exploring new and different resources to continuously improve the instructional program for our students with disabilities and ELLs.

Key Responsibilities

- Overseeing all aspects of South Shore Charter School's special education program, including supporting teachers, families, and teachers in their planning and advocacy.
- Managing all IEP compliance with State requirements, providing key data for reporting purposes.
- Working in coordination with the principal to develop a comprehensive instruction vision for SWD and ELL's in accordance with their IEPs and the greater instructional program.
- Working with district officials to ensure the delivery of services to students based on their IEP requirements.
- Managing student services team including the guidance counselor, special education and ELL teachers and academic intervention specialist, overseeing and monitoring their work plans.
- Conducting parent meetings to monitor progress and evaluation needs for their children in compliance with existing educational programs.
- Monitoring and updating service information to ensure proper billing and FTE reporting to the State.

Dean of School Culture Core Competencies and Key Responsibilities

Exceptional Student Management Skills

The dean of school culture will have a demonstrated history of strong classroom and student management, serving as a model for teachers as they create their classroom culture and routines. The dean of school culture will also facilitate all school gatherings to teach, reinforce and celebrate the school's core values; therefore, they must be able to actively engage students and build buy-in to the school's culture in real-time. Finally, the dean of culture should have a history of identifying culture "hot spots" in classrooms and offering individualized support to teachers who may be struggling in this area.

SEL/Character Education Curriculum Development

The dean of school culture will have a solid understanding of how to create a strong social emotional learning and character education program in cooperation with the principal and director of student services. The dean of school culture will be skilled at accessing resources that provide an SEL scope and sequence that is developmentally appropriate and effective for our students. The dean of culture will help in implementing individualized SEL plans for students in partnership with teachers, the director of student services, and guidance counselor when it is appropriate. At the same time, the dean of school culture will drive the character education program in service to the entire school community to align everyone around our core values and behavioral expectations.

Strong Calendar and Time Management

The dean of culture must demonstrate an ability to manage events, in collaboration with the operations team and the principal. The dean of culture will set a clear vision for key events that reinforce South Shore's Charter School's core values across all communities--student, parent, and staff. The dean of culture will develop external partnerships that will enhance the SEL and character education programming by launching events in service to the families and students. These responsibilities will demand an ability to accurately manage a full calendar and consistent communication with key stakeholders about important times and dates.

Key Responsibilities

- Developing and implementing the schoolwide character education programming through group events and meetings.
- Working with the student services team to establish a clear scope and sequence and resources for the social emotional learning program.
- Creating and managing community engagement events with families and community partners to reinforce the school's core values and presence in the community.
- Providing individual student intervention as needed in partnership with the student services team, including engaging with families.
- Developing a comprehensive Code of Conduct, outlining the meaning and behavioral expectations relative to the schools core values and other relevant laws.
- Modeling effective classroom culture and management techniques for teachers and supporting continued professional development throughout the year.

Director of Data and Assessment Core Competencies and Key Responsibilities

Effective Project Management

The director of data and assessment must have a demonstrated ability to manage multiple assessment and data analysis projects simultaneously. This ability includes comprehensive knowledge of relevant testing dates and the efficient procurement, tracking and storage of assessment materials. The director of data and assessment must also be skilled at communicating relevant timelines and processes to leadership, teachers and families in preparation for key testing cycles throughout the year.

Data Collection, Analysis and Reporting Skills

The director of data and assessment will have a history of success collecting and organizing data from multiple sources, including assessment, attendance, and student information data. The director of data and assessment will engage in multiple forms of data analysis in partnership with the principal and executive director as well as other relevant stakeholders. Lastly, the director of data and assessment will be highly proficient in aggregating and data and create reports and presentations to share with the larger community, including teachers at data meetings, instructional leadership and board members and monthly board meetings. The quality of data presentation is critical for an aligned understanding of progress towards specific quantitative goals.

Strong Interpersonal Relationship Skills

The director of data and assessment must have an impressive record of managing positive relationships with multiple internal stakeholders, including colleagues, teachers, and board members. The director of data and assessment will be relying on staff in both instructional and operational departments; therefore, he/she must be known to easily cultivate trust and mutual respect in order to keep the wheels of assessment administration and monitoring on pace.

Key Responsibilities

- Managing and overseeing all school-wide assessment administration, from interim assessments to ELL testing to NYS ELA and Math testing.
- Leading and organizing the operational demands of assessment administration, both from technological and material perspectives.
- Managing operations support staff to assist with testing administration, providing clear direction, deadlines, and deliverables.
- Conducting comprehensive assessment data analysis, disaggregating data by multiple factors including gender, grade level, SWD and ELL designations and performance level.
- Creating data reports for various stakeholders, including teachers, instructional and organizational leadership and the board.
- Assisting the executive director with State data compliance reporting.
- Providing on-the-spot data support upon request from leadership if needed for the further advancement toward instructional or organizational goals.

Directors of Instruction Core Competencies and Key Responsibilities

Curriculum and Instructional Planning

The directors of instruction will have a demonstrated understanding of how to co-create and support an instructional vision with the principal for elementary age children, including the ability to evaluate and select rigorous curricula. Additionally, the directors of instruction will be skilled at developing a clear scope and sequence for key subjects that are aligned to the NY State Common Core Learning Standards. Lastly, the directors of instruction will be instrumental in articulating and reinforcing the instructional vision to the teachers they develop and coach.

Data-driven Instruction

The directors of instruction will have proven experience in analyzing assessment data to set instructional goals for students and teachers. As integral members of the instructional leadership team, the directors of instruction will help determine the areas of focus from the data and strategically plan data analysis professional development opportunities for teachers. The directors of instruction will demonstrate an ability to provide guidance to teachers on setting instructional priorities that are standards-based and will move student outcomes towards meeting the charter goals.

Transformational Coaching Skills

Through observation, co-planning, evaluation, and feedback, our directors of instruction will demonstrate a proven ability to coach our teachers in their instructional delivery. Drawing from their own teaching experience, directors of instruction will provide valuable feedback to teachers on their practice, planning, and objectives to help them become transformational educators, vis a vis, the specific South Shore Charter School population. Finally, our directors of instruction will embody the emotional intelligence and empathy needed to build strong relationships with their teachers, while driving them towards their professional goals.

Key Responsibilities

- Working in partnership with the principal to develop the standards-based core curriculum, including the scope and sequence for key subjects.
- Regularly conducting classroom observations and lesson plan reviews to monitor teachers' instructional delivery.
- Working in partnership with the director of data and assessment to review and analyze assessment data to drive instruction and goal setting.
- Planning the teacher professional development calendar and providing specific trainings relevant to their expertise.
- Providing coaching support to teachers to improve aspects of their instructional practice outlined in the Danielson Framework.
- Participating in grade level common planning meetings to monitor the rigor in planning and ask questions to enhance the strength and differentiation of the lessons.
- Providing individualized student support when needed with respect to behavioral or academic concerns.

Classroom Teacher Core Competencies and Key Responsibilities

Strong Classroom Management Skills

Teachers at South Shore Charter School will have a demonstrated history of strong classroom and student management, establishing a value-based culture with clear behavioral expectations and routines. They will embody an ability to use student engagement as a management tool, challenging their students with rigorous materials and content to minimize distractions. Teachers will also be skilled at allowing their students to take ownership of their classroom community which will strengthen their own investment in creating a safe and productive space for all learners.

Data-driven Instruction

Teachers at South Shore Charter School will have demonstrated experience in analyzing assessment data to set instructional goals for students. They will understand the necessary steps in using the data to drive their own instructional choices, in real time from checks for understanding and in the short and long term with respect to lesson planning and flexible groupings. Teachers will also work collectively in grade teams to use the data to influence their unit planning and to drive more rigorous conversations and classroom assessment tools in service to proficiency on the state exams.

Cultural Competence and Responsiveness

In service to the South Shore Charter School student and family community, our teachers will demonstrate an understanding of the cultural needs of our students, particularly their language and the historical barriers that they often confront on their educational journey. Our teachers, regardless of race or background, will be open to continued professional development, exploring the history of white supremacy and systemic racism and its impact on the educational system. Finally, South Shore Charter School teachers will remain open to feedback concerning their own competence when speaking about and working with their classroom of students, understanding that educational equity is part of the vision for the school.

Key Responsibilities

- Establishing routines and procedures from the first days of school to ensure a strong classroom culture.
- Developing the curriculum scope and sequence for all subjects in partnership with the instructional leadership team and grade team partners
- Creating daily lesson plans for all subjects, including daily forms of assessments like exit tickets.
- Engaging in data analysis to drive instruction and set learning goals for students.
- Frequently communicating with families with an eye toward cultural sensitivity, to keep them engaged with their child's learning and apprised of their progress.
- Participating in daily planning meetings to align around lessons and assessment methods.
- Participating in weekly professional development to continuously improve instructional practices.
- Supporting school wide culture initiatives and events.
- Modeling South Shore Charter School's core values to create a safe and productive space for the community.
- Facilitating community building activities that reinforce the character education program at the school,

Operations Manager Core Competencies and Key Responsibilities

Strong Interpersonal and Supervisory Relationship Skills

As a middle manager, the operations manager will be responsible for several individuals who will directly implement the day-to-day duties of the school. To this end, the ops manager must have an experienced record of managing positive relationships with multiple internal stakeholders, including their direct reports, other operations team members, colleagues, and teachers. The ops manager must be clear in their delegation of responsibilities and the monitoring of work plans within the department, while fostering a culture of trust and respect.

Effective Project Management Skills

The operations manager must have a demonstrated ability to manage multiple projects simultaneously, whether they are events, recruitment processes, or facilities concerns. These skills require knowledge of creating project plans and managing effective communication with everyone engaged in these projects, while setting clear benchmarks and deadlines for the work.

Strong Calendar and Time Management

The operations manager must demonstrate an ability to manage events and processes in collaboration with other operations team members with strong timing and deadlines. On a daily basis, the ops manager will have to master setting clear task priorities, while responding to real time operational demands that arise. This will require a strong sense of discipline coupled with patience and quick problem-solving abilities

Key Responsibilities

- Managing a team of operations associates who implement all operations functions for the school.
- Implementing the school calendar of events in consultation with the principal and the director of operations and finance.
- Providing real-time support to staff and faculty in response to operations needs.
- Supporting facilities management as needed.
- Communicating with families and other external stakeholders about key school events and meetings.
- Managing and updating the school website.
- Assisting with technology needs when relevant.
- Supporting the student information officer with all aspects of student information, including the school lottery and enrollment.

12c- Staff Recruitment and Retention

Describe plans to recruit and retain staff members, particularly high quality teachers including:

- *The processes and policies to recruit and hire teachers and other staff members that takes into consideration the specific quality and availability of talent in the proposed geographic area;*
- *The strategies for retaining high quality teachers; and,*
- *How the school would undertake teacher recruitment should traditional in person methods (e.g., career fairs, in person interviews, recruiting events, etc.) be unavailable as a result of the COVID-19 pandemic.*

Our staff recruitment policies and processes will always start with clearly defining the roles that we are seeking to fill, whether it be in leadership or for teachers. The process will include the following steps:

Step One: The Executive Director and other relevant team members will create a job description and core competencies for the position. This will ensure that everyone is aligned on what we are looking for in the ideal candidate. This will prevent any personal biases or hiring within personal networks outside of the qualifications.

Step Two: The position job description will be posted in relevant popular job search engines. We will also leverage our relationships with education partners to post job descriptions on other educator community sources. All job descriptions will also be posted on our website and shared within the school network, i.e. current teachers, board members, families.

Step Three: The hiring team review resumes as they are received, select those that would warrant a phone screening and then create a core competency rubric for upcoming phone screens against which to assess potential candidates.

Step Four: The hiring team will conduct phone screens with candidates who have the desired experience and qualifications for the role. During the phone screening, the candidate will be rated against a core competency rubric. Based on their performance on the phone screen, they will be invited for an in-person interview and performance task. Teaching candidates will be invited for an in-person interview and a 30-minute demo lesson followed by a feedback debrief.

Step Five: The in-person interview and performance task/demo lesson process is straightforward. The candidate will be given information in advance on what to prepare. Teaching candidates will be asked to prepare a 30-minute lesson in a subject of their choice, encouraged to include a form of end of lesson to determine the student's learning of the subject. During this lesson, the hiring team will be looking for the following:

- strong classroom management skills, evidenced by behavioral expectations set early in the lesson
- clearly articulated learning objectives
- multiple checks for understandings
- relationship building techniques between teacher and student
- a balance between student and teacher voice
- end-of-lesson assessment to check for student learning

Step Six: After the demo lesson/performance task, the candidate will sit down for a more in-depth interview, debriefing the lesson and receiving feedback on how the lesson or performance task was executed. The intent of the post-lesson interview is to observe how the candidate responds to feedback and how they self-reflect on their work. Candidates will also have the opportunity to ask their own questions about the schools, students, learning program and their overall alignment to South Shore Charter School's mission and vision.

Recruitment and Retention Strategies

Beyond posting our job openings on key educational and job search engines, our staff will attend several job fairs throughout the year, led by key educational partners like the New York Charter Center and Teacher's College. These job fairs will give us the opportunity to meet candidates face to face and share details about South Shore Charter School. These job fairs also give us an opportunity to differentiate ourselves from other schools as we articulate our professional incentives, mission and vision, and the strengths of the community that we serve.

If in-person interactions are prohibited due to the COVID-19 epidemic, upon posting our job openings on key sites, we will also host virtual open houses for potential teachers, giving them an opportunity to learn more about our school and to give us a chance to have some face-to-face interaction before receiving resumes. We will screen candidates and have them conduct demo lessons online as well. The hiring process will be carried out online, trusting that there will be the same focus and commitment to evaluating and selecting the best talent based on their management of the process and their performance.

In order to hire and retain the best talent, we will emphasize the following factors and engage strategies that will encourage potential teachers to join our team and encourage those on our team to continue their professional journey with us.

Leadership Pipeline- As a startup school, we know that opportunities for leadership and growth will be available as our capacity expands. We will emphasize to candidates that they will have the opportunity to step into leadership roles, like grade level chairs or even as directors of instruction or deans of culture. This emphasis on potential advancement will resonate with candidates who are committed to their growing contribution to the community as well as their development as an educator.

Mutual Accountability- We want potential candidates to know that they have a voice in the development and direction of the school; therefore, we will emphasize that twice a year, staff will be invited to participate in surveys to provide feedback on school leadership in the areas of operations and academics. Teachers will also be encouraged to attend board meetings to remain informed about the health and progress of the organization as a whole.

Explicit "Stay conversations"- We want our high performing teachers to know that they are valued at the school, therefore, during their mid and end of year reviews, we will be explicit in our communication about their value, encouraging them to stay while soliciting their open feedback about what factors would support their retention.

School Culture Team- We know that building trust and a strong organizational culture is crucial for the retention of our highest performing staff members. To that end, we will form a school culture committee to ensure relationship building among staff remains a top priority. The culture team will organize celebrations around special life events of staff members. We will also plan quarterly team outings that foster relationship-building outside of the workspace.

Some more concrete offerings to promote retention will include:

- *A competitive retirement package (4%) employer match-* We are aware that benefits such as retirement packages are effective in retaining high quality staff as they see our school investing in their future security. A 4% match is competitive with many other schools and organizations and would promote retention of staff through our first charter term.

- *Tuition reimbursement up to \$3,000 per year*- South Shore Charter School staff will have the opportunity to pursue other means of professional development, including advanced degrees with our tuition reimbursement program. Staff members will propose their interest to the direct supervisor, articulating the relevance to their growth in the current position. Tuition reimbursement receives final approval from the executive director.
- *External professional development opportunities*- Beyond tuition reimbursement, we will support other external professional development opportunities, including conferences and school visits to learn other best practices and to build professional networks that may bring additional resources back to the school.
- *Pathways to Teacher Certification w/ local university at discounted rate* - By establishing partnerships with local universities, we will help our teaching assistants develop a pathway to their certification as an investment into their future as head teachers and educational leaders in the long term. For example, we have met with the Dean of the Teacher Education program at New York Institute of Technology. They are committed to offering our uncertified teachers a pathway to certification at a reduced cost. Through this partnership, we are also making a commitment to the teaching field, overall, as we stress our investment in our teaching corps. This is particularly important at a time when we are seeing teacher shortages nationwide and the field is recovering from the traumatic impact of the COVID-19 pandemic.

12d- Personnel Policies

Submit a copy of the proposed education corporation's personnel policies.

Welcome to South Shore Charter School!

We are thrilled that you have decided to join our team and serve our children and community on this next stage in your own career path. We hope that your experience with South Shore Charter School will be gratifying and rewarding, filled with opportunities to both teach and learn side by side with our students, families, and your colleagues in service to our mission.

In joining South Shore Charter School, you are making a commitment to the school and the Central Islip community. We hope you will take pride in being part of a larger movement in education in which we are working to achieve equity and opportunity for children from diverse backgrounds and experiences. As a member of the School's team, we are confident that you will devote the full measure of your talents and energies to improve the environment and quality of our school.

We wish you our best wishes and hopes as you grow in your connection and involvement with South Shore Charter School.

Sincerely,

South Shore Charter School

INTRODUCTION

This Employee Manual and policies (the "Handbook" or "Manual") are designed to assist in achieving consistent staffing practices and to leverage the human and other resources of South Shore Charter School (the "School") in the achievement of its mission and goals. 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 Senior Leadership Team, consisting of the executive director, principal, and director of finance and operations, 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 Senior Leadership Team 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 unless otherwise agreed upon by the Board of Trustees and Senior Leadership Team. 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 Executive Director may take recommendations to the Board for changes at any time.

1. AN OVERVIEW OF THE SCHOOL

South Shore Charter School is setting out to become one of the most innovative schools in the community. We hope to serve the children of our community and to create a safe and creative space that will inspire our students to become leaders and stewards of their communities, both locally and globally.

A broad cross-section of the community has joined together to create this unique School: parents, educators, social service executives,, community leaders and business people. At the same time, the deep need for better educational alternatives is longstanding and well known.

South Shore Charter School is a public School, educating all eligible children based on our admissions policy, on a completely non-discriminatory and secular basis. We have created a school that is built on the key design elements of extended learning time, increased ELA and Math instructional minutes, resilience-focused charter education, social and emotional learning, inquiry based learning, and academic and social emotional intervention services. Through these elements, we believe we are creating an educational experience that will develop our students' sense of curiosity, tenacity, and intellect to become innovative leaders. We are honored that you are joining us in this endeavor.

1.1 WHAT YOU CAN EXPECT FROM THE SCHOOL

The School believes in creating a harmonious, equitable, and safe environment for its employees. The following objectives are designed to help up reach this aim.

1. Provide an exciting, challenging, and rewarding workplace experience.
2. Provide employment opportunities on the basis of skill, training, ability, attitude, character, and organizational 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 equitably according to industry compensation standards, as well as effort and contribution to the School when appropriate.
4. Review wages, employee benefits and working conditions regularly with the objective of being as competitive in these areas as possible, with deference to the various demands on the School's available resources.
5. Assure employees an opportunity to discuss any issue or problem with the Senior Leadership Team..
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. Develop and implement a fair and comprehensive process for promotion, rooted in ability, work ethic, and evidence of results.
10. Keep all employees informed of the progress of the School, as well as its overall goals and objectives.
11. Promote an atmosphere at the school that promotes psychological safety and trust amongst the members of the community.
12. Maintain an atmosphere that is free from harassment or discrimination on the basis of any protected classification or characteristic.

1.2 WHAT THE SCHOOL EXPECTS FROM YOU

It is every member of the South Shore Charter School community's responsibility to ensure that we meet these aforementioned objectives. Your primary responsibility is to know your own duties and how to do them promptly, effectively, efficiently, correctly and pleasantly. In addition, you are expected to bring an attitude and energy to the work environment that promotes positivity and collegiality.

You are expected to be a beacon in the community, reflecting the values of benevolence, excellence, achievement, community, organized, and noble. In your training throughout the year, you will be consistently be reminded of what these values look like, feel like, and sound like. 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 also committed to ensuring that 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.

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 appropriate member of the Senior Leadership Team 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 Board of Trustees as a last resort.

1.4 MISSION

The mission of South Shore Charter School is to cultivate in our students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society.

2. EQUAL OPPORTUNITY & ANTI-HARASSMENT

South Shore Charter 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.

South Shore Charter School's Board of Trustees ensure 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 I, Americans With Disabilities Act, as amended
- Equal Pay Act of 1963 (EPA), as amended
- Civil Rights Act of 1991, as amended

South Shore Charter 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 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.

South Shore Charter 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 the Director of Operations and Finance..

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.

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.

Please note that South Shore Charter School reserves the right to amend, 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. ANTI-DISCRIMINATION POLICY

It is the policy of South Shore Charter 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.

South Shore Charter School shall comply with the full 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 South Shore Charter School leadership team, including the Board of Trustees if relevant, , 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 Senior Leadership team and the Board of Trustees, if relevant.

2.2.1 Recruitment

South Shore Charter School will put forth maximum effort to attract minority, female and disabled applicants for staff positions in every capacity.

Should a workforce analysis reveal certain job classifications where the representation of women, minorities, or disabled is deficient, South Shore Charter School shall develop an action plan that will provide corrective action to mitigate the situation. Employment practices will be revised to ensure that non-discrimination efforts are in place. These practices will undergo consistent monitoring and review for their effectiveness. .

2.2.2 Recruitment Sources

To ensure a diverse pool of candidates for positions at South Shore Charter School, our recruitment efforts and outreach will include a range of agencies and organizations including colleges and universities, search firms, and target-rich employment agencies. Job openings and job descriptions will be distributed widely to ensure a broad base of interest in our positions. We will also participate in job fairs and panels.

2.2.3 Job Advertisements and Marketing

All advertisements and marketing materials designed for recruitment efforts will state clearly that South Shore Charter School is in full compliance with all state and Federal laws, including the Americans with Disabilities Act of 1990.

2.2.4 Personnel Record Keeping

South Shore 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 1-5 years.
- b. Employee files containing all forms related to employment with South Shore Charter School.

2.2.5 Discriminatory Practices

Any employee who engages in a discriminatory practice shall be subject to disciplinary action, up to and including termination.

2.3 ANTI- HARASSMENT

1. The Policy

It is the policy of South Shore Charter School to prohibit any harassment towards those 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 to demonstrate the School’s commitment to maintaining a workplace environment that is free of harassment of and by its employees.

2. Defining Harassment

The School intends to provide a work environment that is joyful, professional and free from intimidation, hostility or other offenses, which might interfere with work performance. Harassment of any sort whether it is verbal, physical or visual on any basis, but with special consideration for 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 in which case, may result in additional consequences beyond those of our policy.

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 coworker, supervisor, board trustee, agent, contractor, guest or vendor of the School, must immediately report this action to his or her supervisor or direct contact.

2.4 SEXUAL HARASSMENT

Sexual harassment, like any other form of harassment, will not be tolerated at South Shore Charter 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 school leadership or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the school..

- Any employee, who feels that he or she has been the subject of harassment in violation of this policy, whether by a coworker, 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 a member of the Senior Leadership team or a member of the Board of Trustees, if a senior leadership team member is the involved party. All reports of sexual harassment will be promptly investigated by the senior leadership team and will be kept confidential to the extent possible. If a member of the senior leadership team is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to a member of the senior leadership team, the employee should make a report directly to the Board of Trustees.

If an investigation confirms that harassment has occurred, the executive director shall take appropriate corrective action which may, upon a determination by the executive director and senior leadership team, 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

South Shore Charter School requires its directors, officers and employees to observe high standards of professional and 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 whistleblower policy is not intended 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").

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.

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 professional 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 Executive Director or the Board of Trustees, if the Executive Director is the suspected party in the violation.

2.6.3 Non-Retaliation

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequences as a result of this result.. An employee who retaliates against someone who has reported a violation 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. 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.

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 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 fabricated maliciously or knowingly to be untrue will be viewed as a serious disciplinary offense and subject to disciplinary actions.

2.7.2 Confidentiality

In making a complaint or submission, an employee of South Shore Charter 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 South Shore Charter School leader will notify the sender and acknowledge receipt of the reported violation or suspected violation within three business days, but only to the extent the sender's identity is disclosed. 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 Executive Director 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 South Shore Charter School to treat employees in a fair and impartial manner. The School believes that unaddressed problems will remain unresolved and could potentially lead to a decay in work relationships, an unsatisfactory work environment, and a decline in operational effectiveness. The School therefore tries to solve problems swiftly, justly, and outside of formal channels when appropriate.

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 Senior Leadership Team. If the Senior Leadership team is unable to resolve, concerns should be brought to the Board of Trustees.

All employees are encouraged to bring their concerns to their direct supervisor for assistance and resolution. If for any reason, you do not feel comfortable discussing a work-related concern with your direct supervisor, you should bring the issue to the attention of the Senior Leadership Team. 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 and Executive Director 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 and Executive Director, 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 and/or Executive Director directly in the complaint. Complaints must be submitted to the Board at least one week prior to the next scheduled 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.

3. COMMENCEMENT OF EMPLOYMENT

At South Shore Charter School, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary. 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.

1. SELECTION OF EMPLOYMENT

The Executive Director will be hired by the Board of Trustees. All school personnel will be hired by the Executive Director and Principal or Director of Operations and Finance.

All persons selected will receive a written copy of a signed offer letter which will include position, title, starting salary, exemption status, overtime rate (if applicable), start date, schedule of working hours and information about other benefits and expectations.

2. BACKGROUND CHECK PROCESS

All job applicants shall be subject to general background checks for 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
- 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 South Shore Charter 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.

3.4 POSITION CLASSIFICATIONS

At the time you are hired, you are given one of the following classifications which will be designated on your offer letter.

1. Regular or temporary
2. Full-time or part-time
3. Exempt or non-exempt.

3.4.1 Regular Employment

All employees of South Shore 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 South Shore Charter School via their official offer letter.

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.

Part-time employees are those who are scheduled to work for fewer than 30 hours per work week. 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 supervising senior leadership team member.

3.4.2 Temporary Employment

A temporary employee is one, which South Shore Charter School expects to employ for a specific period of time, up to four months in length. The appointment may be terminated by South Shore 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.

3.4.3 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 OUTSIDE EMPLOYMENT

Employees will not accept employment outside of South Shore Charter School that will conflict with their job responsibility or the interests of South Shore Charter School.

South Shore Charter School may not retain the services of any person employed by any of its funding sources.

No employee, officer, or agent of South Shore 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 South Shore 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 to support 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 on all relevant employee information and records..

3.8 COMPENSATION

Our payroll work week is TBD

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 Director of Operations and Finance 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.

3.9 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 available in the office of the Director of Finance/Operations.

3.10 WAGE GARNISHMENT

South Shore Charter 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.

3.11 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 Director of Operations and Finance 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.

3.12 ENTITLEMENT PAY

If at any point during the school year an employee has a shortage of work days due to the employee's 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 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 employee's 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 Director of Finance/Operations.

3.13 EMPLOYMENT RECORDS

3.13.1 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, South Shore Charter 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 Director of Finance/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

3.13.2 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.

3.13.3 Notification of Arrests

Employees must notify the Executive Director and Director of Finance/ Operation 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.

3.13.4 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.

3.13.5 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.

4. WORK SCHEDULE

1. WORK DAYS AND WORK WEEK

All employees are required to work according to a schedule determined by the School. Regular attendance is a necessary condition of employment. Employees are expected to report to work as scheduled and on time. The standard work week for South Shore Charter School will be Monday to Friday 7:15 a.m. to 4:15 p.m.

If it is impossible to report for work as scheduled, please inform the Principal or Director of Finance/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 the Director of Finance/Operations on a daily basis unless otherwise arranged. 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.

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.

2. Early Dismissal

Employees needing to leave work prior to the end of their workday must submit a request to their direct 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.

2. Summer Institute

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 are required to report to work for the annual pre-service meeting typically held ten (15) 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 summer institute as they will receive during the upcoming year.

3. 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.

4. WORK HOURS POLICY

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 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 document their start time, their break for lunch, and any breaks taken (including start and end times), their 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 Director of Operations and Finance. 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 Director of Operations and Finance before over forty hours are worked in a particular week.
4. The Director of Finance/Operations will assign overtime (if any) to non-exempt employees as needed. Employees are not permitted to work overtime without the prior final approval of the Director of Finance/Operations in consultation with the Principal if the overtime is accrued due to an instructional matter.. 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.

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 process 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, 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.

4.4.3 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 Director of Operations and Finance 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 the Executive Director, in writing or by e-mail. The Executive Director 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 Executive Director, 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 payday.

5. OVERTIME

For non-exempt employees, hours worked in excess of forty (40) per week must have the Principal and/or Director of Finance/Operations's advance approval in writing.

6. LUNCH HOURS

All hourly employees 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 Director of Finance/Operations, under consultation with the Principal if the employee works in an instructional capacity.

4.7 NURSING MOTHERS POLICY

The South Shore Charter 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 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 breastfeeding or pumping. The time used for these purposes should not exceed the normal time allowed for lunch and breaks.

4.10 SCHOOL CLOSING

South Shore Charter School will close due to inclement weather or other conditions whenever the local public School district (e.g., Central Islip School District) closes all of its Schools. Additionally, notices will be placed on the School’s voicemail system and website. 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 email 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.

5. PERFORMANCE AND PROFESSIONAL DEVELOPMENT

5.1 PERFORMANCE REVIEW AND EVALUATION

At South Shore Charter School, we are thoroughly committed to the continuous growth and development of all of our employees. To that end, we will engage in informal methods of evaluation throughout the year, including weekly check-ins and feedback conversations. 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 of your work and the achievement of set goals.
- Strengths and areas for improvement.

- Attitude and work ethic..
- Interpersonal skills and relationship management
- Initiative and teamwork.
- Professionalism, including 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. 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.

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 PROCESS

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 between February and March of every school year. Please note that communicating your desire to return is not a guarantee of future employment.

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

- 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.
- 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 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. \$1,500 per course for a maximum of two courses per fiscal year (July 1 - June 30) or up to \$3,000 per calendar year for all employees. The sum total of all courses cannot exceed \$3,000 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.

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 Director of Finance/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 the course.

- b. To receive reimbursement, the employee must submit a Tuition Reimbursement Form to the 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 the following:

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 explaining this 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.
 - 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 Director of Finance/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 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 15 th	February 15 th
Spring	January 15 th	July 15 th
Summer	June 15 th	October 15 th

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.

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.

6. TRAINING AND DEVELOPMENT

As resources permit, South Shore Charter School is committed to providing its employees with opportunities for professional development.

6.1 TRAINING

In-house professional development training will provide staff with the skills, training and experience required to continuously improve in their craft and work.. Attendance at approved training is recognized as an important means for staff development. In-house professional development will be mandatory at the Principal’s discretion unless otherwise designated or an approved exemption by the Principal.

6.2 CONFERENCES

We believe that outside sources of professional development are also essential to professional growth; therefore, staff will be encouraged to attend 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 conferences and to be reimbursed for expenses upon approval of the Board of Trustees.

7. EMPLOYEE BENEFITS

BENEFITS

South Shore Charter School is committed to offering a comprehensive benefits program for all eligible regular employees. In addition to receiving a competitive salary, professional development and opportunities for advancement, you may be eligible to enjoy other benefits.

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 resign during the 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 Director of Operations and Finance 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.

8. TIME OFF BENEFITS

HOLIDAYS

South Shore Charter School will observe various holidays each calendar year. The annual school calendar will be distributed to inform staff members of their paid holidays as well as other important dates with respect to attendance expectations. 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.

VACATION TIME

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.

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.

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.

South Shore Charter School encourages employees to take vacation time during the summer and during the school year 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 carry over 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 carried over, the employee may not accrue any additional vacation time until some of that vacation time is used..

3. Vacation Scheduling

A request to take vacation time should be submitted to your direct supervisor 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 direct supervisor 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.

8.2.5 Vacation Credit Upon Termination

Upon separation from the South Shore Charter 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, Operations Manager, Operations Associate, Executive Assistant, and Kitchen Staff) may take vacation during the School's in-School calendar with the prior approval of the relevant department chair or the Executive Director.

School administrators and non-instructional staff members are required to report to work during the summer recess, specifically the three 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. Unused accrued sick days do not carry over from one year to another.
- 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.
- 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.

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 employees receive 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.

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 Executive Director, 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 the Executive Director 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.

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 Director of Operations and Finance 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.

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.

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 purposes 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..

9. 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 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.

10. 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.

11. TIME-OFF TO VOTE

South Shore Charter 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.

12. 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 Director of Operations and Finance as soon as you receive notice that you are being activated.

8.13 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.

8.15 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 Director of Finance/Operations 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.

8.16 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 Director of Finance/Operations in consultation with the Senior Leadership Team.

9. LEAVES OF ABSENCE

1. FAMILY AND MEDICAL LEAVE

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 child birth
- 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 Director of Operations and Finance.

2. Scope

This policy is applicable to all requests for family and medical leaves of absence under the FMLA.

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

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.

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 Director of Operations and Finance in coordination with the Principal at least thirty days before the date that the leave is expected to begin. South Shore Charter 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 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 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 Director of Operations still has questions about the information provided, the Director of Operations may contact the employee’s healthcare provider directly to clarify or authenticate the medical certification. The 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.

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 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 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 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 Director of Operations of his or her expected return-to-work date.

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 Director of Operations and Finance 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.

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 of Terms

"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.

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 of notification;
- 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;

- 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

South Shore Charter School provides a fully paid short-term disability (STD) plan to all full-time employees. Under short-term disability, STD 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 Director of Operations and Finance 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, the School will cover 100% of this waiting period. STD will pay 60% percent, up to \$1,500, of a staff member's pre-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 if the 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 they are 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. 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 in writing to the Director of Operations and Finance in coordination with the Principal if they are a member of the instructional team. 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 senior leadership team 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 at 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 the senior leadership team.

9.9 INSURANCE PREMIUM PAYMENT DURING LEAVES OF ABSENCE

Employees on paid or unpaid leave will be 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 Director of Operations and Finance..

10. WORKPLACE CONDUCT AND ENVIRONMENT

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 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.
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 one's direct supervisor; 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

2. DIGNITY ACT

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 South Shore 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.

2. Definitions

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.

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).

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.

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.

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 South Shore 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.

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.

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. 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.

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 South Shore 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.

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 South Shore Charter School' Code of Conduct.

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 South Shore Charter School' policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

14. False Claims

Students who make false claims of harassment or bullying will be subject to disciplinary action as defined by this policy.

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 South Shore 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).

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.

These examples are not exclusive. We emphasize that decisions will be based on an assessment of all relevant factors.

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 South Shore Charter School. This will be kept in the file of each employee.

No employee may use work time, property or materials of South Shore Charter School to try to affect proposed legislation. South Shore Charter School may respond to requests for information from local, state and federal officials. All such responses shall be issued from the Executive Director'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.

4. APPEARANCE & 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 the regular school calendar for the duration of their employment.

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.

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.

3. Dress Code

South Shore Charter 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's senior leadership 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.

Any requests for assistance in administering or interpreting this dress code policy should be directed to the Director of Operations and Finance 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 skirts 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.

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, and smart phones are prohibited during the School day, except during meal and break periods. Flexibility will be provided in circumstances demanding immediate attention. However, 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.

6. PERSONAL USE OF SCHOOL-PROVIDED CELLULAR PHONES

South Shore Charter 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.

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. Anyone improperly using electronic devices during work hours or placing photographs on social media may be subject to disciplinary action.

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. Any employee who has secretly recorded another member of the South Shore Charter School without their consent or knowledge will face disciplinary action, up to and including termination.

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.

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 Director of Operations and Finance 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

At South Shore Charter School, we value 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. Therefore, no matter your title or 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 we collectively provide.

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. Refrain from engaging in inappropriate relationships with parents

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.

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.

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 Executive Director 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 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.

13. NEPOTISM

No individual may be hired if s/he has an immediate family member on the South Shore Charter School Board of Trustees or in an administrative capacity (such as Principal, Director of Operations and Finance, 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

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 the Executive Director (as an objective “outside” entity), who will provide input
- All evaluations must be signed off by the Executive Director 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 Executive Director.
- The Executive Director must discuss communication and transparency, while creating a plan to communicate any personnel changes to staff
- In cases of promotion, the Executive Director must perform the evaluation with significant input from the direct supervisor.

Salary

- All salary recommendations for staff members who fit the family management criteria must come from the Executive Director, who may or may not choose to solicit input from the staff member’s immediate supervisor

Confidentiality

- At the outset of each year, senior leadership team must discuss staffing decisions and topics 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

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.

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.

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 Director of Operations and Finance 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 Director of Operations and Finance or Executive Director. 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 Director of Operations and Finance 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 Executive Director, Principal or Director of Operations and Finance 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 Executive Director, Principal, Director of Finance/Operations and/or security personnel immediately. You should also maintain in your possession at all times your keys, computer, and other relevant security equipment at all times. 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 Director of Finance/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

South Shore Charter 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 will face disciplinary action, up to and including immediate termination.

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 Executive Director, Principal or Director of Finance/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 Director of Finance/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

South Shore Charter 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:

- 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 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's Director of Finance/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

12. SOCIAL MEDIA POLICY

1. POLICY STATEMENT

It is important that South Shore 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.

South Shore 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.

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 microblogging 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, Director of Finance/Operations, Directors of Instruction and any other employee designated in writing by the Executive Director 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.

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.

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.

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.

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.

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.

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.

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.

13. SCHOOL PROPERTY

1. CONFIDENTIALITY AND WORK PRODUCT

South Shore Charter 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 any 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 Executive Director.

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. South Shore Charter Schools may assign copyrights, royalties, or other payments to the author, authors, or project participants.

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.

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 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 South Shore Charter 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.

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.

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. Users consent to allowing personnel of School 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 may use human or automated means to monitor the use of the Electronic Resources.

7. PROHIBITED ACTIVITIES

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, Director of Operations and Finance.

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.

2. Misuse of Software

Without prior written authorization from the School, users may not do any of the following: (1) copy School, 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.

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 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.

8. PASSWORDS

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.

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.

9. SECURITY

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.

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 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 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 network computer.

If you lose a portable storage device containing School 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, downloaded from the Internet or from computers or networks that do not belong to the School 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 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. 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 email 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 computer systems are the sole property of the School and are provided solely for the purpose of conducting School-related business. The School retains 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 nonbusiness-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.
- 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 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.
- 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 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.
- 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.

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.

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.

3. Privileged Attorney-Client Communications

Confidential e-mail sent from or to in-house counsel or an attorney representing the School 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.

14. MISCELLANEOUS

Disclaimer for Liability for Use of the Internet: South Shore Charter School is not 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, Director of Operations and Finance.

No Additional Rights: This Policy is not intended to and does not grant users any contractual rights.

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.

16. USE OF EQUIPMENT

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 offpremises 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 more detail.

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.

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 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.

14. SCHOOL COMMUNICATIONS

14.1 COMMUNICATION

South Shore Charter School relies on all forms of communication to facilitate successful work relationships and a positive work environment. It is important that you remain aware of changes in procedures, policies and general information, and freely communicate your ideas, suggestions, personal goals or problems as they affect your work.

Communication will come in a range of forms, including this Manual, discussions with your supervisor, staff meetings, newsletters, training sessions, and School e-mails. You may also receive other communication, such as your newsletters and articles, from time to time.

14.2 MEDIA AND PUBLIC RELATIONS

Employees may not respond to direct inquiries from the media on any subject matter related to the School, but should instead refer all inquiries directly to the Executive Director. Calls responding to a school press release should be forwarded to the Executive Director. General questions of South Shore Charter Schools' services may be directed to the appropriate department head. Inquiries regarding any incident or other news report should be referred to the Executive Director.

14.3 PERSONNEL INQUIRIES

No one in the School other than South Shore Charter Schools Board, the Executive Director or, the Director of Operations and Finance 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 South Shore 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 South Shore Charter Schools, such donations shall be the property of the organization.

14.5 SOLICITATION

South Shore Charter 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.

In addition, the School's Electronic Resources (including computer systems, the School's Intranet, e-mail, phone systems, voicemail, cell phones and smart phones, 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.

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.

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.

2. PHASING-OUT AND ELIMINATION OF POSITIONS

At South Shore Charter School, we strategically create positions to meet the growing and changing needs of the school. From time to time, it may be necessary to phase out or eliminate certain positions previously established within the School.

3. EXIT INTERVIEWS

Any employee who separates from the School will be asked to participate in an exit interview with the Executive Director. 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.

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.

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 Director of Operations and Finance.

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 Director of Operations and Finance immediately once their intent to terminate employment is clear so that the appropriate and legally required COBRA continuation paperwork is provided.

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 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 Director of Operations and Finance.

8. REEMPLOYMENT

Depending on the circumstances, South Shore Charter 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.

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.

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.

16. SUMMARY

This handbook is a general guide to the employment policies of the South Shore Charter 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 Executive Director, 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 Executive Director.

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.

ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE MANUAL

I have received a copy of the South Shore Charter 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 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 Director of Operations.

_____ Employee Signature
Employee Name (Print)

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 and Finance.

Thank you.

13a- Partner Organization

Explain the due diligence process used to select the partner(s) and its role in the development of this proposal. Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:

- *The name of the partner organization(s);*
- *The name, address, phone number, and e-mail of a contact person;*
- *A description of the nature and purpose of the relationship;*
- *Any contract or monetary arrangements;*
- *Names of proposed school board members affiliated with the organization(s); and,*
- *Evidence of the organization's ability to do business in New York.*

Request is not applicable.

13b- Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the charter school.

If the school would provide compensation to the partner(s) for any goods or services (e.g., a lease or fee), provide a copy of the term sheet or draft contract, and include an explanation about how such services would be provided to the charter school at or below fair market value.

South Shore Charter School have met with the Chairman of the Education Department at New York Institute of Technology to discuss partnership opportunities. The below letter of commitment indicates their willingness to enter into a formal agreement once the charter is approved. Our goal is to establish a partnership with NYIT which will offer our teachers the opportunity to take courses at a reduced cost. Teachers will be encouraged to participate in this program as a part of their individualized professional development plan.

**NEW YORK INSTITUTE
OF TECHNOLOGY**

College of Arts & Sciences

To: Dermoth Mattison

From: Robert Feirsen, Chair, Education Department *Robert Feirsen*

Re: Planning for NYIT-South Shore Charter School Partnership Agreement

Date: July 7, 2021

It was good to speak with you yesterday to discuss preliminary plans for a partnership agreement between the Education Department at NYIT and South Shore Charter School (SSCS)

We discussed the following possibilities:

- Placing student teachers at SSCS
- Placing candidates at SSCS to complete required field observations
- Offering teacher preparation courses to faculty members at SSCS, perhaps on a cohort basis to provide specific emphasis to the needs of students attending SSCS
- Working with NYIT faculty to provide professional development to SSCS staff
- Engaging in action research projects of interest to SSCS and NYIT.

Other initiatives are possible as well. We look forward to continuing the discussion in the future.

Do.
Make.
Innovate.
Reinvent the Future.

14a- Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details.

- Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “CMO Representative,” “Parent Representative,” etc.
- Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve (e.g., “Academic Committee,” “Finance Committee,” etc.).
- Include any currently vacant seats that the board would fill at a later date, and specify the date. For example, if the board intends to add the head of the school’s Parent Teacher Organization as an ex-officio member after PTO elections in December of the first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be “Voting” or “Non-Voting and/or “Ex-Officio.”

The board of trustees of South Shore Charter School represents a diverse group of professionals who are committed to carrying out our mission and vision. All members believe strongly in providing an exceptional learning experience for underserved students. The board consist of individuals with experience in finance, facilities, compliance, non-profit management, human resources, education, and strategic planning. The majority of the board consist of individuals of color. Our proposed board of trustee contributes a combined 90+ years of instructional, financial, and operational experience in New York Charter School. These individuals were recruited through the professional networks of the team and local community-based organizations. All candidates were interviewed and vetted to ensure alignment with our mission, vision and key design elements.

The board of South Shore Charter School will continue to search for qualified candidate with expertise in the areas of legal, real estate, fund development. The board will add additional members as required to ensure representation of our diverse community.

PROPOSED BOARD MEMBERS					
TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	AREA OF EXPERTISE AND/OR ROLE AT SCHOOL	VOTING	EX-OFFICIO
Keith Brown	Chair/Board President	Ex-Officio- All Committee	Finance/ Development	Y	N

Nicole Barzey	Vice Chair/Vice President	Academic	Academic	Y	N
Adel Hageb	Treasurer	Finance	Finance	Y	N
Kanika Mobley	Secretary	Grievance	Academic	Y	N
Karlene Cowan	Trustee/Member	Finance	Operations, Finance	Y	N
Michelle Haynes	Trustee/Member	Academic	Academic	Y	N
Margret Banks	Trustee/Member	Grievance	Human Resources, Fundraising	Y	N
Kevin Warren	Trustee/Member	Finance	Facilities and Asset Acquisition	Y	N

14b Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.*

Selecting School Leaders

Upon charter approval, the founding board will work with the founding executive director to conduct a search for the principal, the instructional leader of the school. When relevant, the board will also be responsible for selecting the executive director. They will engage a full process including screening for candidates who have the following core competences:

- Culture and Mission Fit
- Team and Board Management
- Strategic External Relationship Building
- Strategic Planning
- Financial Planning and Monitoring

Monitoring School Performance including Fiscal Performance

The board will be responsible for monitoring the academic and fiscal performance of the school in partnership with the executive director. Monthly, the executive director will provide financial reports detailing the school's current fiscal position, and the statement of financial activities. The board will be able to monitor the school's expenses against the approved budget and make necessary adjustments.

The board will also work with the executive director and director of finance to do the annual budget forecasting and creation each year. Budget forecasting will be determined by the projected enrollment revenue and projected expenses based primarily on staffing and instructional costs, including curriculum, technology, and professional development.

Evaluating School Leader

The board will conduct an annual evaluation of the executive director, rooted in measuring progress against the charter goals, enrollment targets, and teacher retention. Feedback from direct reports will be solicited regarding the executive director's supervisory skills and task management. The board will work with the executive director to establish key deliverables for the year, as well. This may include launching a strategic planning process, creating a development plan to diversify funding streams, or other organizational functions.

14c. Education Corporation Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- *Ex-officio members (voting and non-voting);*
- *Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;*
- *Trustee recruitment and selection process and criteria;*
- *New trustee orientation process; and,*
- *Board/trustee training and development including the self-evaluation tool the board intends to use.*

The board will include three (3) functioning committees: finance, academic, and governance. Each board member will be required to serve on at least two(2) committees. Below are the full descriptions of the responsibilities of each committee.

Executive Committee

The executive committee is comprised of all of the board officers, including the board chair, vice chair, treasurer, and secretary. The executive committee manages the executive director evaluation process and supports other business that impacts the whole board, including managing key board events and announcements.

Finance Committee

The finance committee will be responsible for working with the executive director and director of finance to closely monitor the financial health of the school. Chaired by the Board Treasurer, the committee will review the financial reports monthly and report out to the full board any details or major issues that must be resolved relative to the school's financial health. The committee will also be responsible for crafting and reviewing draft budgets before presenting to the full board for approval.

Academic Committee

The academic committee will work with the executive director and principal to monitor the academic progress of the school, as well as discuss strategic programmatic initiatives that are designed to improve the academic success of South Shore's students. The committee will review interim assessment data and ask any relevant questions to understand how the data reflects the quality of instruction and the potential interventions that may be needed. The committee will share their thoughts and findings with the full board and provide any additional insights relative to proposed recommendations by the executive director and principal. The committee will also serve as a sounding board for potential programming decisions proposed by the executive director and principal.

Governance Committee

The governance committee will work with the executive director to establish key policy and resolutions that will ensure organizational compliance with the charter. The committee will review all key policies annually and make any necessary changes and facilitate board votes on these changes. The governance committee will also oversee the board trustee recruitment and onboarding processes. This process will include reviewing resumes, conducting interviews, and setting up on-site visits for potential trustees as well as an invitation to two board meetings before a formal vote on the candidate.

14d. Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

The executive director will serve as the primary liaison between the board and other key stakeholders, including teachers and parents. Board meeting announcements will be publicly displayed on the school website and included in newsletters that are sent home to families each month. Parents will be encouraged to attend board meetings as members of the public and offer any input or questions during the public comment phase of the meeting.

Other members of the school senior leadership team will participate in board meetings, including doing presentations and taking direct questions from the trustees. They will also be assigned to board committees relevant to their functional area and provide formal input and perspectives in committee meetings to assist the board in making policy and strategic decisions about the school.

Teachers will also be encouraged to attend board meetings as members of the public. Instructional leaders can play an important role in providing insight to the quality of instruction as it pertains to data and academic goals, as well as overall student progress.

14e- Bylaws

Provide a draft of the proposed education corporation's governing by-laws.

BY-LAWS OF SOUTH SHORE CHARTER SCHOOL

ARTICLE I: NAME

The name of the Corporation is South Shore Charter School (hereinafter "the School").

ARTICLE II: MEMBERSHIP

The School has no members. The rights which would otherwise vest in the members vest in the directors of the School (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of the School's charter and these By-laws. The Board may delegate 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.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-laws.

B. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed eleven (11). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the By-laws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the charter entity.

2. Eligibility. The Board may elect any person who is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. No person serving on the Board will be designated as an interested person. An “interested person” is: (1) any person 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 (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin, or cousin-in-law of any such person.

4. Term of Office.

a. The initial term for each Trustee shall begin on the day of his or her election to the Board and last for three (3) years, excluding any period of formal leave from the board. Following expiration of the initial term, and every three (3) year term thereafter, the Board must vote to reelect the Trustee to an additional term of office. Such reelection process will be subject to the same rules as those governing initial elections of Trustees.

5. Time of Elections. The Board shall elect Trustees whose terms begin on September a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable provided that the Board shall give at least one week’s notice of the proposed action to the accused and to each Trustee. See clause E. for dealing with Trustees who fail to attend the required minimum number of meetings.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee’s death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee’s actual and necessary expenses while conducting School business.

ARTICLE IV: OFFICES

The School's principal office shall be located at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the By-laws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the School's primary location or at any other reasonably convenient place as the Board may designate.

B. Annual Meeting. An Annual Meeting shall be held in the month of September of each year for the purpose of electing Trustees, making, and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held at least twelve times per year on dates determined by the Board. For this purpose, the Annual Meeting shall count as a Regular Meeting.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or in his or her absence by the senior Trustee, upon written request of three Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notice to Trustees. Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board fix the time and place of such meetings. In the event that the date of an Annual Meeting or Regular Meeting is changed, written notice of the new meeting date will be provided as soon as possible in advance of the meeting.

2. Special Meetings shall be held upon four days' notice by e-mail and formal announcement on the School's website.

The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement of the lack of notice. The Secretary shall incorporate all such waivers, consents, and approvals into the minutes of the meeting.

H. Public Notice. Public notice of all Board meetings shall be given in accordance with the Board's adopted procedures which shall incorporate the notice requirements of the Article 7 of the Public Officers Law. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

I. Meeting Attendance.

1. In person. All the meetings held under the authority of these bylaws are designed to be attended by the Trustees in person, except that committee meetings may be conducted through a Conference call. Given the recent pandemic and the closure and prohibition of group gatherings, board meetings will be conducted virtually, with access information provided to the public through the public notice.
2. Excused Absences. The Trustees are expected to attend ALL the meetings as stipulated by the Board of Trustees. However, there are situations where a particular Trustee may not be able to attend a meeting. In such situations, the member shall inform the Chairperson of the Board at least 24 hours before the scheduled meeting and request for an Excused Absence.
3. Unexcused Absence. If a Trustee fails to inform the Chairperson for his/her absence from the Board Meeting, such absence shall be counted as an Unexcused Absence. If a Trustee earns such Unexcused Absences counting to three, or attends less than 75% of the Board Meetings, whichever is higher, may be subject to removal from the Board. Such removal proceedings may be initiated by the Board Chair and brought to the Trustees for vote on an appropriate action.
4. Leave of Absence. All Trustees are eligible for one (1) leave of absence, only in the event of extenuating circumstances as determined upon a request made to the Board Chair. Such leave shall be for a period of no greater than six (6) months, with time requested for the leave to be consecutive. A Trustee requesting a leave of absence shall submit such request to the Board Chair for his or her approval. During the leave of absence, the Trustee will be exempt from attending regular meetings of Board. Upon the end of the period of the leave of absence, the Trustee must notify the Board Chair of his or her intent to return. Failure to do so shall constitute a voluntary resignation of his or her position on the Board.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business. Trustee-elects shall not count toward quorum until the 45-day period required for Authorizer approval of new Trustees has passed.

B. Action by the Board.

1. Actions Taken at Board Meetings. Any business may be transacted, and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these By-laws. Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen, and observe, and the location of such site shall be included in the public notice of the meeting. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose. The Chair of the Board shall appoint members to and designate the chairs of such committees, with the consent of the Board. A Board committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than five Trustees.

2. Standing Committees. The Board shall have the following standing committees: an Executive Committee (chaired by the Board Chair), a Finance Committee (Chaired by the Treasurer), a Governance Committee and an Academic Committee. Additional Chairs and committee members of these standing committees shall be elected by a majority vote of the Board. The Executive Committee shall have no less than four (4) members and the Finance, Governance and Education Committees shall each have no less than three (3) members.

3. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The amendment or repeal of the By-laws or the adoption of new By-laws; and
- d. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board committee are to be conducted. In the absence of such prescription, a Board committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are subject to the provisions of these By-laws and the Open Meetings Law with respect to the calling and notice of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants, or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's charter or By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long- and short-term needs of the School in carrying out its purposes, including its present and anticipated

financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection.

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting.

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences.

Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers.

The "Officers" of the School consist of a Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The School also may have such other Officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction, and control of the affairs of the School, and such other powers and duties as the Board and these By-laws may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the School's principal location or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's charter and By-laws, with amendments; (c) keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and committee meetings as required by the By-laws; and (e) have such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve

as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal, or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation.

The Board may remove any Officer in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the School's debts, liabilities, or other obligations.

ARTICLE IX: SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board and permitted by applicable Law (including such applicable provisions of the General Municipal Law, Education Law and Not-For-Profit Corporation Law). "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 ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year.

The fiscal year of the School begins on July 1 of each year and ends June 30.

B. Execution of Instruments.

Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes.

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the School Leader, Treasurer, or any Trustee designated for that purpose. In the instance that the School utilizes

a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of \$5,000.00 or greater must be signed by two (2) of these individuals.

D. Construction and Definitions.

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these By-laws. Without limiting the generality of the foregoing, words in these By-laws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a School and a natural person. The captions and headings in these By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. The Board shall adopt a Conflict of Interest Policy which will be an addendum to these by-laws.

F. Interpretation of Charter. To the extent of any conflict between any provision of these By-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the By-laws is in conflict with the provisions of the charter, the provisions of the charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend, or repeal these By-laws subject to approval by the charter entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education School duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing By-laws are now in full force and effect.

Secretary

Date

14f- Code of Ethics and Conflict of Interest Policy

Provide a draft of the proposed education corporation's code of ethics. The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law. Please see the Guidance Handbook for more details.

SOUTH SHORE CHARTER SCHOOL CODE OF ETHICS AND CONFLICT OF INTEREST POLICY

Code of Ethics for South Shore Board of Trustees

As a member of the South Shore Charter School board of trustees, I am committing to improving student achievement in the Central Islip community, and to that end I will:

1. Attend all regularly scheduled board meetings insofar as possible, having read all relevant materials ensuring that I am informed about the issues to be considered at the meetings;
2. Recognize that the board must comply with the Open Meeting Law and only has authority to make decisions at official board meetings;
3. Make all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;
6. Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the executive director of the charter school;
7. Be open, fair and honest – no hidden agendas, and respect the right of other board members to have opinions and ideas which differ from mine;
8. Recognize that the executive director is the board's advisor and should be present at all meetings, except when the board is considering the executive director's evaluation, contract or salary;
9. Understand the chain of command and refer problems or complaints to the proper school leaders while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a grievance panel;
10. Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;
11. Respect the right of the public to be informed about board decisions and school operations;
12. Understand that I will receive information that is confidential and cannot be shared;
13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as school staff, while insisting on regular and impartial evaluation of all staff;
14. Present personal criticism of school operations to the executive director, not to a board meeting;

15. Refuse to use my board position for personal or family gain or prestige. I will announce any conflicts of interest before board action is taken in accordance with the South Shore Charter School Conflict of Interest Policy and

16. Remember always that my first and greatest concern must be the educational welfare of the students attending South Shore Charter School.

Trustee Signature: _____

SOUTH SHORE CHARTER SCHOOL CONFLICT OF INTEREST POLICY

Article I. Purpose

The purpose of the conflict of interest policy is to protect South Shore Charter School, (the "Organization")'s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a trustee or director of the Organization or might result in a possible excess benefit transaction.

This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

Article II. Definitions

1. Interested Person: Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest, other than de minimis, in any entity with which the Organization has a transaction or arrangement,
 - b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
 - c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III. Procedures

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists: A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the Organization to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

3. Procedures for Addressing a Conflict of Interest:

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy:

a. If the governing board or committee has reasonable cause to believe 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.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV. Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. 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 governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. 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 with the proceedings.

Article V. Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI. Annual Statements

Each director, principal officer, and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII. Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII. Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

14g- Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints. Please refer to the Guidelines for Complaint Policies and procedures available at <https://www.newyorkcharters.org/wp-content/uploads/Complaints-Guidance.pdf>.

Complaint Policy and Procedures of South Shore Charter School

Purpose and Scope

This policy pertains to certain complaints about instructional materials, personnel, emergency or urgent facilities conditions that pose a threat to the health and safety to students or staff, and teacher vacancies or missed assignments.

This policy is to comply with applicable state laws and regulations governing these subjects in order to be responsible and compliant. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the matters that they are assigned to investigate.

South Shore Charter School Charter School shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with school mandates, procedures, and policies as set by the following: SUNY Charter School Institute, New York State Department of Education, and the mission, charter, and philosophy of South Shore Charter School. In addition, South Shore Charter School maintains that this policy will serve as a uniform complaint procedure for investigating complaints of:

(1) discrimination on the basis of age, sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability; and

(2) complaints related to personnel issues, academic issues, any single person or combination of persons of staff, student, fellow parent, family, volunteer matters that appear to compromise and/or conflict with school's mission and/or charter, violations of the laws and regulations governing consolidated categorical aid programs, child development, counseling, special education and nutrition services.

The school will receive and investigate uniform complaints that fall within these categories to ensure that the school is in compliance. Furthermore, complaints that address unlawful discrimination or lack of compliance with certain federal and state programs are subject to different requirements and are governed by state and/or federal authority. Neither of these complaint procedures, however, is intended to govern every type of complaint about a school.

To the contrary, these complaint procedures address only those complaints that fall within the policy's specified scope.

South Shore Charter School encourages informal and formal resolution to complaints whenever possible. Any issues are best resolved through communication between the parties most immediately involved.

Parent/Guardian, Employee, Individual, or Organization Concerns raised by parents/guardians, employees, individuals, or organizations should be resolved as quickly as possible. Therefore, all parties are urged to fill out a complaint form and discuss their concerns directly with the school's leadership team when concerns surface. Complaint forms are available at the main office and will be forwarded to the Executive Director. The Executive Director will seek the assistance of other managers, staff, and/or student(s) in identifying specifics in order to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint.

To aid in a timely investigation, monitoring, and logging of complaints, it is important that South Shore Charter School distribute the complaint policy and complaint form to staff via the employee handbook, to parents/guardians via the family handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.

The Executive Director shall provide a copy of the disposition to the Board of Trustees if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated. A complaint about problems beyond the authority of the South Shore Charter School Head of School shall be forwarded to the Board of Trustees in a timely manner, but not to exceed ten (10) working days for resolution. Nonetheless, the school will maintain a complaint log when complaints are received.

Procedures

Complainants or a student of complainant shall not be subject to retaliation as a result of the filing of a complaint. Complaints shall be processed in accordance with the steps below. In addition, any Title 1 complaints received shall be processed, resolved, and tracked in accordance with the steps below and will be identified as a Title 1 parent complaint.

- Step 1: Filing the Complaint

Complaints are registered on the complaint form by Complainant. Complaints may also be verbally communicated with the Executive Director and/or appropriate management member(s); however, a record of a complaint must be in written form as indicated.

If for any reason a complainant is unable to put a complaint in writing, the appropriate management member(s) shall allow the complainant to record their complaint onto a recorder to be transcribed and/or translated and affirmed by the complainant.

Complaint forms shall be available in the main office of the school. The complaint should state the date of the complaint and a detailed statement of the circumstances, and the requested remedy. A complainant may include as much text as he/she feels is necessary to explain the complaint.

The complainant shall be provided a copy of their complaint form and this complaint policy and procedure if complainant has not already received one. If the complaint is about the Executive Director, the complainant should proceed directly to the Board in filing the complaint.

- Step 2: Investigation of the Complaint

Executive Director and/or appropriate management member(s) will make all reasonable efforts to investigate complaint/problem within his/her authority. Investigation shall include, but not be limited to: interviews with the complainant and/or complaint's representative and any other person(s) believed to have relevant knowledge concerning the complaint. Should the complaint be about the Executive Director, and the complaint is brought to the Board, these steps will be conducted by the Board.

- Step 3: Response and Final Decision

Executive Director and/or appropriate management member(s) shall remedy a valid complaint within a reasonable time period but not to exceed ten (10) working days from the date the complaint was received.

The Executive Director or appropriate management member, or Board Chair if complaint addresses the Head of School, shall complete a written response/report within fifteen (15) working days of the initial filing and provide a copy to the complainant (if a response is requested by the complainant) as well as place a copy of the complaint log in the teacher/student file, if applicable.

The reported decision shall be written in English and in the language of the complainant whenever feasible or required by law. The complainant's right to a prompt and equitable resolution of the complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

Appeal Process

South Shore Charter School has provided the above as a procedure for resolving complaints brought by South Shore Charter School parents/guardians/staff/school community. However, South Shore Charter School understands that any individual or group may bring a complaint to the Board of Trustees of the South Shore Charter School alleging a violation of the provisions of Article of Education Law (i.e. the New York State Charter Schools Act), the school's charter or any other provision of law relating to the management or operations of the charter school.

If a complaint is not able to be brought to resolution by the South Shore Charter School management, then the complainant(s) has/have the right to bring the complaints to the Board of Trustees during a regularly scheduled Board Meeting. In this case, the complainant(s) has the right to file a written appeal to the Board of Trustees within fifteen (15) days of receiving the decision that had been rendered by the South Shore Charter School management.

Complaints received at least five business days in advance of a Board meeting will be addressed at the next Board meeting. Those complaints not received within that time period will be addressed at the next regularly scheduled Board meeting.

Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board of Trustees, as necessary, shall direct the Executive Director and/or other responsible party to act upon the complaint and report to the Board.

The Board shall render a determination in writing, as necessary. If, after presentation of complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the SUNY Charter School Institute, which shall investigate and respond, if so determined by them. If, after presentation of complaint to SUNY Charter School Institute, the individual or group determines that SUNY Charter School Institute has not adequately addressed the complaint, the complainant may present the case to the SUNY Board of Trustees which shall investigate and respond, if so determined by them. SUNY Charter School Institute and the Board of Regents have the power to take appropriate remedial action, if so determined.

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Nicole C. Blair-Barzey



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KARLENE K. COWAN

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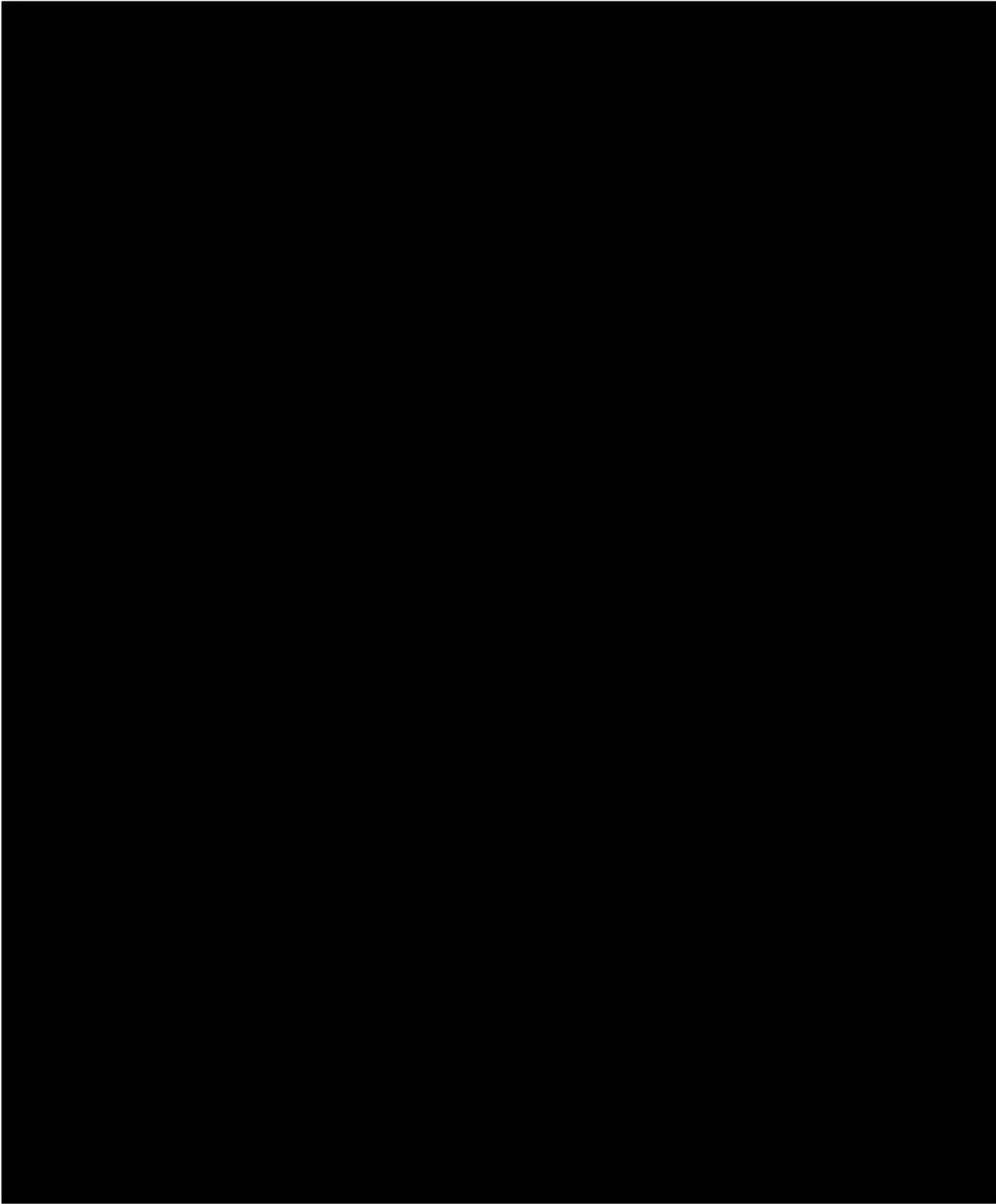
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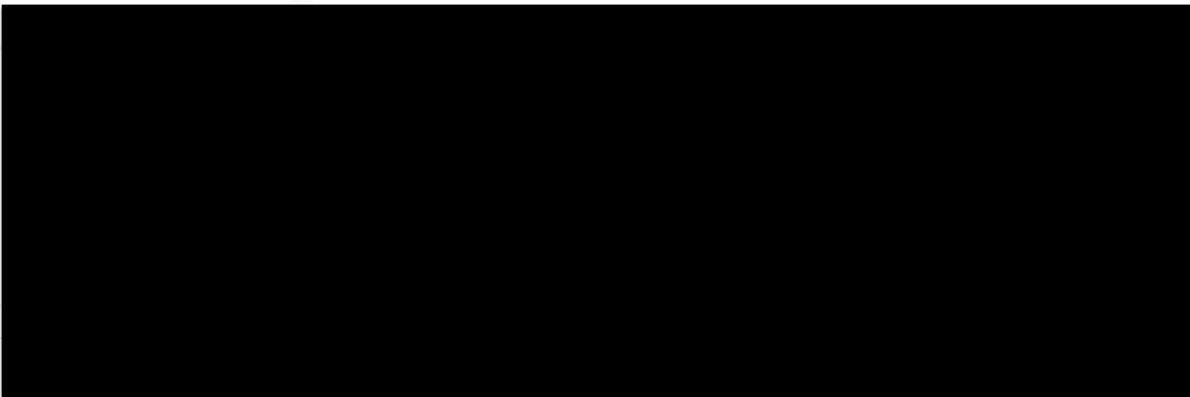
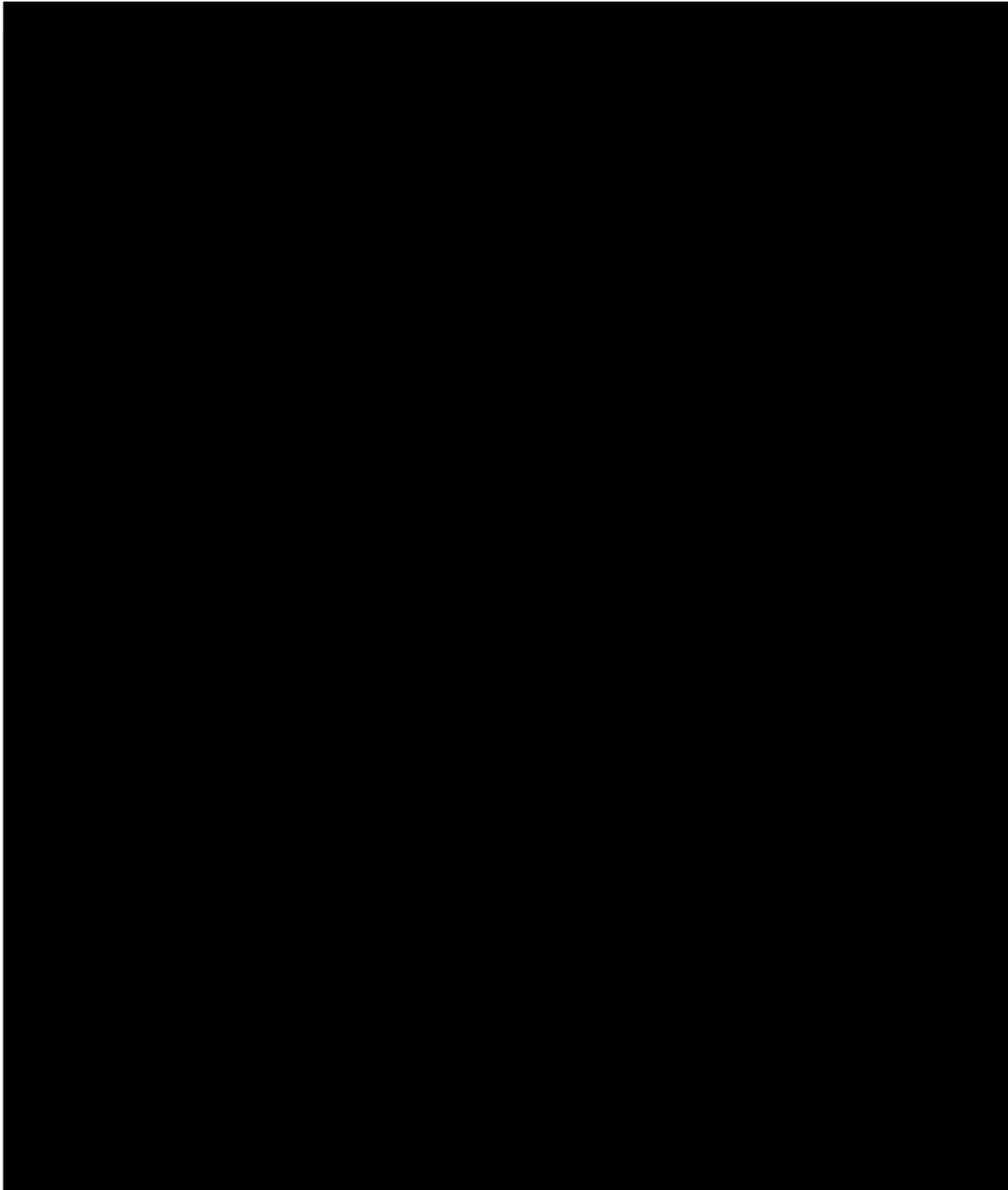
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ADEL HAGEB







Kanika Mobley



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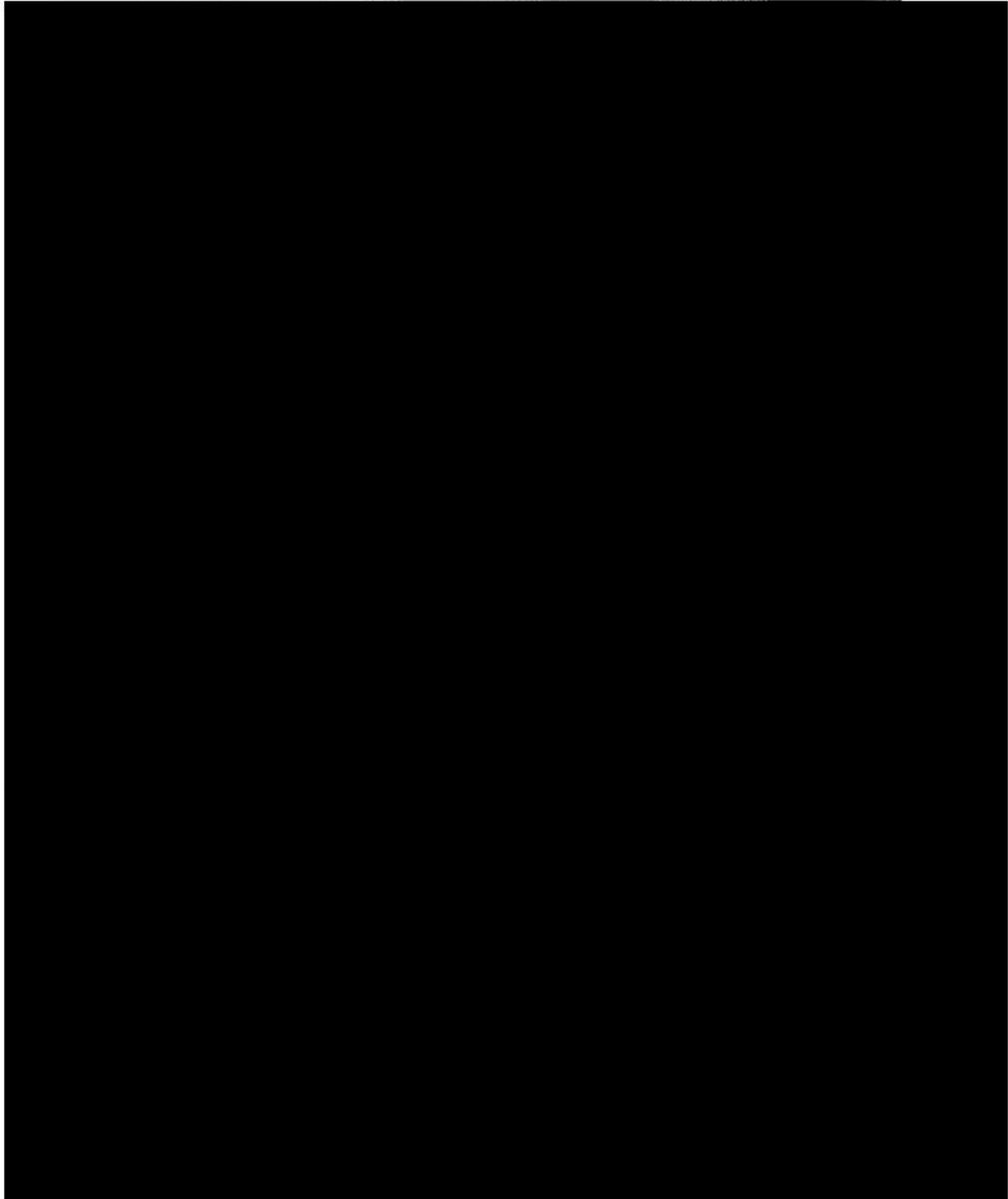
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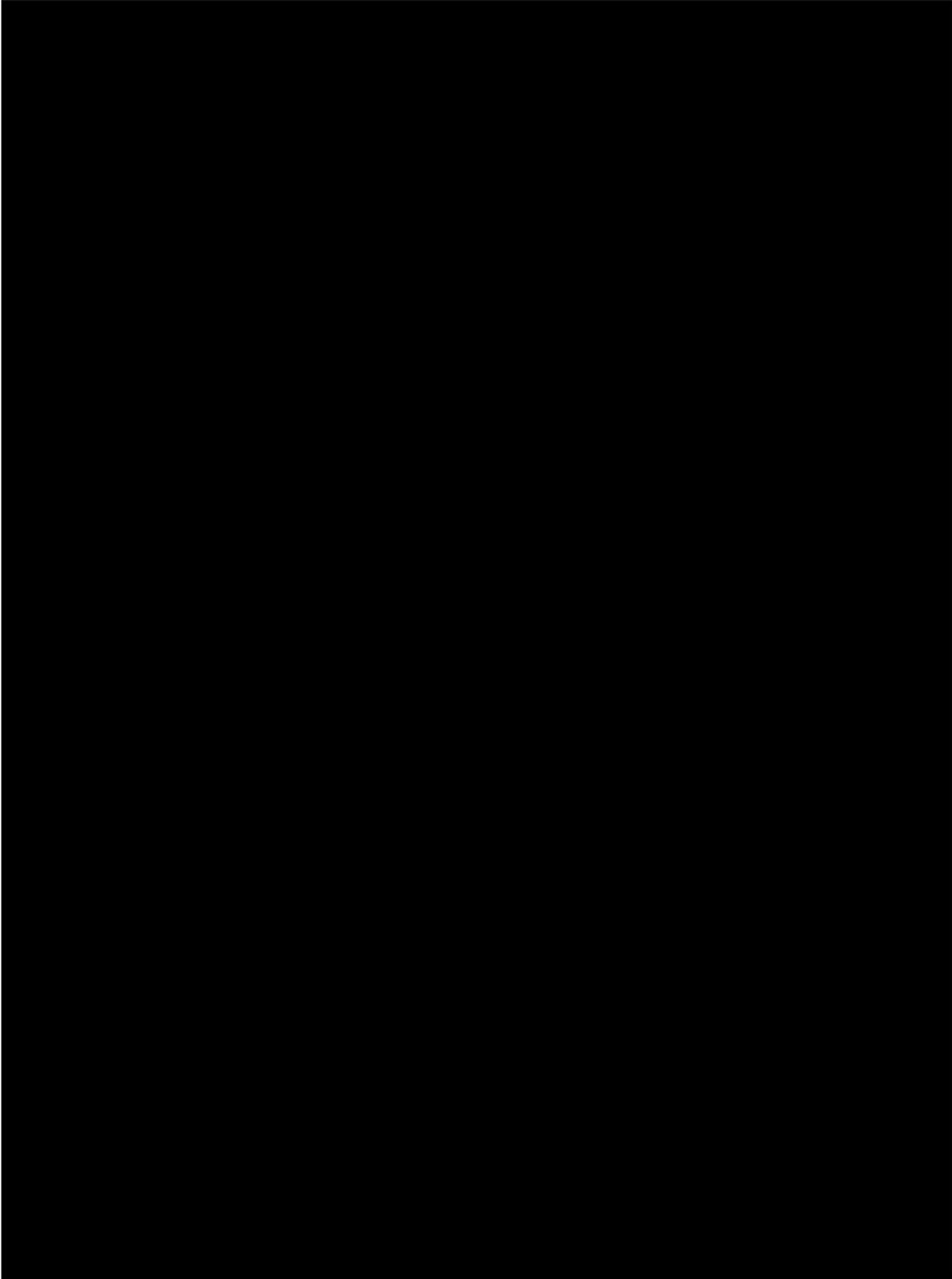
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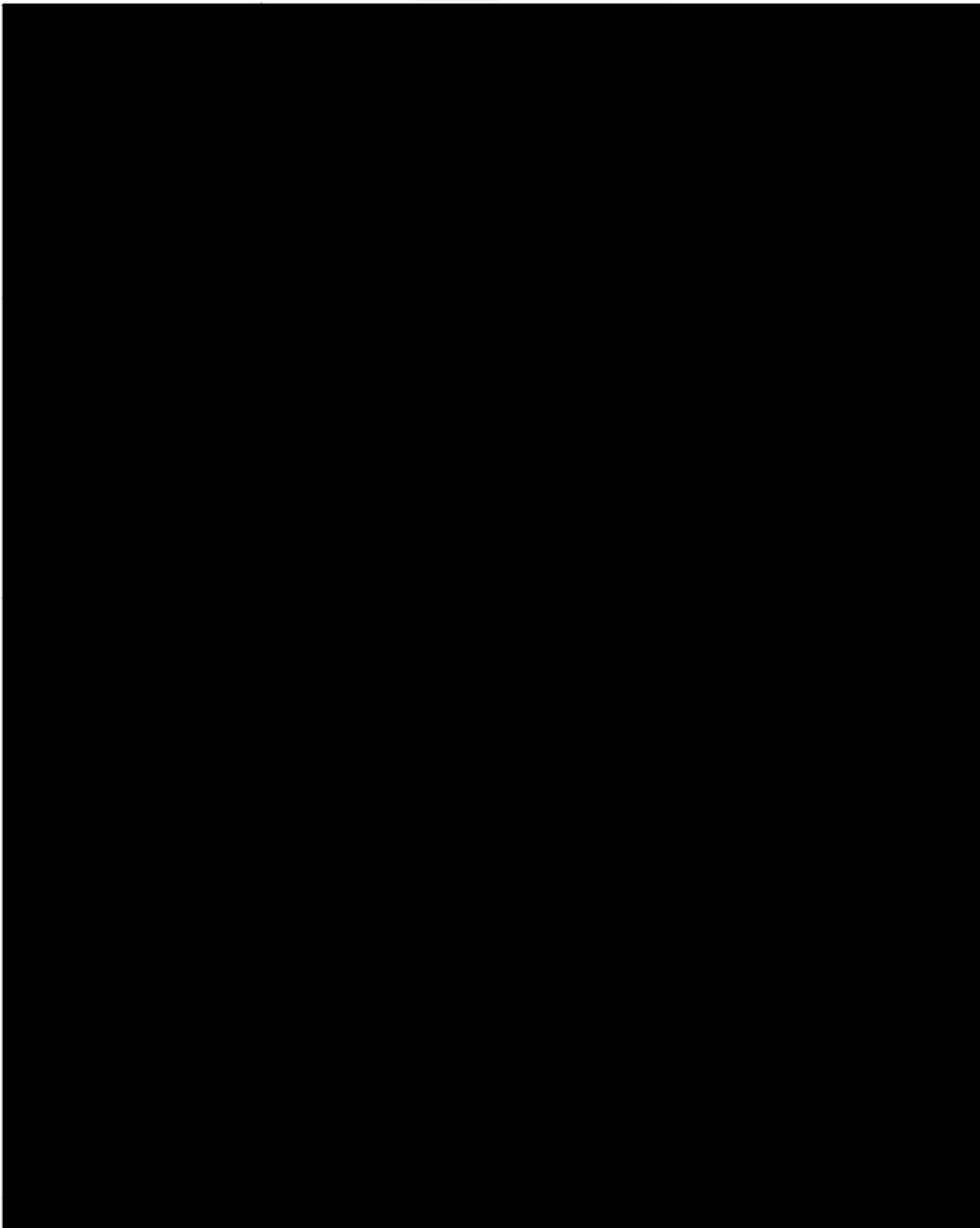
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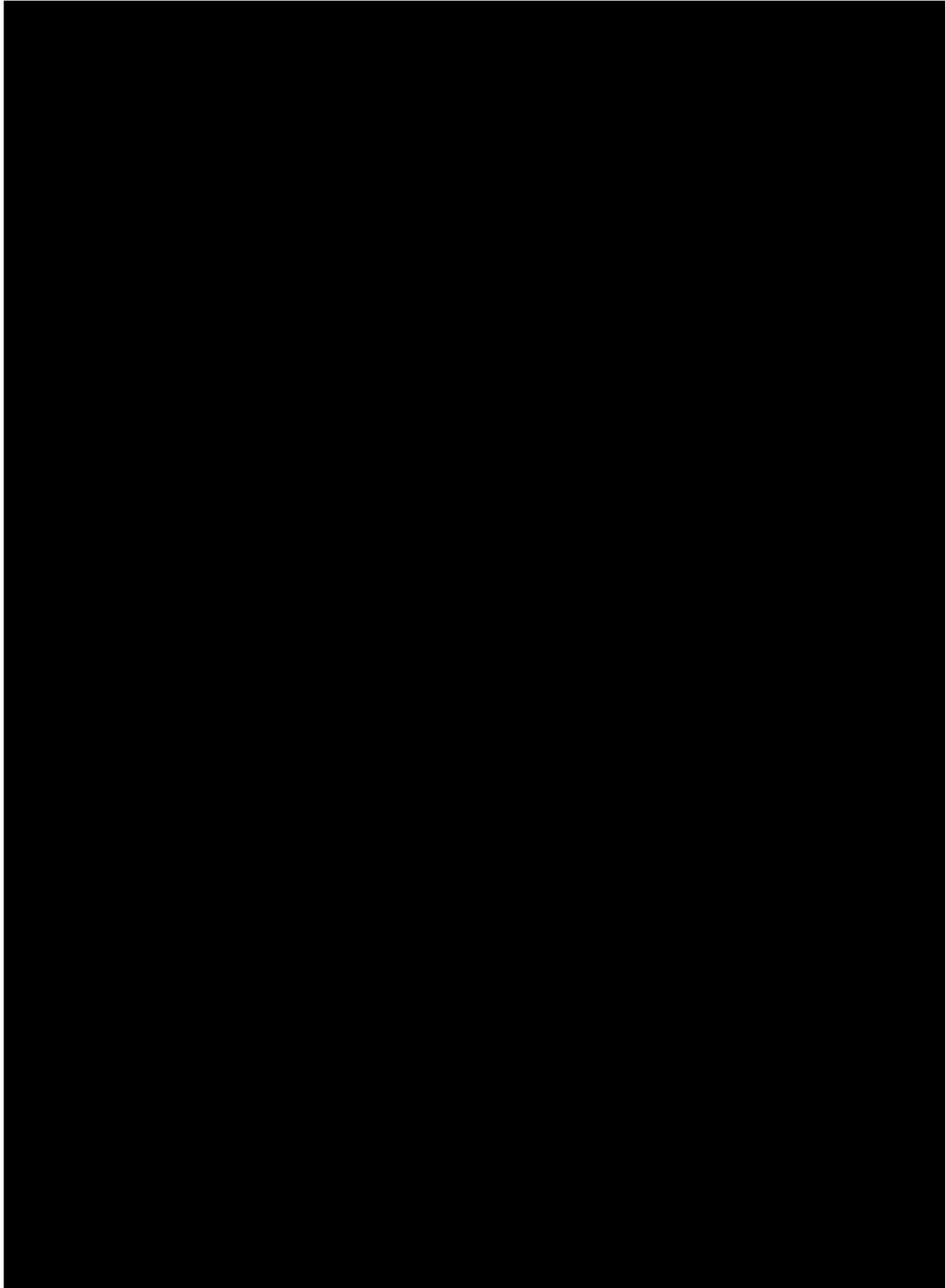
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Michelle K. Haynes











Kevin Warren



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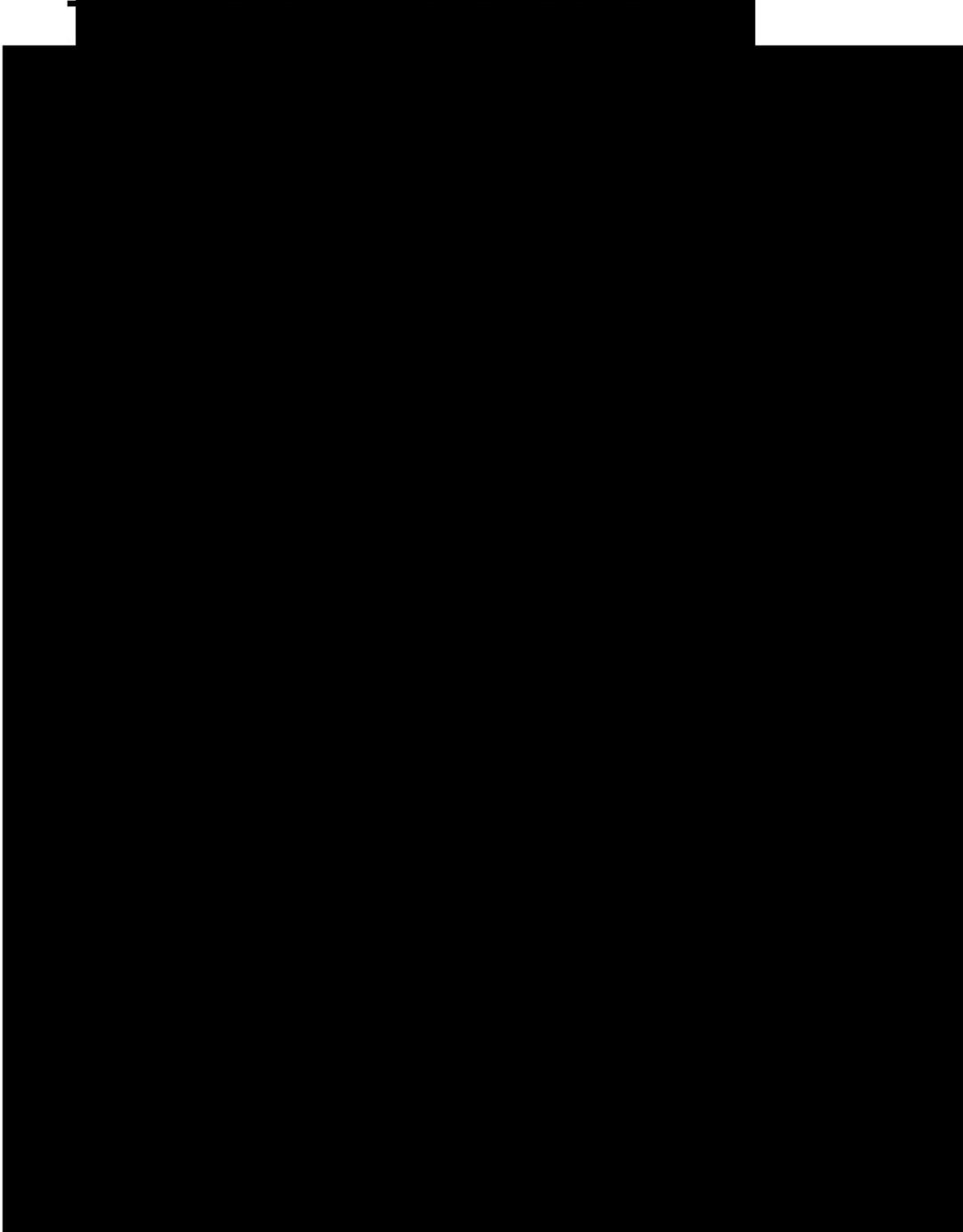
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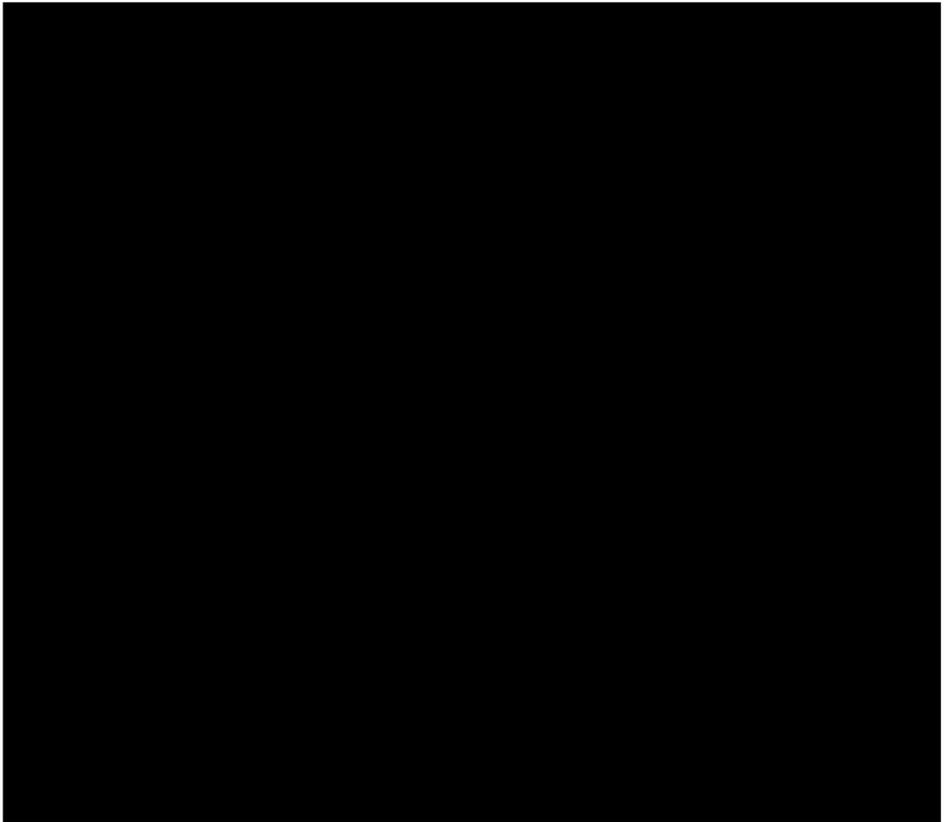
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Margret Banks MS





R-14i - Board Member RFI Forms

Each proposed board trustee must complete, sign, and attach the Request for Information Prospective Charter School Trustees ("RFI") form available on the Institute's website at newyorkcharters.org/reporting-requirements/board-members-new/.

Request for Information Prospective Charter School Education Corporation Trustee Form

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
2. Full name: KEITH BROWN
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (or you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I know DEEHOH, CYNILLE & MARGARET Foe OVER 10 YEARS
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes,
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Kenn Brown, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the (insert name of education corporation) is true and correct in every respect.



Signature

6/28/21

Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
South Shore Charter School
2. Full name: Nicole Blair Barzey
Home Address: [REDACTED]
Business Name and Address: Bronx Charter School for Excellence [REDACTED]
[REDACTED]
Telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (or you may attach a resume): Yes, resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. Yes, I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me at this time.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
Does not apply to me.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
I / we do not know any such employees.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business.
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
Not applicable because the education corporation does not contact with a management company or charter management organization.
I / we do not know any such persons.
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A.
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A.

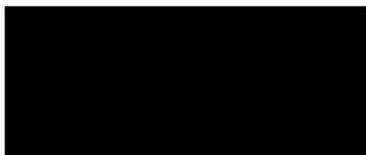
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15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None.
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None.
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. If I suspect that one or more members of the South Shore Charter School board were involved in self-dealing, I would bring the matter up to the board chair by providing any evidence that I might have. If the concerns regarding a breach in fiduciary duty were confirmed, I would support the removal of the involved parties and I would work with the remaining board members to also seek counsel from the SUNY Board of Trustees for next steps.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. N/A

Certification

I, Nicole Blair Barzey, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the South Shore Charter School is true and correct in every respect.



6-30-2021
Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
South Shore Charter School
2. Full name: *Adel A. Hageb*
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (or you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least ~~18~~ years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes,

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

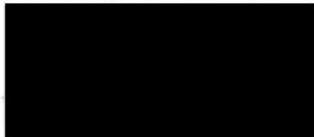
① I would review the current policies to see how to go about raising the issue with the board. ② Engage/request to meet with the board chair / Executive Committee

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Adel A. Hageb, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the South Shore Charter School (insert name of education corporation) is true and correct in every respect.



5/8/2021

Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
South Shore Charter School
2. Full name: Kanika Mobley
Home Address: [REDACTED]
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.:
E-mail address: [REDACTED]
3. A brief educational and employment history (or you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, I was a member of the La Cima Charter School board.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Bring it to the attention of the board chair and if unresolved report to authorizing organization.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Kanika H. Mobley, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the South Shore Charter School is true and correct in every respect.



6/28/21
Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
South Shore Charter School
2. Full name: Michelle Katrenna Haynes
Home Address: [REDACTED]
Business Name and Address: Sisulu-Walker Charter School of Harlem: [REDACTED]
[REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (or you may attach a resume):
X Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes,
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I worked at Sisulu-Walker Charter School of Harlem with Karlene Cowan she was the Director of Operations and I was a teacher.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family.
 Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes,
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Michelle K. Hayes, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the South Shore Charter School is true and correct in every respect.

 7/2/21
Date

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name: Karlene Cowan
Home Address: [REDACTED]
Business Name and Address: Bronx Charter School for the Arts - [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (or you may attach a resume):
Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes.
We were colleagues at another charter school.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
I / we do not know any such employees. Yes.
We were colleagues at another charter school
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business.
Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
Not applicable because the education corporation does not contact with a management company or charter management organization.
I / we do not know any such persons.
Yes, .
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes, .
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
- The matter should be brought to the Board and the individual(s) should be investigated and if found guilty, removed from the Board. A detailed summary of the investigation should then be sent to the appropriate person(s) at SUNY.**
- Other**

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Karlene Cowan, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the South Shore Charter School corporation} is true and correct in every respect.



June 29, 2021
Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
South Shore Charter School

2. Full name: Margaret Banks-Butler
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (or you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

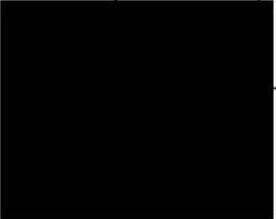
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes.
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. One would confirm if the allegations were true, and if so, I would speak with the individual. let them know why I was not in agreement with that behavior, and bring it to board for discussion.

 Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Margaret Banks-Butler certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the South Shore Charter School is true and correct in every respect.

 _____
Date 7/11/2021

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name: *Kevin Warran* [REDACTED]
Home Address: [REDACTED]
Business Name and Address: *N/A*
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (or you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes,

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship. None. Yes.
18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

In this regard I would bring this to leadership attention for further investigation and necessary steps taken against any such situation.
Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Kevin Warren, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the (insert name of education corporation) is true and correct in every respect.



7/11/21
Date

15a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

South Shore Charter School recognizes the importance of developing a positive collaborative relationship with the Central Islip School District. During our community outreach, our founding team have made efforts to reach out to the school board and the Superintendent's Office, as evident in section R-4d. Although we have not been able to setup a meeting with school district leadership, we will continue to make efforts to foster a collaborative relationship. Our ultimate goal is to work with the school district to share mutual best practices that will benefit all students and families in Central Islip.

Our founding team recognizes the potential tension that may be created between the district with the establishment of a charter school. We anticipate that there will be a perception that a charter school would have a negative impact on the district's overall finance and programming. In accordance with Education Law § 2851(2)(q), we have provided an examination of the impact South Shore will have on the school in the area in section R-1b. We have also outlined our fiscal impact in section R-1c. Based on our projections, by year 5, South Shore would enroll 450 students which would account for less than 4% of the Central Islip School District budget. We will seek to ease the district's concerns by proactively communicating with district leaders on the unique opportunities South Shore will provide to students and families.

South Shore Charter School will endeavor to establish a collaborative relationship with the school district. We will demonstrate our commitment to serving all students by actively enrolling and retaining a student population that is reflective of the Central Islip community, including English Language Learners, Special Education Students and Economically Disadvantaged Students. We will maintain an open and honest relationship with the school district by establishing strong communication. We will conduct open and transparent public board meetings and publicly post minutes on our website. We also plan on establishing a strong relationship that will enable us to hold community events and share mutually beneficial resources. We would like to collaborate professional development opportunities for staff at South Shore and district schools to share instructional best practices throughout walkthrough observations and other professional development opportunities. South Shore will continue to engage the Central Islip School District beyond the proposal process. We remain committed to building and maintaining a positive relationship with the school district.

15b. School Partnerships

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

According to data gathered from the New York State Department of Education portal, the Central Islip School District serves 7,517 students in 2019. As discussed section R-1b, about 72% of the elementary school students fell below the state's proficiency on the ELA exam and 64% fell below proficiency level on the state's math exam. The Cordello Avenue elementary school was identified as needing targeted support and improvement and the other schools performed far below the state's ELA and Math averages which were 45% and 47% respectively.

School Name/ Grades Served	ELA Proficiency (2019)	Math Proficiency (2019)
Andrew T. Morrow (K-6)	31%	38%
Anthony Alfano (K-6)	19%	24%
Charles A. Mulligan (K-6)	27%	30%
Cordello Avenue (K-6)	39%	46%
Francis J. O'Neill (1-5)	31%	40%
Marguerite L Mulvey (K-6)	28%	30%

Given our desire to locate along the Carleton Ave area, we intent to work with a number of the school listed in the chart above to establish school to school collaboration opportunities. We would also be able to partner to share our strengths to complement each other's needs. This would allow us to setup intervisitations to observe particular grade levels to share instructional practices and school culture routines.

16. Facility

16a- Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- The desired location of the school facility;
- The number of general education classrooms required each year;
- Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs; Space requirements for administrative functions, food services, a nurse's office, and physical education; and,
- If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

The mission of South Shore Charter School is to cultivate in our students the tenacity, integrity, and curiosity needed to become innovative and socially responsible leaders, ready to face and solve the ever-changing challenges facing our society. The physical location of South Shore Charter School is essential to achieving our mission. Our desired location for the school is along the Carlton Ave corridor of Central Islip where the community can easily and equitably come together. Over the past few months, working with real estate development companies, we have identified several suitable sites for South Shore, we have done walkthroughs of the potential school sites and are actively pursuing property leads.

At a minimum, year one requires four classrooms, a gymnasium, a cafeteria, space for small group and other support services, shared teacher collaboration or prep spaces, office space for administrative functions and bathrooms. Over the course of the charter term, our budget anticipate a cost of \$50/sq.ft with South Shore also paying utilities, taxes, if any maintenance.

Type of Space	Minimum Space Requirement					Sq. Ft.	Year 1 Description
	Quantity						
	2022-23	2023-24	2024-25	2025-26	2026-27		
Regular Classrooms	7 [5,390 sq. ft.]	11 [8,470 sq. ft.]	17 [9,240 sq. ft.]	23 [17,710 sq. ft.]	27 [20,790 sq. ft.]	770	Four general education classrooms for each grade level. Assuming 22 sq/ ft per student. There will be 25 students in each class.
ENL Room	1 [330 sq. ft.]	1 [330 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	330	A dedicated ENL space for small group pull-out instruction.

AIS Rooms	1 [330 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	330	A dedicated intervention space for small group pull-out instruction.
SPEDs Resource Room	1 [330 sq. ft.]	1 [330 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	330	A dedicated space for small group pull-out SPEDs instruction, testing accommodations.
Counseling Office	1 [330 sq. ft.]	2 [600 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	330	A dedicated space for guidance counselor and social worker.
Related Services	1 [330 sq. ft.]	330	Small room to be used for speech, occupational therapy, and other related services.				
Cafeteria/ Multi-Purpose Space	1 [3,300 sq. ft.]	3,300	Cafeteria and multipurpose room for breakfast and lunch, as well as for large school community events. Ideal is a seating capacity of 150.				
Gymnasium Space	0	0	1 [6,000 sq. ft.]	1 [6,000 sq. ft.]	1 [6,000 sq. ft.]		We would like a gym if possible but can use multipurpose room for PE in year one and two. Gymnasium for PE classes and for large school community meetings and events.
Conference Room	0	0	0	1 [770 sq. ft.]	1 [770 sq. ft.]		Conference room for parent meetings
Library/ Multi-Media Space	1 [770 sq. ft.]		Library to provide students with access to books and research technology.				
Music Room	1 [770 sq. ft.]	1 [770 sq. ft.]	1 [770 sq. ft.]	2 [770 sq. ft.]	2 [770 sq. ft.]		Music room for band setup and storage of instruments
Art Room	1 [770 sq. ft.]	1 [770 sq. ft.]	1 [770 sq. ft.]	2 [770 sq. ft.]	2 [770 sq. ft.]		Art room for setup and storage of supplies
Engineering Room	1 [770 sq. ft.]	1 [770 sq. ft.]	1 [770 sq. ft.]	2 [770 sq. ft.]	2 [770 sq. ft.]		Engineering room to allow for hands on creation.
Science Lab	1 [770 sq. ft.]	1 [770 sq. ft.]	1 [770 sq. ft.]	2 [770 sq. ft.]	2 [770 sq. ft.]		Science lab to allow for inquiry-based lessons.

Nurse's Office	1 [330 sq. ft.]	1 [330 sq. ft.]	1 [330 sq. ft.]	1 [330 sq. ft.]	1 [330 sq. ft.]	330	Nurses' office to support all necessary school health services.
Reception Area	1 [330 sq. ft.]	1 [330 sq. ft.]	1 [330 sq. ft.]	1 [330 sq. ft.]	1 [330 sq. ft.]	330	Including mail room
Faculty Space	1 [330 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	2 [660 sq. ft.]	660	Faculty space to allow for collaboration. Including copy room
Admin Offices	7 [700 sq. ft.]	7 [700 sq. ft.]	8 [800 sq. ft.]	9 [900 sq. ft.]	9 [900 sq. ft.]		Executive Director, Principal, Director of Ops/ Finance, Directors of Instruction, Dean of Students, Director of Student Services, Director of Data and Assessments, Business Manager, Operations Manager 100 sq. ft per admin.
Student Restroom	2 [200 sq. ft.]	2 [200 sq. ft.]	4 [400 sq. ft.]	4 [400 sq. ft.]	4 [400 sq. ft.]	200	
Adult Restrooms	2 [105 sq. ft.]	2 [105 sq. ft.]	4 [210 sq. ft.]	4 [210 sq. ft.]	4 [210 sq. ft.]	55	
Circulation Spaces	We assume circulation space to be at about 20% of the total space in a facility. This includes hallways, staircase, etc.					+20%	
Minimum Space Requirements (sq. ft.)	19,146	23,394	33,096	44,184	55,800		

16b- Facility Selection

Describe the efforts to date to secure a facility for the school including:

- If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;
- How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by commencement of the first year of operation;
- If another organization is assisting the applicants in obtaining facilities, provide information about such organization;
- If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;
- If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;

South Shore Charter School is actively pursuing a variety of facility options. We have built relationships with local developers and real estate agents in the selection of a facility, including Keller Williams Commercial and Philip Graham Realtors. We are confident that these relationships will continue to yield additional viable sites. We intent to establish the school in the Carleton Ave area, which is a central point in the community. Our facility will meet all safety requirements and will be fully ADA accessible. Our projected enrollment is 450 students, and our anticipated space needs is 40,000 square feet. Based on local guidance, our budget assumes a rental rate of \$50/square at 80 square feet per student. We anticipate negotiating a lease where the school will be responsible for necessary renovation, utilities, taxes, maintenance, insurance and other facilities related costs. The following are a few of the options that we have either toured or met with a relator in regard to leasing the space.

Figure 16.4: Possible Facility Locations

Address	Square Feet	Notes
267 Carleton Ave	24,000	Building will only accommodate our instructional program years 1-2
555 North Research Place	40,000	Building requires significant renovation

16c- Facilities Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

South Shore does not anticipate there will be any conflicts of interest. However, as in all instances where a potential conflict of interest may be present, the shared Trustee shall make the proper disclosure to each board member and ensure that he or she recuses himself or herself from any discussion that addresses the relationship between South Shore and any real estate transaction in which the school may engage. The Trustee would recuse himself or herself from any vote where a conflict exists.

16d- Additional Facilities Information

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.), to use a particular facility, as part of this response.

NOTE: If the applicant has identified a facility, include certification from an architect that the proposed facility meets NYSED or NYC specifications, as applicable, by the date the school would commence instruction, and the cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed startup budget.

While we have not yet identified a space, 267 Carleton Ave is a potential location we are considering due to space constraints. Below are documents which provides a vision of the type of space we are pursuing for South Shore Charter School.

PRIME MEDICAL/PROFESSIONAL OFFICE FOR LEASE

COURTHOUSE PLAZA

267 Carleton Ave, Central Islip, NY 11722



OFFERING SUMMARY

AVAILABLE SF:	2,175 - 6,900 SF
LEASE RATE:	Priced Upon Request
BUILDING SIZE:	21,300 SF
AVAILABLE SUITES:	3
ZONING:	Medical/Professional Office
MARKET:	Long Island

[CLICK HERE TO VIEW VIDEO](#)

PROPERTY OVERVIEW

Courthouse Plaza offers the most affordable high-quality medical & professional office space on Long Island. A beautiful lobby and well-appointed common areas welcome visitors as they take the elevators to the upper floors. The facility is fully updated and is energy efficient, extensively meticulously kept landscape. Amenities include Air Conditioning, Controlled Access, Signage & storage/archive space, with abundant on-site parking with 87 spaces. A computerized security system allows 24/7 access to the building. The property is immediately accessible from the Southern State Parkway (Exit 43A) and the Long Island Expressway (Exit 56S). It is within walking distance to Federal and County Courts and just blocks from a major retail center that includes Target, Home Depot, Carrabba's, and right across the street from the Ducks Stadium. KEY TENANTS: Family Health Care Center,

PRIME MEDICAL/PROFESSIONAL OFFICE FOR LEASE

ATRIUM

267 Carleton Ave, Central Islip, NY 11722



KW COMMERCIAL BROKERAGE ESTABLISHED 1988 1000 AVENUE OF THE STARS, SUITE 1000, FALLS CHURCH, VA 22044

PRIME MEDICAL/PROFESSIONAL OFFICE FOR LEASE

SUITE 200

267 Carleton Ave, Central Islip, NY 11722



KW COMMERCIAL DIVISION NY

PATRICK O'BRIEN

ANTHONY LOCASIO

PRIME MEDICAL/PROFESSIONAL OFFICE FOR LEASE

SUITE 204

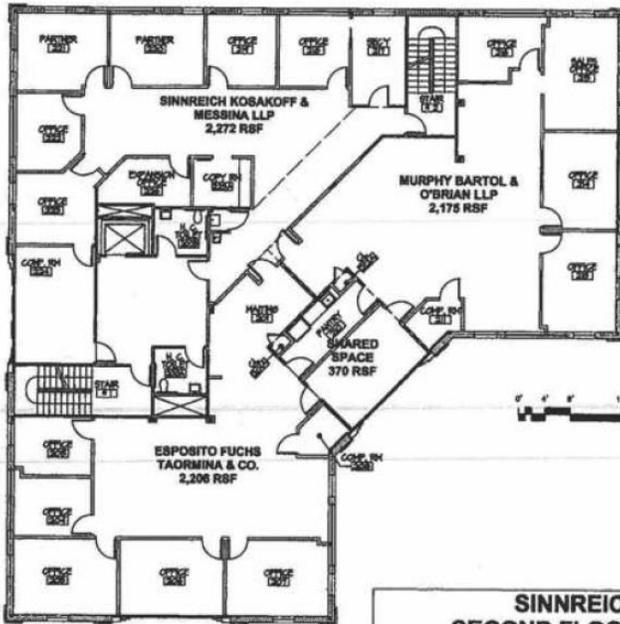
267 Carleton Ave, Central Islip, NY 11722



PRIME MEDICAL/PROFESSIONAL OFFICE FOR LEASE

FLOORPLAN 2ND FLR

267 Carleton Ave, Central Islip, NY 11722

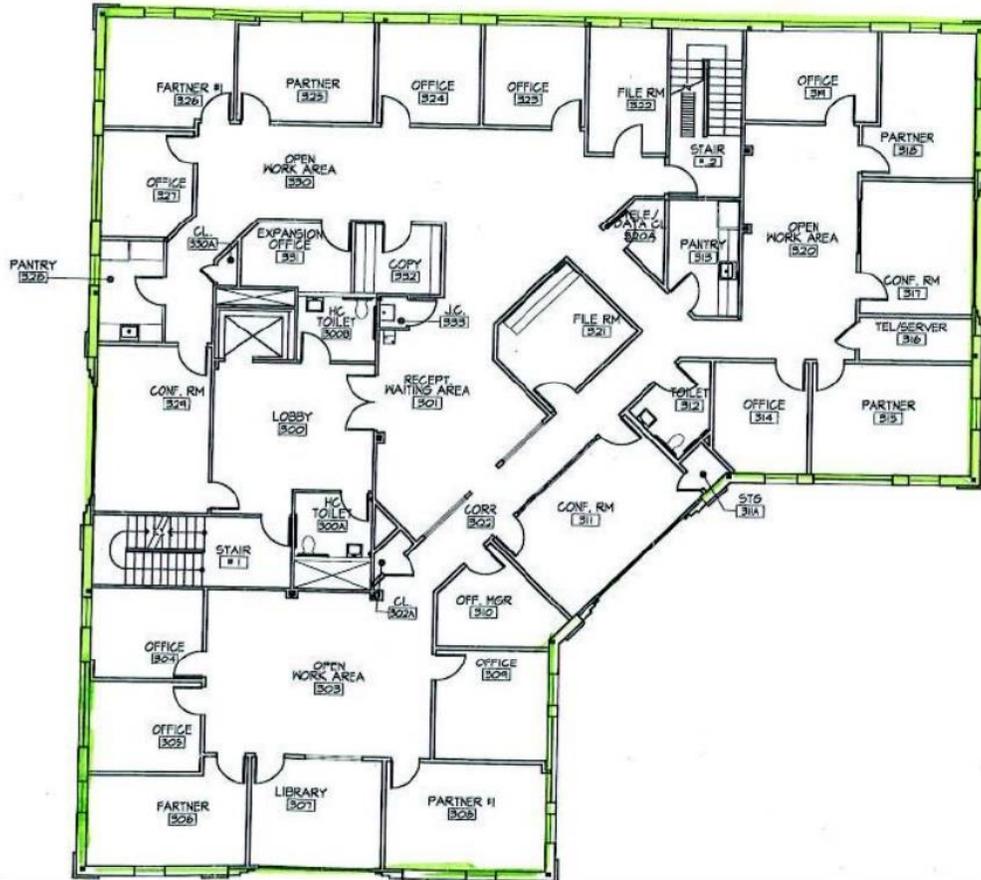


SINREICH -SECOND FLOOR PLAN- RENTABLE AREA	Project # xxxx1901	H 2 M	architec + enginee
	DATE: JUNE 11 2010		

OFFICE FOR LEASE

FLOORPLAN 3RD FLR

267 Carleton Ave, Central Islip, NY 11722



PRIME MEDICAL/PROFESSIONAL OFFICE FOR LEASE

COURTHOUSE PLAZA

267 Carleton Ave, Central Islip, NY 11722



KW COMMERCIAL DIVISION NY
212.269.7800

PATRICK O'BRIEN
[Redacted]

ANTHONY LOCASTO
[Redacted]

17- Food Services

Describe the plans for food services the charter school will provide including plans for the provision of food services in the event that the physical school building must close.

South Shore Charter School will provide food services in accordance with the New York State Department of Education and the National School Lunch Program (NSLP) guidelines. The school intends to secure a facility that will enable us to prepare warm fresh meals on site for students. We intend to serve breakfast, lunch and snacks to students. The school will provide appropriate alternative meals to student with religious specific or allergy related food requirements. The school will ensure that our kitchen facilities are built out to meet all local, state and federal requirements for free warming or preparation. The school will apply for and participate in the U.S. Department of Agriculture's free and reduced-price breakfast, lunch, and snack program for students eligible for these meal plans. In the event of school closure due to COVID-19, we will setup a pickup program. Families will be given time when students can come to the building to pick up prepacked meal to go.

The school will hire staff in year three to provide food services to students on site. In years one and two, we will contract local or national vendors to provide breakfast, lunch and snack to students for 185 days each year. We will outsource our food services in years one and two to allow us time to develop our own framework after having experience with the process. Based on our research, this arrangement will reduce the operational and financial burden on our school and will allow use to dedicate more time and resources on developing our academic programs in years 1 and 2. We have provided estimates for food services in R-21e- **Budget Template**.

According to the New York State Department of Education website portal, 59% of Central Islip students are economically disadvantaged. We anticipate that the majority of students will have free and reduced status. Students who are unable to pay or forget their lunch will be provided a meal at no cost. The Director of Operations/ Finance and the Operations Manager will be responsible for working with families to complete the School Meal Application Form to document students' eligibility for free and reduced-price meals. Prior to the start of the school year, we will ask families to complete intake registration forms that require them to report data that determines their economic classification. We will incentivize 100% completion of these forms to get the maximum number of students to have access to our meal program. As outlined in our budget, we have included food services fees and reimbursement for free and reduced lunch based on federal guidelines.

18- Health Services

Describe the plans for health services the charter school will provide including provision for a school nurse, medical space and equipment, immunizations records checks, medication to students within applicable law.

South Shore Charter School will comply with all applicable health services regulations as required by the NYSED Office of School Health Services. The school will have a full time licensed registered nurse in the building with a valid and current New York State license. Our facility will include a room dedicated for health services that is compliant with all building and health codes. The nurse will be responsible for the health of students during the school day, including the dispensing of medication and the treatment of ill or injured students. The nurse will also comply with and enforce mandatory immunization requirements.

Health Records

The Nurse will be responsible for record keeping, including, immunization records, medication records, and student health files. All records will be kept in a locked file with access limited to the Nurse, Director of Operation/Finance and Principal. The school nurse will oversee disbursements of any medication during school hours. A student must have a letter from the doctor with a parent authorization form on file to receive any medications while at school. The Director of Operations/Finance will collaborate with the district to schedule all required vision and health screenings for our students from the Department of Health and Mental Hygiene.

Disbursement of Medication

The nurse will administer medication to a non-self-directed student when a parent or guardian submits a written note from a physician indicating the frequency and dosage of a prescribed medication. All medication labels will be checked to ensure all necessary information is clear, accurate, and matches said student. This includes: student name, date of birth, name and phone number of pharmacy, licensed prescriber's name, date, name of medication/dosage, frequency of administration, route of administration and/or other directions. All medication, including over-the-counter (OTC) drugs, must be prescribed by a licensed prescriber. All medication will be locked and stored in an appropriate location (e.g. refrigerator or medicine cabinet) and disbursed by the nurse. Medication will be disbursed as closely to the prescribed time as possible. A plan for medication disbursement will be discussed between the teacher, parent or guardian, and student on an individual basis. Any self-directed student may take medication during school hours if they keep the medication in the nurse's office and his/her parent or guardian submits a written verification from a physician indicating the frequency and dosage of the prescribed medication. The parent or guardian must assume responsibility to have the medication delivered directly to the nurse's office in a properly labeled original container.

Immunization

The school will ensure that all new students adhere to New York State requirements for immunization in accordance to Public Health Law §216. South Shore will work to ensure all students have a health certificate within 14 days of entrance into the school, as well as a certificate of immunization upon registration or before the enrollment period is over. Students transferring from out of state or from another country can show a good faith effort to getting necessary documentation of immunization with an extension up until 30 days (compliant with 10NYCRR 66-1.4). Documentation must state that the student has received immunization against poliomyellitis, mumps, measles, diphteria, rubella, varicella, Haemophilus influenzae type b (Hib) and hepatitis B in accordance with the provisions of Public Health Law section 2164. Students who are still in the process of receiving immunizations, may provide documentation stating that the process has been started and that at least one dose has been administered prior to the School's opening day. Exceptions include medical reasons supported by a doctor's note, or religious beliefs. Additionally, parents may waive immunization, in which South Shore in consultation with the Bureau may grant variances from vaccinations in compliance with §2164 of the Public Health Law.

CPR & Defibrillator

South Shore, in accordance with §917 of the Education Law, will maintain an on-site AED equipment, which the Principal, Director of Operations/Finance, the PE teacher and other staff members will be trained to operate in the case of emergencies. Additionally, the aforementioned South Shore staff will also be trained in cardiopulmonary resuscitation (CPR). Training will likely occur during South Shore's Summer Institute, before any students enter the building. The Principal and Director of Operations/Finance will ensure that trained staff is also present on any School-sponsored events or trips located off-site.

19- Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

South Shore Charter School students in need of transportation services will receive services under the eligibility of §2853(4) (b) and §3635 of the Education law. South Shore will work with the Central Islip School District to provide bussing for students requiring bussing. South Shore will incorporate the transportation request documentation in the registration documentation for students.

The Director of Operations/ Finance will provide bussing for students as required. The Director of Operations/ Finance will work with the transportation department of the BPS to coordinate transportation for students residing more than .7 miles but less than 15 miles from their identified bus pick-up point to the school. Students residing less than .7 miles from the school will typically not receive bus services.

Families are responsible for submitting transportation requests to their respective school districts by April 1st for the following school year. South Shore will work with the Central Islip School District to provide transportation to students who are identified as residing in temporary housing under the McKinney Vento Homeless Education Assistance Act or who require special accommodations as identified on their IEP or 504 plan.

Our school calendar includes five school days when the Central Islip school district is not in session. On those days, South Shore will provide normal bussing for students through contract with a transportation vendor. This estimated cost is reflected in our operating budget.

R-20 - Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

South Shore Charter School founding board members sought quotes for comprehensive insurance coverage for the school's staff and assets. M&T Bank, which came highly recommended by similar schools in the region, provided the parameters below; the corresponding competitive premium rates are included in Response 22 – Budget.

General liability	Up to \$3,000,000 aggregate.
Workers Compensation	Up to statutory limitations.
Educators Legal Liability	Up to \$1,000,000.
Property	Up to \$250,000 per.
Excess Liability	Up to \$10,000,000.
Crime	Up to \$1,000,000 per.
Accident Insurance/Special Risk	Up to \$1,250,000

21a Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.

The narrative should address how the applicant considered possible contingencies related to the provision of alternate education models such as remote and/or hybrid instruction and the ways in which this may have impacted the development of the budget. Due to the financial challenges of the COVID-19 pandemic and the resulting uncertainty of economic conditions, the Institute also encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies.

South Shore Charter School has laid out a budget that we believe is fiscally sound and accounts for the programmatic changes and enhancements that need to occur to best serve our student and family population. In the Budget Template--Item 21e, we have outlined the anticipated revenue sources and projected expenses within the designated tabs and will provide the narratives for each in the sections indicated below.

Pre-Opening Budget and Pre-Opening Cash Flow--Budget Template Tabs 4 & 5

In advance of the school opening, we project that we will receive a Charter School Program Planning and Implementation grant in the amount of \$400,000. This revenue will be applied to a budget year of July 1, 2021 to June 30, 2022 with a monthly allocation of funds at \$57,142 beginning in October of that fiscal year. We do not anticipate incurring any large expenses until January 2022, when we will add 2.35FTE with an executive director, principal and other administrative and instructional staff members. Most of the earlier start up expenses will be devoted to community engagement and student recruitment, including developing marketing materials and distribution. We will also incur rent costs in June of 2022 as we secure a location for our school.

By deferring larger personnel expenses until January, we project that we will have generated a cash cushion of \$20,281 as a beginning cash balance in January 2022. The projected expenses that will have been accrued from July 2021-January 2022 will be attributed to contracted services that are needed for the start up process as well as board and staff development expenses to help prepare them for their responsibilities as stewards of the school. Additionally, we have planned for facility expenses including the rental and/or purchase of furniture and equipment.

It is the South Shore Charter School Board's intention to conduct fundraising activities during the start-up year that will generate \$25,000 in additional revenue for the school. This will be particularly useful in the early months of the start-up period during which time the State CSP dollars will have not been received. It is our intention to start off the first year of operation with \$20,861 as the beginning cash balance in July 2022. Given the impact of COVID-19, we will consider alternative source of revenue from entities such as Elementary and Secondary School Emergency Relief (ESSER) Funding.

Year One Operational Budget--Budget Template Tabs 6 & 7

As we plan for South Shore Charter School's first year of operation, we have accounted for the revenue distribution based on our recruitment and enrollment plan. As indicated in the Enrollment Chart in Tab 2 of the Budget Template, we plan to recruit the vast majority of our students from the Central Islip area which has per pupil funding of \$22,124. This will generate projected revenue of \$3,318,600 from 150 students.

Additional projected revenue will come from special education funding of \$230,000. This is based on a projection of \$10,000 per student for 23 special education students who represent 15% of our student population. Title and IDEA funding will provide an additional \$23,000 in revenue to the budget. Finally, we have projected an additional Charter School Program grant at \$500,000. Overall, we have projected \$4,228,587 in total revenue for our first year of operation with most of that revenue tagged to program services. The board plans to contribute \$25,000 in fundraising dollars that fiscal year.

On the expense side, we know that most of our expenses for the first year of operation will be devoted to personnel costs, including \$695,000 in administrative personnel costs. We believe the best administrative staffing model includes both an executive director and a principal to effectively share the responsibilities of running the school while focusing on ramping up for the following years. This projection represents 9.00 FTE with \$370,00 of the expenses tagged to Management and General functions.

Instructional personnel costs make up the largest portion of the budget as we plan to accommodate two grades of students with three classes in each grade. Two of the three classrooms at grades K and 1 will be served by a teacher and teaching assistant and then the third classroom at each grade level will be designated as ICT classrooms, requiring both a General Education and Special Education certified teacher.

The instructional staffing will also include specialty teachers and a guidance counselor. In total, during our first year of operation, we will have 18.00 FTE devoted to the instruction program, resulting in a projected budget expense of \$1,036,000.

We believe that allocating our resources in this matter will maximize learning for our students. Having access to two adults in the classroom will ensure individualized and differentiated instruction, particularly in the area of literacy in which small reading groups are essential for early learners. Additionally, we devote resources to a guidance counselor who will be available to support the social and emotional needs of our students. We are confident that we are making the best use of our revenues by providing a robust team of adults to support the academic and social emotional learning program of our school.

The other most significant expense for our budget is the facilities expense. We anticipate paying at least \$600,000 a year in rental expenses for the main school building. This projection is based regional averages of \$50 per square footage.

As a contingency for potential remote learning, we will likely reallocate some expenses that are tied to in-person learning to enhance technology resources so that all of South Shore Charter School students will continue to learn remotely without any interruption in their access. We will provide iPads to each student to ensure their continued engagement in a remote setting.

With respect to the yearly cash flow, we have anticipated the rhythm and flow of cash payments from the State based on our per pupil allocation. Since we will be starting the fiscal year with a \$20,861 beginning cash balance and will receive an infusion of cash at the start of the fiscal year as well, we don't anticipate any cash problems throughout the year, even if our net income might be negative in certain months.

Five Year Budget and Cash Flow

By year five, we expect to hit our target enrollment of 450 students, projecting a per pupil revenue total of \$9,955,800. This does not include special education revenue or other Title funding. Special education funding is projected against the 15% of our population receiving special education services. We anticipate \$90,000 in special education revenue by year five. Additional Federal revenue sources will yield approximately \$523,611 by year five. Based on our assumptions, total revenue by year five is projected at \$10,559,931.

Personnel will continue to be our most significant investment. By the end of five years, our administrative FTE will have increased by 1.0, from 13.0 to 14.0 with the addition of directors of instruction for specific grade bands and a dean of school culture in year 3. We will also add additional operations support as the demands on the school grow with a larger student and adult population. Administrative personnel expenses will increase over the five years from \$695,000 to \$1,123,677.

On the instructional side, with each additional grade level, we will be adding 3 General Education teachers, 1 Special Education teacher, additional specialty teachers and additional ENL teachers. In total, we will go from 18 FTE in year one to 42 FTE by year 5. The total expense will increase from \$1,036,000 to 2,725,530. With the added personnel in all areas of the school, taxes and benefits will also increase to match the increased capacity.

School operations and facilities expenses will also increase over the 5 year period, however, we will benefit from economies of scale as the resources will be utilized over a growing population of students. This is indicated by the expenses per pupil projection of \$16,315 in year five, down from \$25,371 in year one. With this increased economies of scale, we anticipate ending year five with a net income of \$1,847,625 and an ending cash balance of \$8,742,306.

21b. Financial Planning

Explain the process the school will use to develop its annual budget including:

- *Who will be involved;*
- *How needs will be identified and weighed;*
- *The timeline for creating and approving budgets; and,*
- *Procedures for monitoring and modifying budgets and on what interval.*

Each year, we will begin the budget planning process starting in February of the current fiscal year. The budget planning process will begin with the executive director and the chief financial officer. The budget planning process will be designed to follow the steps listed below with the corresponding timing.

<u>Budget Planning Step</u>	<u>Budget Planning Activity</u>	<u>Timing</u>
Step One	Review projected enrollment to make revenue assumptions	February
Step Two	Conduct a personnel compensation analysis--projecting annual raises and additional staffing.	February
Step Three	Present the first draft of the budget to the Board Finance Committee	March
Step Four	Create a second draft of the budget based on more concrete staffing information and other proposed large spending projects--programming, technology, capital projects	April
Step Five	Present updated draft to Board Finance committee and present to full board for additional feedback	April
Step Six	Make final adjustments to the budget based on full enrollment knowledge and any other assumptions based on board feedback.	May
Step Seven	Present final version of budget to board for full vote	May

The budget planning rests mostly on two very important factors: student enrollment and staffing compensation changes. As student recruitment begins in December before the new calendar year, the executive director, along with the Director of Operations/Finance will begin to make projections about how enrollment is tracking based first on the re-enrollment of existing students. Re-enrollment forms will be sent out to families in multiple rounds to secure the anticipated per pupil revenue outside of new student enrollees. As the lottery and registration process unfolds in March and April, the executive director and Director of Operations/Finance will refine the revenue assumptions based on the expected new student count by grade.

For staffing compensation projections, staff members will also be given a form to declare their intent for renewing their contracts into the next year. For any staff members that are deciding to leave the school, their compensation is removed from the budget projections and replaced by a placeholder that is within the salary range of the position. The recruitment and hiring process will take this into account and as positions are filled for the following year, those salary adjustments will be made in the budget over the multiple rounds of drafts.

All returning staff members will receive a 2-3% compensation increase based on what the projected revenues will allow for and this information will also be updated in the budget early in the process. This will give the finance committee and the board an early picture of how the largest budget line item is tracking for the new fiscal year.

All proposed technology purchases and capital projects will also be presented to the board for discussion and approval early in the budget drafting process in order to assess their budgetary impact and their feasibility based on anticipated revenues. The executive director and Director of Operations/Finance will continually make adjustments based on feedback from the finance committee and the full board.

21c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

South Shore Charter School will contract a certified public accounting firm to conduct an annual audit each year. These audit services will be noted in the school budget under professional services. The Director of Operations/Finance will be the main contact and liaison with the auditor and will work in collaboration with them to determine the timing and process for the annual audit.

Based on experience, we know that the key auditing activities will involve confirming the student enrollment numbers, ensuring internal controls of the financial systems, in particular, a separation of duties between purchasing and receiving and between bank reconciliations and payment management. We anticipate that the auditor will also review board oversight processes, speaking specifically with the board treasurer and other members of the finance committee to ensure that we have clear processes and routines for ensuring that the board is well-informed to fulfill their financial management responsibilities.

We also will institute sound spending approval systems that will deter any instances of fraud or unmonitored spending. Our auditing goal will always be to receive an unqualified audit that finds strong internal control systems and oversight procedures. Our expectation is that the auditor will provide key financial statements documenting South Shore Charter School's financial activities for the year. The financial statements will include a statement of financial position(balance sheet), a statement of functional expenses and an income statement details all revenues and expenses for the year.

21d- Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

In the event of the closure of South Shore Charter School, we will engage in a comprehensive communication plan for our students, families, and staff members to ensure that they have time to secure other school or work opportunities. This communication plan will include school meetings, as well as written correspondence outlining the timing and process that will be involved with the school closure. We will designate the executive committee of the board to assist with all closure activities in collaboration with the executive director, Director of Operations/Finance and operations lead.

We will commit to transferring all student records and testing materials to the school district of our location. This would be the Central Islip school district. We will also provide copies of these records to the students and families in accordance with their rights. We will do this with guidance from the SUNY Closure plan.

Financially, we will transfer all of our fixed assets in accordance with the law and based on guidance from the Assurances on Dissolution outlined in the 2021 SUNY Request for Proposals, we will establish an escrow account of no less than \$75,000 to cover any legal, audit, or other expenses connected to the dissolution process.

21e- Budget Template

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

 Charter Schools Institute The State University of New York	
2021 New School Proposal Budget(s) & Cash Flow(s) Template	
South Shore Charter School	
Contact Name:	Dermoth Mattison
Contact Title:	Proposed Executive Director
Contact Email:	dermoth.mattison@yahoo.com
Contact Phone:	516-254-4252
First Academic Year:	2022-23
Pre-Opening Period:	July 1, 2021 - June 30, 2022

SOUTH SHORE CHARTER SCHOOL
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	75	75	75	75	75	4-5
1st Grade	Elementary School	75	75	75	75	75	5-6
2nd Grade	Elementary School		75	75	75	75	6-7
3rd Grade	Elementary School			75	75	75	7-8
4th Grade	Elementary School				75	75	8-9
5th Grade	Elementary School					75	9-10
6th Grade	Middle School						
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		150	225	300	375	450	

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	3	3	3	3	3
2nd Grade	Elementary School		3	3	3	3
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Elementary School					3
6th Grade	Middle School					
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		6	9	12	15	18

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	0	25	25	25	25
3rd Grade	Elementary School	0	0	25	25	25
4th Grade	Elementary School	0	0	0	25	25
5th Grade	Elementary School	0	0	0	0	25
6th Grade	Middle School	0	0	0	0	0
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		150	225	300	375	450
Total Middle School Enrollment		-	-	-	-	-
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		150	225	300	375	450
Change in Net Enrollment from Prior Year (Count)		150	75	75	75	75
Change in Net Enrollment from Prior Year (Percent)		100.0%	50.0%	33.3%	25.0%	20.0%
Anticipated rate of attrition (Percent)		3.0%	3.0%	3.0%	3.0%	3.0%

ADDITIONAL NOTES/COMMENTS	
Our enrollment target is 75 students per grade level. We included a 3% attrition in the charter enrollment by grade chart above.	

ESTIMATED ENROLLMENT BY DISTRICT						
ANNUAL ENROLLMENT BY DISTRICT TOTALS		150	225	300	375	450
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	CENTRAL ISLIP UFSD	2022-23	2023-24	2024-25	2025-26	2026-27
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 288,432,084	\$ 288,432,084	\$ 288,432,084	\$ 288,432,084	\$ 288,432,084
ENROLLMENT (Charter School)		150	225	300	375	450
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	Central Islip Four Year Financial Plan: https://www.centralislip.k12.ny.us/common/pages/DisplayFile.aspx?itemId=50199487					

SECONDARY SENDING SCHOOL DISTRICT	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)					

SOUTH SHORE CHARTER SCHOOL

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-1	K-2	K-3	K-4	K-5
	Enrollment	150	225	300	375	450

**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	1.0	1.0	1.0	1.0	1.0	Yrs 1-5 - (1) Executive Director
Instructional Management	1.0	1.0	1.0	1.0	1.0	Yrs 1-5 - (1) Principal
Deans, Directors & Coordinators	3.0	4.0	6.0	6.0	6.0	Yrs 1-5 - (1) Dean of School Culture (K-2), (1) Dir. Student Services, Director of Data & Assessments; Yr 2 - Add (1) Dir. of Instruction (K-2); Yr 3 Add (1) Dean of School Culture (3-5), (1) Dir. of Instruction (3-5)
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0	Yr 1-5- Director of Finance/Operations
Operation / Business Manager	1.0	1.0	1.0	2.0	2.0	Yr 1-5 (1) Operations Manager; Yr 4 Add (1) Business Manager
Administrative Staff	2.0	3.0	3.0	3.0	3.0	Yr 1-5 - (1) Executive Assistant, (1) Operations Associate; Yr 2 Add (1) Ops Associate
TOTAL ADMINISTRATIVE STAFF	9.0	11.0	13.0	14.0	14.0	

INSTRUCTIONAL PERSONNEL FTE	FTE					Description of Assumptions
Teachers - Regular	6.0	9.0	12.0	15.0	18.0	Yr 1 (6) Gen Ed, Yr 2 (9) Gen Ed, Yr 3 (12) Gen Ed, Yr 4 (15) Gen Ed, Yr 5 Yr 1 (2) SPED ICT, Yrs 2-5 - Plus (1) SPED ICT per grade for each year (1)
Teachers - SPED	2.0	3.0	4.0	5.0	6.0	
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	4.0	6.0	6.0	6.0	6.0	Yr 1 (4) TA, Yr 2 Add (2) (1 TA in grades K-2 classrooms)
Specialty Teachers	3.0	5.0	5.0	5.0	5.0	Yr 1 (1) Music/Art, (1) Science/Engineering, (1) PE, Yr 2-5 (1) Art, (1)
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	1.0	2.0	2.0	2.0	2.0	Yr 1-5 - (1) Guidance Counselor, Yr 2 Add (1) Social Worker
Other	2.0	3.0	4.0	5.0	5.0	Yr 1-5- (1) ENL, (1) AIS; Yr 2 Add (1) ENL Yr 3 Add (1) AIS; Yr 4 Add (1) ENL
TOTAL INSTRUCTIONAL	18.0	28.0	33.0	38.0	42.0	

NON-INSTRUCTIONAL PERSONNEL FTE	FTE					Description of Assumptions
Nurse	0.0	0.0	0.0	0.0	0.0	District School Nurse- Based on research on similar Long Island Charter Schools
Librarian	0.0	0.0	0.0	0.0	0.0	N/A
Custodian	0.0	0.0	0.0	0.0	0.0	Contracted Service
Security	0.0	0.0	0.0	0.0	0.0	Contracted Service
Other	0.0	0.0	2.0	2.0	2.0	Year 1-2- Outsourced Food Services; Years 3-5; Hire (2) Kitchen Staff
TOTAL NON-INSTRUCTIONAL	0.0	0.0	2.0	2.0	2.0	

TOTAL PERSONNEL SERVICE FTE	27.0	39.0	48.0	54.0	58.0	
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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-1	K-2	K-3	K-4	K-5
	Enrollment	150.00	225.00	300.00	375.00	450.00

SOUTH SHORE CHARTER SCHOOL

***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.

ADMINISTRATIVE PERSONNEL WAGES	WAGES						Description of Assumptions
	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	\$ 150,000	\$ 150,000	\$ 154,500	\$ 159,135	\$ 163,909	\$ 168,826	Starting Salary assumed to grow by 3% year over year, regardless of whether present in year 1 or not to account for wage growth over time.
Instructional Management	\$ 100,000	\$ 100,000	\$ 103,000	\$ 106,090	\$ 109,273	\$ 112,551	Estimates based on regional and comparable charter school salaries
Deans, Directors & Coordinators	\$ 75,000	\$ 225,000	\$ 306,750	\$ 465,953	\$ 479,931	\$ 494,329	Estimates based on regional and comparable charter school salaries
CFO / Director of Finance	\$ 85,000	\$ 85,000	\$ 87,550	\$ 90,177	\$ 92,882	\$ 95,668	Estimates based on regional and comparable charter school salaries
Operation / Business Manager	\$ 55,000	\$ 55,000	\$ 56,650	\$ 58,350	\$ 115,100	\$ 118,553	Estimates based on regional and comparable charter school salaries
Administrative Staff	\$ 40,000	\$ 80,000	\$ 122,400	\$ 126,072	\$ 129,854	\$ 133,750	Estimates based on regional and comparable charter school salaries
TOTAL ADMINISTRATIVE STAFF		\$ 695,000	\$ 830,850	\$ 1,005,776	\$ 1,090,949	\$ 1,123,677	Estimates based on regional and comparable charter school salaries
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	\$ 65,000	\$ 390,000	\$ 596,700	\$ 809,601	\$ 1,028,889	\$ 1,254,756	Estimates based on regional and comparable charter school salaries
Teachers - SPED	\$ 68,000	\$ 136,000	\$ 208,080	\$ 282,322	\$ 358,792	\$ 437,556	Estimates based on regional and comparable charter school salaries
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teaching Assistants	\$ 40,000	\$ 160,000	\$ 244,800	\$ 252,144	\$ 259,708	\$ 267,500	Estimates based on regional and comparable charter school salaries
Specialty Teachers	\$ 60,000	\$ 180,000	\$ 305,400	\$ 314,562	\$ 323,999	\$ 333,719	Estimates based on regional and comparable charter school salaries
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Therapists & Counselors	\$ 60,000	\$ 60,000	\$ 121,800	\$ 125,454	\$ 129,218	\$ 133,094	Estimates based on regional and comparable charter school salaries
Other	\$ 55,000	\$ 110,000	\$ 168,300	\$ 228,349	\$ 290,199	\$ 298,905	Estimates based on regional and comparable charter school salaries
TOTAL INSTRUCTIONAL		\$ 1,036,000	\$ 1,645,080	\$ 2,012,432	\$ 2,390,805	\$ 2,725,530	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Outsourced
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Outsourced
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Outsourced
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Outsourced
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Year 1-2- Outsourced; Years 3-5; Hire (2.5) Kitchen Staff
TOTAL NON-INSTRUCTIONAL		\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL PERSONNEL SERVICE WAGES		\$ 1,731,000	\$ 2,475,930	\$ 3,018,208	\$ 3,481,754	\$ 3,849,207	

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	425,000	CPS Grant and Fundraising	
Total Expenses	404,139	Operations & Startup Cost	
Net Income	20,861	Net Income from pre-opening period	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus	-		
DYCD (Department of Youth and Community Developmt.)	-		
Other	-		
TOTAL REVENUE FROM STATE SOURCES	-		
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation	400,000		Assume \$1 Million CSP Allocation; \$400K (Yr 1), 300K (Yr 2), \$100K (Yr 3)
Other	-		
Other	-		
TOTAL REVENUE FROM FEDERAL SOURCES	400,000		
LOCAL and OTHER REVENUE			
Contributions and Donations	-		
Fundraising	25,000		Board Committed Fundraising
Grants Reimbursement	-		
Earnings on Investments	-		
Interest Income	-		
Food Service (Income from meals)	-		
Text Book	-		
OTHER	-		
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	25,000		
TOTAL REVENUE	425,000		
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	FTE No. of Positions		
Executive Management	0.83	70,000	Executive Director hired in Jan 2022
Instructional Management	0.50	58,331	Principal hired in Jan 2022
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	0.50	58,331	Director of Operations/Finance hired Jan 2022
Operation / Business Manager	-	43,750	
Administrative Staff	0.50	23,333	Executive Assistant hired Jan 2022
TOTAL ADMINISTRATIVE STAFF	2.35	253,745	
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	2.35	253,745	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		16,772	
Fringe / Employee Benefits		19,575	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		36,347	
TOTAL PERSONNEL SERVICE COSTS	2.35	290,092	
CONTRACTED SERVICES			
Accounting / Audit		2,502	Assumes cost for audit
Legal		7,000	Assumes cost for legal services including 501c filing
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		2,502	Assumes cost for payroll services
Special Ed Services		-	
Titement Services (i.e. Title I)		2,917	
Other Purchased / Professional / Consulting		9,917	Assumes cost for back-office CFO services
TOTAL CONTRACTED SERVICES		24,837	
SCHOOL OPERATIONS			
Board Expenses		700	Assume cost for board retreat and training
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		1,000	Assume cost for office furniture
Telephone		1,260	Assume cell phone cost for startup team (\$60 per staff)
Technology		4,800	Assume cost for leadership technology (1.5k for 4 staff members)
Student Testing & Assessment		-	
Field Trips		-	

SOUTH SHORE CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD July 1, 2021 - June 30, 2022		
<i>*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.</i>		
DESCRIPTION OF ASSUMPTIONS		
Total Revenue	425,000	CPS Grant and Fundraising
Total Expenses	404,139	Operations & Startup Cost
Net Income	20,861	Net Income from pre-opening period
	START-UP PERIOD	
Transportation (student)	-	
Student Services - other	-	
Office Expense	8,500	Assume monthly cost during pre-opening period
Staff Development	10,000	Assume professional development for leadership team
Staff Recruitment	4,200	Assume cost for staff recruitment/ marketing
Student Recruitment / Marketing	5,833	Assume cost for recruitment/marketing
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	2,917	
TOTAL SCHOOL OPERATIONS	39,210	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	Assume initial cost for liability and D&O insurance
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	50,000	Assume 1 month rent @\$50/sq ft, 80 sq ft per student
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	50,000	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	404,139	Total expenses for planning year
NET INCOME	20,861	Net income from planning year

PRE-OPENING CASH FLOW 1-YEAR		SOUTH SHORE CHARTER SCHOOL															
*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		July 1, 2021		June 30, 2022		July 1, 2021		June 30, 2022		July 1, 2021		June 30, 2022	
Total Revenue	-	-	-	-	-	-	60,713	60,713	60,713	60,713	60,713	60,713	60,713	60,713	60,722	425,000	
Total Expenses	-	-	-	-	-	-	40,432	56,134	51,514	51,514	51,514	51,514	51,514	51,514	101,514	404,139	
Net Income	-	-	-	-	-	-	20,281	4,579	9,199	9,199	9,199	9,199	9,199	9,199	(40,792)	20,861	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	-	-	-	-	20,281	24,859	34,058	43,256	52,455	61,653	61,653	20,861	20,861	
Net Income	-	-	-	-	-	-	20,281	24,859	34,058	43,256	52,455	61,653	61,653	61,653	20,861	20,861	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL			
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	2.35	-	-	-	-	-	36,249	36,249	36,249	36,249	36,249	36,249	36,249	36,249	253,745		
PAYROLL TAXES AND BENEFITS																	
Payroll Taxes	-	-	-	-	-	-	-	2,795	2,795	2,795	2,795	2,795	2,795	2,795	16,772		
Fringe / Employee Benefits	-	-	-	-	-	-	-	3,262	3,262	3,262	3,262	3,262	3,262	3,262	19,575		
Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	6,058	6,058	6,058	6,058	6,058	6,058	6,058	36,347		
TOTAL PERSONNEL SERVICE COSTS	2.35	-	-	-	-	-	36,249	42,307	42,307	42,307	42,307	42,307	42,307	42,307	290,092		
CONTRACTED SERVICES																	
Accounting / Audit	-	-	-	-	-	-	-	417	417	417	417	417	417	417	2,502		
Legal	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	7,000			
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Payroll Services	-	-	-	-	-	-	-	417	417	417	417	417	417	2,502			
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Titlement Services (i.e. Title I)	-	-	-	-	-	-	417	417	417	417	417	417	417	2,917			
Other Purchased / Professional / Consulting	-	-	-	-	-	-	1,417	1,417	1,417	1,417	1,417	1,417	1,417	9,917			
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	2,833	3,667	3,667	3,667	3,667	3,667	3,667	24,837			
SCHOOL OPERATIONS																	
Board Expenses	-	-	-	-	-	-	100	100	100	100	100	100	100	700			
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-				
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-				
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-				
Equipment / Furniture	-	-	-	-	-	-	-	167	167	167	167	167	167	1,000			
Telephone	-	-	-	-	-	-	-	60	240	240	240	240	240	1,260			
Technology	-	-	-	-	-	-	-	4,800	-	-	-	-	-	4,800			
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Office Expense	-	-	-	-	-	-	-	1,417	1,417	1,417	1,417	1,417	1,417	8,500			
Staff Development	-	-	-	-	-	-	-	1,667	1,667	1,667	1,667	1,667	1,667	10,000			
Staff Recruitment	-	-	-	-	-	-	-	700	700	700	700	700	700	4,200			
Student Recruitment / Marketing	-	-	-	-	-	-	833	833	833	833	833	833	833	5,833			
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Other	-	-	-	-	-	-	417	417	417	417	417	417	417	2,917			
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	1,350	10,160	5,540	5,540	5,540	5,540	5,540	39,210			
FACILITY OPERATION & MAINTENANCE																	
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	50,000	50,000		

PRE-OPENING CASH FLOW 1-YEAR	SOUTH SHORE CHARTER SCHOOL												
*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	-	-	-	-	-	60,713	60,713	60,713	60,713	60,713	60,713	60,722	425,000
Total Expenses	-	-	-	-	-	40,432	56,134	51,514	51,514	51,514	51,514	101,514	404,139
Net Income	-	-	-	-	-	20,281	4,579	9,199	9,199	9,199	9,199	(40,792)	20,861
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	20,281	24,859	34,058	43,256	52,455	61,653	-
Net Income	-	-	-	-	-	20,281	24,859	34,058	43,256	52,455	61,653	20,861	20,861
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	50,000	50,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	40,432	56,134	51,514	51,514	51,514	51,514	101,514	404,139
NET INCOME	-	-	-	-	-	20,281	4,579	9,199	9,199	9,199	9,199	(40,792)	20,861
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	-	-	-	-	-	20,281	4,579	9,199	9,199	9,199	9,199	(40,792)	20,861
Beginning Cash Balance	-	-	-	-	-	-	20,281	24,859	34,058	43,256	52,455	61,653	-
ENDING CASH BALANCE	-	-	-	-	-	20,281	24,859	34,058	43,256	52,455	61,653	20,861	20,861

YEAR 1 BUDGET AND ASSUMPTION	SOUTH SHORE CHARTER SCHOOL							DESCRIPTION OF ASSUMPTIONS <i>*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.</i>
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE							
	JULY 1, 2022 - JUNE 30, 2023							
Total Revenue	3,318,000	259,840	625,147	25,000	-	-	4,228,987	
Total Expenses	2,482,734	239,725	-	-	1,139,107	-	3,861,566	
Net Income	835,866	20,115	625,147	25,000	(1,139,107)	-	367,021	
Budgeted Student Enrollment	150	-	-	-	-	-	150	Targeted enrollment 150, budgeted enrollment 147
		PROGRAM SERVICES					SUPPORT SERVICES	
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
PRIMARY School District: CENTRAL ISLIP UFSD		150	-	-	-	-	150	
Other District 1:	0	-	-	-	-	-	-	
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:	-	-	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	-	-	
TOTAL ENROLLMENT		150	-	-	-	-	150	
REVENUE PER PUPIL		22,124	-	-	-	-	28,191	
EXPENSES PER PUPIL		16,552	-	-	-	-	25,744	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	SOUTH SHORE CHARTER SCHOOL													
	PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS													
	JULY 1, 2022 - JUNE 30, 2023													
Total Revenue	635,182	43,740	650,681	59,248	650,681	59,248	650,681	59,248	650,681	59,248	650,681	59,256	4,228,987	
Total Expenses	418,476	287,976	313,506	313,506	313,506	313,506	313,506	313,506	313,506	313,506	313,506	339,559	3,861,566	
Net Income	216,706	(244,237)	337,175	(264,258)	337,175	(264,258)	337,175	(264,258)	337,175	(264,258)	337,175	(274,303)	367,021	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	20,861	237,567	(6,666)	330,515	76,257	413,432	159,174	496,349	242,091	579,266	325,008	662,185	20,861	
Ending Cash Balance	237,567	(6,666)	330,515	76,257	413,432	159,174	496,349	242,091	579,266	325,008	662,185	387,882	387,882	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	144,248	144,248	144,248	144,248	144,248	144,248	144,248	144,248	144,248	144,248	144,248	144,268	1,731,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes	11,258	11,258	11,258	11,258	11,258	11,258	11,258	11,258	11,258	11,258	11,258	11,258	11,258	135,102
Rings / Employee Benefits	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	17,310	207,720
Retirement / Pension	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	4,327	51,930
TOTAL PAYROLL TAXES AND BENEFITS	32,895	32,895	32,895	32,895	32,895	32,895	32,895	32,895	32,895	32,895	32,895	32,895	32,895	384,752
TOTAL PERSONNEL SERVICE COSTS	27.00	177,144	177,144	177,144	177,144	177,144	177,144	177,144	177,144	177,144	177,144	177,144	177,144	2,115,752
CONTRACTED SERVICES														
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	20,000
Lease	833	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	16,830	16,830	16,830	16,830	16,830	16,830	16,830	16,830	16,830	16,830	16,830	168,300
Payroll Services	330	330	330	330	330	330	330	330	330	330	330	330	330	6,840
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchases / Professionals / Consulting	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	21,500	256,000
TOTAL CONTRACTED SERVICES	22,864	22,864	39,694	39,694	39,694	39,694	39,694	39,694	39,694	39,694	39,694	39,694	39,694	462,662
SCHOOL OPERATIONS														
Board Expenses	100	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Classroom / Teaching Supplies & Materials	-	-	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	37,500
Special Ed Supplies & Materials	-	-	450	450	450	450	450	450	450	450	450	450	450	4,500
Textbooks / Workbooks	-	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	30,000
Supplies & Materials other	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Equipment / Furniture	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	6,750	81,000
Telephone	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Technology	130,000	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	184,500
Student Testing & Assessment	510	510	510	510	510	510	510	510	510	510	510	510	510	6,120
Field Trips	313	313	313	313	313	313	313	313	313	313	313	313	313	3,750
Transportation (Students)	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	1,666	20,000
Student Services - other	625	625	625	625	625	625	625	625	625	625	625	625	625	7,500
Office Expense	2,000	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
Staff Development	2,500	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
Staff Recruitment	833	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Student Recruitment / Marketing	833	833	833	833	833	833	833	833	833	833	833	833	833	10,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	152,130	21,830	30,330	30,330	30,330	30,330	30,330	30,330	30,330	30,330	30,330	30,330	30,345	477,075
FACILITY OPERATION & MAINTENANCE														
Insurance	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	37,500
Janitorial	2,006	2,006	2,006	2,006	2,006	2,006	2,006	2,006	2,006	2,006	2,006	2,006	2,006	24,072
Building and Land Rent / Lease / Facility Finance Interest	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	600,000
Repairs & Maintenance	3,333	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
Equipment / Furniture	791	791	791	791	791	791	791	791	791	791	791	791	791	9,500
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
TOTAL FACILITY OPERATION & MAINTENANCE	64,255	64,255	64,255	64,255	64,255	64,255	64,255	64,255	64,255	64,255	64,255	64,255	64,268	771,077
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	2,083	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	418,476	287,976	313,506	313,506	313,506	313,506	313,506	313,506	313,506	313,506	313,506	339,559	3,861,566	
NET INCOME	216,706	(244,237)	337,175	(264,258)	337,175	(264,258)	337,175	(264,258)	337,175	(264,258)	337,175	(274,303)	367,021	
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Example - Add Back: Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES														

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	SOUTH SHORE CHARTER SCHOOL 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	635,182	43,749	650,681	59,248	650,681	59,248	650,681	59,248	650,681	59,248	650,683	59,256	4,228,587
Total Expenses	418,476	287,976	313,506	313,506	313,506	313,506	313,506	313,506	313,506	313,506	313,506	333,559	3,861,566
Net Income	216,706	(244,227)	337,175	(254,258)	337,175	(254,258)	337,175	(254,258)	337,175	(254,258)	337,177	(274,303)	367,021
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	20,861	237,567	(6,660)	330,515	76,257	413,432	159,174	496,349	242,091	579,266	325,008	662,185	20,861
Ending Cash Balance	237,567	(6,660)	330,515	76,257	413,432	159,174	496,349	242,091	579,266	325,008	662,185	387,882	387,882
NET INCOME	216,706	(244,227)	337,175	(254,258)	337,175	(254,258)	337,175	(254,258)	337,175	(254,258)	337,177	(274,303)	367,021
Beginning Cash Balance	20,861	237,567	(6,660)	330,515	76,257	413,432	159,174	496,349	242,091	579,266	325,008	662,185	20,861
ENDING CASH BALANCE	237,567	(6,660)	330,515	76,257	413,432	159,174	496,349	242,091	579,266	325,008	662,185	387,882	387,882

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		SOUTH SHORE CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS	
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>							<i>*NOTE: State assumptions that are being made in the section provided below.</i>	
Total Revenue		4,228,587	5,439,966	7,089,954	8,839,943	10,589,931		
Total Expenses		3,861,566	5,178,633	6,462,869	7,674,740	8,742,306		
Net Income (Before Cash Flow Adjustments)		367,021	261,333	627,085	1,165,203	1,847,625		
Budgeted Student Enrollment		150	225	300	375	450		
		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27		
		Per Pupil Revenue Percentage Increase					Assumes 2% Increase in Per Pupil from Years 3 - 5	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue		Basic Tuition (2020-21)						
PRIMARY School District: CENTRAL ISLIP UFSD		22,124	3,318,600	4,977,900	6,637,200	8,296,500	9,955,000	
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)	22,124	3,318,600	4,977,900	6,637,200	8,296,500	9,955,000
Special Education Revenue			230,000	90,000	90,000	90,000	90,000	15% SPEDs population @ \$10K per student
NYC DOE Rental Assistance			-	-	-	-	-	
Grants			-	-	-	-	-	
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developm.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			3,548,600	5,067,900	6,727,200	8,386,500	10,045,000	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			23,000	33,750	45,000	56,250	67,500	
Title I			22,250	63,612	84,816	106,020	127,224	\$1,000 per SPED student, 15% SPEDs population
Title Funding - Other			3,600	15,498	20,664	25,830	30,996	Assumes \$250 per FRL student, 59% of enrollment FRL
School Food Service (Free Lunch)			99,297	148,946	198,594	248,243	297,891	Assumes 59% of enrollment FRL
Grants								
Charter School Program (CSP) Planning & Implementation			500,000	100,000	-	-	-	Assumes second and third disbursement of CSP allocation over 2 years
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			648,147	361,806	349,074	436,343	523,611	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			25,000	-	-	-	-	Board Fundraising
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			6,840	10,260	13,680	17,100	20,520	NVSTL
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			31,840	10,260	13,680	17,100	20,520	
TOTAL REVENUE			4,228,587	5,439,966	7,089,954	8,839,943	10,589,931	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions						<i>*NOTE: For all 5-Years of FTE/Staffing detail please see the Staffing tab of this file.</i>
Executive Management		1.00	150,000	154,500	159,135	163,909	168,826	Yrs 1-5 - (1) Executive Director
Instructional Management		1.00	100,000	103,000	106,090	109,273	112,551	Yrs 1-5 - (1) Principal
Deans, Directors & Coordinators		3.00	225,000	306,750	465,953	479,931	484,329	Yrs 1-5 - (1) Dean of School Culture (K-2), Director of Student Services; Director of Data & Assessments; Yr 2 - Add (1) Dir. of Instruction (K-2); Yr 3 Add (1) Dean of School Culture (3-5), (1) Dir. of Instruction (3-5)
CFO / Director of Finance		1.00	85,000	87,550	90,177	92,882	95,668	Yr 1-5 - Director of Operations/Finance
Operation / Business Manager		1.00	55,000	56,650	58,350	115,100	118,553	Yr 1-5 (1) Operations Manager, (1) Business Manager
Administrative Staff		2.00	80,000	122,400	126,072	129,854	133,750	Yr 1-5 - (1) Executive Assistant, (1) Operations Associate Yr 2 Add- (1) Ops Associate
TOTAL ADMINISTRATIVE STAFF		9.00	695,000	830,850	1,005,776	1,090,949	1,123,677	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular		6.00	390,000	596,700	809,601	1,028,889	1,254,756	Yr 1 (6) Gen Ed, Yr 2 (9) Gen Ed, Yr 3 (12) Gen Ed, Yr 4 (15) Gen Ed, Yr 5 (18) Gen Edu
Teachers - SPED		2.00	136,000	208,080	282,322	358,792	437,556	Yr 1 (2) SPED ICT, Yrs 2-5 - Plus (1) SPED ICT per grade each year

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		SOUTH SHORE CHARTER SCHOOL 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		4,228,587	5,439,966	7,089,954	8,839,943	10,589,931	
Total Expenses		3,861,566	5,178,633	6,462,869	7,674,740	8,742,306	
Net Income (Before Cash Flow Adjustments)		367,021	261,333	627,085	1,165,203	1,847,625	
Budgeted Student Enrollment		150	225	300	375	450	
		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	
Substitute Teachers	-	-	-	-	-	-	Yr-1 (4) TA, Yr-2 Add (2)
Teaching Assistants	4.00	160,000	244,000	252,144	259,708	267,500	Yr-1 (1) Music/Art, (1) Science/Engineering, (1) PE, Yr-2-5 (1)
Specialty Teachers	3.00	100,000	305,400	314,562	323,999	333,719	Art, (1) Music, (1) Science, (1) Engineering, (1) PE
Aides	-	-	-	-	-	-	Yr-1-5 - (1) Guidance Counselor, Yr-2 Add (1) Social Worker
Therapists & Counselors	1.00	60,000	121,000	125,454	129,218	133,084	Yr-1 (1) ENL, (1) AIS; Yr-2 Add (1) ENL Yr-3 Add (1) AIS; Yr-4 Add
Other	2.00	110,000	168,300	228,349	290,199	298,905	(1) ENL
TOTAL INSTRUCTIONAL	18.00	1,036,000	1,645,000	2,012,432	2,390,805	2,725,530	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	Yr-1-5 Custodial Staff Contracted
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	Yr-1-2 Kitchen Staff Contracted
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	27.00	1,731,000	2,475,930	3,018,208	3,481,754	3,649,207	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		135,102	186,196	225,767	264,144	287,866	Assume 6.2% of salaries for SS-ER, 1.45% of salaries for MED-ER, 3.25% unemployment insurance.
Fringe / Employee Benefits		207,720	297,112	362,185	417,810	461,904	Assumes 12% of salary for health benefits
Retirement / Pension		51,930	74,278	90,546	104,453	115,476	Assumes 3% 403b match in year 1-5
TOTAL PAYROLL TAXES AND BENEFITS		394,752	557,586	678,498	786,407	865,246	
TOTAL PERSONNEL SERVICE COSTS	27.00	2,125,752	3,033,516	3,696,706	4,268,161	4,714,453	
CONTRACTED SERVICES							
Accounting / Audit		20,000	20,600	21,218	21,855	22,510	Assumes annual financial audit @ \$20k in Y1 and 3% increase each year
Legal		10,000	10,300	10,609	10,927	11,255	Assumes annual legal retainer @ \$10k in Y1 and 10% increase each year
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	Assumes outsourced nurse services, 10% increase each year
Food Service / School Lunch		168,300	252,450	336,600	420,750	504,900	Assumes cost of meals is \$6 per student for 187 days
Payroll Services		6,362	7,634	8,664	9,224	9,643	Payroll as processor; \$500 in reporting fees; \$54 per employee per pay period (26); extra \$2 per employee per pay period (26)
Special Ed Services		-	-	-	-	-	
Titement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		250,000	204,950	236,314	268,426	301,310	Various increases - Computer Maint, Fin Mgmt, HR/Ben, Admin, Temp Staff, Erate, Other Prof, Contracted Sub
TOTAL CONTRACTED SERVICES		462,662	495,934	613,425	731,182	849,623	
SCHOOL OPERATIONS							
Board Expenses		1,200	1,236	1,273	1,311	1,351	Assumes monthly board expense \$100 per month
Classroom / Teaching Supplies & Materials		37,500	18,000	24,480	31,212	38,203	Assuming \$250 per student
Special Ed Supplies & Materials		4,500	10,260	13,954	17,791	21,776	Assuming \$250 per student
Textbooks / Workbooks		30,000	105,500	134,000	162,500	191,000	Assuming \$200 per student
Supplies & Materials other		15,000	-	-	-	-	Assumes \$100 per student
Equipment / Furniture		81,000	37,500	51,000	65,025	79,590	Classroom and office furniture
Telephone		12,000	12,360	12,731	13,113	13,506	Assuming phone and internet cost @ \$1K per month
Technology		184,500	7,500	10,200	13,005	15,918	\$4K Initial Setup, 32K- Laptops, 37.5K- iPad, 24K- Smartboards, 36.6K Software
Student Testing & Assessment		6,125	7,500	10,200	13,005	15,918	STAR 360 Setup and Subscription
Field Trips		3,750	7,500	10,200	13,005	15,918	Assuming \$25 per student
Transportation (student)		20,000	15,000	20,400	26,010	31,836	Bussing for 5 days when CISD is not in session at approx. \$500/bus
Student Services - other		7,500	17,500	20,200	23,005	25,918	Assuming \$50 per student for uniforms
Office Expense		24,000	52,500	71,400	91,035	111,426	Assuming \$25 per month for office expenses
Staff Development		30,000	100,500	134,400	168,510	202,836	Summer Institute PD, leadership Coaching,
Staff Recruitment		10,000	-	-	-	-	Assuming \$500 per new hire needed
Student Recruitment / Marketing		10,000	22,500	30,600	39,015	47,754	Print, radio, web/social media postings
School Meals / Lunch		-	7,500	10,200	13,005	15,918	
Travel (Staff)		-	7,500	10,200	13,005	15,918	
Fundraising		-	-	-	-	-	
Other		-	13,500	16,200	19,005	21,918	
TOTAL SCHOOL OPERATIONS		477,075	443,856	581,638	722,557	866,704	
FACILITY OPERATION & MAINTENANCE							
Insurance		37,500	45,000	61,200	78,030	95,508	Assuming \$250 per student for liability and D&O coverage.
Janitorial		24,077	29,077	20,400	26,010	31,836	\$35 per sq feet for janitorial services
Building and Land Rent / Lease / Facility Finance Interest		600,000	900,000	1,200,000	1,500,000	1,800,000	Assumes rent @ \$50/ sq ft \$0 sq ft per student; assumes net lease covers all renovation cost.
Repairs & Maintenance		40,000	60,000	81,600	104,040	127,345	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		SOUTH SHORE CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2022-23 THROUGH 2026-27					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>							<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		4,228,587	5,439,966	7,089,954	8,839,943	10,589,931	
Total Expenses		3,861,566	5,178,633	6,462,869	7,674,740	8,742,306	
Net Income (Before Cash Flow Adjustments)		367,021	261,333	627,085	1,165,203	1,847,625	
Budgeted Student Enrollment		150	225	300	375	450	
		Year 1 2022-23	Year 2 2023-24	Year 3 2024-25	Year 4 2025-26	Year 5 2026-27	
Equipment / Furniture		9,500	15,000	20,400	26,010	31,836	80% Reg Ed, 5% SpEd, 15% M&G - Fixtures and Furnishings
Security		-	-	-	-	-	
Utilities		60,000	111,250	132,500	153,750	175,000	Assuming \$5 per sq. ft, 80 sq. ft per student
TOTAL FACILITY OPERATION & MAINTENANCE		771,077	1,160,327	1,516,100	1,887,840	2,261,526	
DEPRECIATION & AMORTIZATION		-	20,000	30,000	40,000	50,000	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		25,000	25,000	25,000	25,000	-	Escrow @ \$25k per year from Years 1-4
TOTAL EXPENSES		3,861,566	5,178,633	6,462,869	7,674,740	8,742,306	
NET INCOME		367,021	261,333	627,085	1,165,203	1,847,625	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: CENTRAL ISLIP UFSD		150	225	300	375	450	
Other District 1:	0	-	-	-	-	-	
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:		-	-	-	-	-	
All Other School Districts		-	-	-	-	-	
TOTAL ENROLLMENT		150	225	300	375	450	
REVENUE PER PUPIL		28,191	24,178	23,633	23,573	23,533	
EXPENSES PER PUPIL		25,744	23,016	21,543	20,466	19,427	
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation		-	-	-	-	-	
Other		-	-	-	-	-	
Total Operating Activities		-	-	-	-	-	
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	
Other		-	-	-	-	-	
Total Investment Activities		-	-	-	-	-	
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	
Other		-	-	-	-	-	
Total Financing Activities		-	-	-	-	-	
Total Cash Flow Adjustments		-	-	-	-	-	
NET INCOME		367,021	261,333	627,085	1,165,203	1,847,625	
Beginning Cash Balance		20,861	387,882	649,215	1,276,300	2,441,502	
ENDING CASH BALANCE		387,882	649,215	1,276,300	2,441,502	4,289,128	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: CENTRAL ISLIP 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 CENTRAL ISLIP UFSD School District	Projected Impact (% of District's Total Budget)
Year 1 (2022-23)	150	22,124	3,318,600	909,987	4,228,587	288,432,084	1.466%
Year 2 (2023-24)	225	22,124	4,977,900	462,066	5,439,966	288,432,084	1.886%
Year 3 (2024-25)	300	22,124	6,637,200	452,754	7,089,954	288,432,084	2.458%
Year 4 (2025-26)	375	22,124	8,296,500	543,443	8,839,943	288,432,084	3.065%
Year 5 (2026-27)	450	22,124	9,955,800	634,131	10,589,931	288,432,084	3.672%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			Central Islip Four Year Financial Plan: https://www.centralislip.k12.ny.us/common/pages/DisplayFile.aspx?itemId=50199497				
OTHER NOTES:							

R-21g - Non-SUNY Financials

This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request. Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:

- *IRS Form 990s;*
- *Audited financial statements; and,*
- *Management or Advisory Letters from the independent auditor (if applicable).*

This request is not applicable.

R-22 - Action Plan

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful startup. In a well-organized chart, the action plan should include:

- All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to: hiring personnel; setting up organizational, legal and financial structures; securing funding; and, selecting or developing critical aspects of the school's academic program including the curriculum;
- The start date and projected completion date of each task; and,
- The person(s) responsible for each task.

The Institute encourages applicants to take into account potential factors (e.g., procurement delays, availability of materials, etc.) related to the COVID-19 pandemic in the development of the action plan.

South Shore Charter School Action Plan January 2022- August 2022				
Domain	Tasks	Start Date	Projected End Date	Personal Responsible
Administrative	Enroll in employee benefits package (health insurance, retirement plan, etc.)	Jan 2022	March 2022	Board and ED
Finances	Establish a billing system for school district	Jan 2022	March 2022	Board and ED
Admin	Finalize Employee Handbook	Jan 2022	April 2022	ED & Ops
Organization Via	Further develop and refine and ultimately formally adopt by the School's Board of Trustees the School's policies including but not limited to Discipline, Personnel, Grievance, Whistleblower, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics and distribute to relevant stakeholders	June 2022	April 2022	Executive Director
Academic	Submit performance goals and evaluation systems for school leaders, administrators and staff.	June 2022	Feb 2022	Executive Director
Academic	Develop Full Curriculum for Year 1-- See Response 6(a-e)-Curriculum and Instructional Design for greater detail on this item	Jan 2021	July 2022	Executive Director & Principal
Academic	Board Meeting: Approve plan for purchase of curricular materials, PD plans presented to the board.	Jan 2022	Aug 2022	Board & Executive Director

Academic	Coordinate with assessment, curricula, and education technology vendors to obtain educational materials	Jan 2022	July 2022	Executive Director & Principal
Management and Operations	Submit transportation service plan, food service plan and school year calendar.	June 2022	June 2022	Executive Director & Director of Operation/Finance
Management and Operations	Arrange for supplemental transportation services	Jan 2022	May 2022	Director of Operation/Finance
Facilities	Obtain insurance for board of trustees.	Jan 2022	July 2022	Executive Director
Finances	Develop final first year budgets based on known revenue streams (i.e. actual enrollment) and known expenses (actual salaries, benefits, lease, etc.)	Dec 2021	June 2022	Executive Director & Director of Operation/Finance
Management and Operations	Provision classrooms space with required furniture, technology and other equipment. Order and accept delivery of appropriate equipment for food services (heating and refrigeration).	June 2022 2021	June 2022	Executive Director & Director of Operation/Finance
Organizational Viability	Order and Accept Delivery of any special equipment required for academic and operational purposes (i.e. a fireproof locked file cabinet for special education records)	April 2022	April 2022	Executive Director & Director of Operation/Finance
Management and Operations	Contract and establish vendors for kitchen, and janitorial staff	Feb 2022	June 2022	Executive Director & Director of Operation/Finance
Student Recruitment	Conduct Student Lottery, generate acceptance list and waitlist	April 2021	April 2022	Executive Director & Director of Operation/Finance
Student Recruitment	Student and family orientation and health screening (immunization/health records, IEPs, previous school records, etc.)	May 2022	Aug 2022	Executive Director & Director of Operation/Finance
Finances	Review and if necessary revise budget and monthly cash flow projections for pre opening year	June 2022	June 2022	Accounting Consultant w/ Principal

Facilities	Submit documentation that facility is ready, including certification of occupancy, fire safety inspection and floor plan, ensure facility is in compliance with ADA and submit assurance.	May 2022	Aug 2022	ED & Facilities Committees
Administration	Create class lists, student schedules and disseminate to teachers and students/families	May 2022	Aug 2022	Principal
Organizational Viability	Request student records from prior districts/transfer school.	May 2022	August 2022	Principal
Organizational Viability	File for Federal 501(c)(3) Status for School and State tax exempt status	June 2022	June 2022	Executive Director
Organizational	Plan and conduct first leadership cabinet meeting: ED, Ops	Feb 2022	Feb 2022	Executive Director
Facilities	Ensure that the school has adequate signage and that the building is numbered for emergency	June 2022	July 2022	Executive Director
Management and Operations	Arrange for required CPR training of staff and obtain required defibrillators. Executive Director	June 2022	Aug 2022	Director of Operation/Finance
	Setup bank accounts and accounting systems	Nov 2021	Sep 2022	Executive Director & Director of Operation/Finance
Facilities	Write security plan for entering and leaving the building	June 2022	July 2022	Executive Director & Director of Operation/Finance
Facilities	Organize school safety training with staff	July 2022	Aug 2022	Executive Director & Director of Operation/Finance
Facilities	Finalize and follow up on SAVE plan, including meeting parents, and if necessary, modification per parents' and NYSED comments	July 2022	Aug 2022	Executive Director & Director of Operation/Finance
Facilities	Submit unaudited statements of income and expense to the Institute	July 2022	Aug 2022	Principal
Organizational Viability	Draft notice to parents regarding FERPA directory information and distribute to parents	July 2022	Sep 2022	Executive Director & Director of Operation/Finance
Governance	Appoint Board Officers, Ratify By-Laws	July 2022	July 2022	Board

Academics	Planning for first year's academic program, development of assessment protocol, curriculum and instructional resources	Nov 2022	July 2022	Executive Director & Principal
Administration	Hold Board Training Sessions	July 2021	July 2022	Board & Executive Director
Organizational Viability	Apply for Consolidated Title Funds	June 2022	June 2022	Executive Director & Director of Operation/Finance
Administration	Obtain and approve staff benefits, including insurance and retirement plans.	March 2022	July 2022	Board & Executive Director
Staff Recruitment	Recruit Director of Operations/Finance and Operations Associate for January 2022 Hire	Oct 2021	Jan 2022	Executive Director
Management and Operations	Develop teacher recruitment strategy: finalize and post job descriptions, finalize compensation structure, create standards hiring letter, consultant contract, new hire checklist, resignation/termination checklist.	Aug 2021	Oct 2021	Executive Director & Principal
Management and Operations	Research Student Information System, Select SIS, Purchase, install and implement SIS	Aug 2021	June 2022	Executive Director & Director of Operation/Finance
Student Recruitment	Plan, conduct, and document student recruitment and school marketing efforts	Nov 2021	April 2022	Executive Director & Director of Operation/Finance
Student Recruitment	Plan lottery execution (location, announcer, etc.)	Jan 2022	Feb 2022	Executive Director & Director of Operation/Finance
Student Recruitment	Partner with local organizations, businesses, and pre-k centers to hold info and registration sessions	Dec 2021	April 2022	Executive Director & Director of Operation/Finance
Organizational Viability	Secure an independent accountant to review initial statement within 45 days of hiring an employee or disbursing \$50K	Dec 2021	Jan 2022	Board chair
Organizational Viability	Negotiate lease agreement and terms with owner and legal counsel	Jan 2022	March 2022	Board Chair & Executive Director
Finances	Establish all relevant financial systems: Payroll, Billing, other disbursements as per Internal Controls Policy and Procedures.	Dec 2021	Jan 2022	Executive Director & Director of Operation/Finance

Organizational Viability	Enter into and obtain a legal review of proposed lease agreement and submit to SUNY	March 2022	May 2022	Negotiate lease agreement and terms with owner and legal counsel
Operations	Student Marketing, Recruitment, Lottery, Admissions, Enrollment Update website with news of approval	Oct 2021	June 2022	Executive Director & Director of Operation/Finance
Facilities	Identify and contract for necessary renovations of facility	Jan 2022	March 2022	Board Chair & Executive Director
Operations	Apply for Federal Employment Identification number (EIN), State Unemployment Number	Nov 2021	Nov 2021	Board Chair & Executive Director
Finances	Establish payroll system	Dec 2021	Jan 2022	Board Chair & Executive Director
Academic	Coordinate with consultants of Pearson, McGraw Hill, Foundations, Responsive Classroom on profession development programs, summer institute; create PD calendar	Nov 2021	July 2022	Board Chair & Principal
Finances	Establish checking account with financial institution	Nov 2021	Nov 2021	Board Treasurer
Academic	Develop Agenda and Engage Appropriate Outside Training Consultants as Necessary for Pre-Opening Professional Development Period. Develop Professional Development Plan for Year 1	Dec 2021	Jan 2022	Executive Director & Director of Ops/Fin
Operations	Facilitate transportation services with students' districts of residence, including assisting parents with requests for transportation prior to April 1	April 2022	April 2022	Executive Director & Director of Ops/Fin
Operations	Finalize and submit enrollment policy.	Feb 2022	Feb 2022	Executive Director & Director of Ops/Fin
Operations	Secure copy machine lease, purchase fax machine, obtain phone service and internet service provider.	Mar 2022	Mar 2022	Director of Ops/Fin

Operations	Place order for technology, furniture, curriculum, supplies and materials.	Jan 2022	Jan 2022	Executive Director & Director of Ops/Fin
Staff Recruitment	Recruit and hire Principal and notify SUNY with 5 days.	Jan 2022	Mar 2022	Executive Director
Operations	Begin interviewing and hiring for all positions (reference checks, background check, fingerprinting)	Feb 2022	Feb 2022	Executive Director & Director of Ops/Fin
Operations	Finalize all school plans and procedures: health services, food services, transportation services, assessments, ordering, testing, building safety, school safety plan.	Mar 2022	March 2022	Executive Director & Director of Ops/Fin
Operations	Conduct random election admissions (lottery), notify accepted students establish waiting list.	April 2022	Oct 2022	Executive Director & Director of Ops/Fin
Operations	Notify students awarded seats in lottery, solicit acceptances/ declinations	April 2022	April 2022	Director of Ops/Fin
Operations	Send out acceptance packages to students/families, continue to take names of waitlist as necessary. Paperwork contains student registration form, emergency contact form, Home Language Survey, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork	April 2022	April 2022	Director of Ops/Fin
Operations	Begin registering accepted students, begin collecting and organizing important information: IEP and ELL determination, health records F.R.L eligibility, immunization records, contact information, students ID previous school information.	April 2022	April 2022	Director of Ops/Fin
Finance	Establish vendor account for office supplies and submit W9 vendor registration form and electronic fund transfer (EFT) forms	Dec 2021	Dec 2021	Executive Director & Director of Ops/Fin

Operations	Fingerprint and criminal background check for all staff and volunteers and submit all OSPRA clearance forms.	Feb 2022	July Feb 2022	Director of Ops/Fin
Academic	Obtain any existing special education records, including IEPs, for all entering students with disabilities	May 2022	May 2022	Director of Ops/Fin
Academic	Conduct Staff Orientation Activities and Pre-Opening Staff Development	July 2022	July 2022	Executive Director & Director of Ops/Fin
Operation	Tour school campus with parents and students.	Aug 2022	Aug 2022	Executive Director & Director of Ops/Fin
Organizational Viability	Finalize and submit complaint/grievance policies.	July 2022	July 2022	Executive Director & Director of Ops/Fin
Organizational Viability	Approve contract for HR services and job descriptions for admin positions.	Mar 2022	Mar 2022	Executive Director & Director of Ops/Fin
Finance	Identify check writers and signers	Nov 2021	Nov 2022	Executive Director & Director of Ops/Fin
Organizational Viability	Secure D&O Insurance Policy	Feb 2022	Feb 2022	Executive Director & Director of Ops/Fin
Organizational Viability	Secure Umbrella Commercial Liability Policy, Property, Student Accident, Professional Liability	Feb 2022	Feb 2022	Executive Director & Director of Ops/Fin
Finance	Develop and Adopt Internal Financial Controls Policies and Procedures, secure an independent CPA to review and provide an opinion on these Internal Controls	Feb 2022	Feb 2022	Executive Director & Director of Ops/Fin
Finance	Contract with independent certified CPA and retain legal counsel	Feb 2022	Feb 2022	Executive Director & Director of Ops/Fin
Finance	Create and submit initial statement	Mar 2022	Mar 2022	Executive Director & Director of Ops/Fin

Academic	Develop curriculum including scope and sequence, organizational systems for unit and lesson plans, timelines, alignments to state standards.	May 2022	July 2022	Principal
Academic	Develop special education policies and procedures, including record keeping process, pre-referral and referral process	May 2022	July 2022	Executive Director & Director of Ops/Fin
Operations	Hire/contract out custodial, security and kitchen staff.	June 2022	July 2022	Executive Director & Director of Ops/Fin
Operations	Arrange accounts for phone and internet connectivity, electric, gas and other utility services as necessary	July 2022	July 2022	Executive Director & Director of Ops/Fin
Organizational Viability	Initial Board Meeting: elect officers, adopt bylaws, finalize board calendar, finalize and submit fiscal policies/procedures. Approve job description and name executive director.	July 2022	July 2022	Executive Director & Director of Ops/Fin
Finance	Obtain certification of insurance, effective no less than 30 days prior to school opening.	July 2022	July 2022	Executive Director & Director of Ops/Fin
	Pre-Opening Walkthrough	July 2022	Aug 2022	Executive Director & Director of Ops/Fin
Operations	Report student enrollment to Central Islip School District and SUNY for funding beginning July 1 st .	Jul 2022	July 2022	Executive Director & Director of Ops/Fin
Academic	Finalize and submit daily schedule	July 2022	July 2022	Principal
Operations	Purchase and Accept Delivery of all necessary administrative Furniture, Fixtures and Equipment in order for administrative staff hired to be able to operate out of school facility	July 2022	Aug 2022	Executive Director & Director of Ops/Fin
Operations	Select, order and accept delivery of all necessary curriculum and instructional materials including assessment materials as necessary.	July 2022	Aug 2022	Executive Director & Director of Ops/Fin
Academic	Start date for all staff/ summer institute/ professional development	Aug 2022	Aug 2022	Executive Director & Director of Ops/Fin

Operations	Installation of classroom technology in all classrooms.	July 2022	Aug 2022	Executive Director & Director of Ops/Fin
	South Shore opens its door		Sept. 2022	All Staff

R-23. Supplemental Information

23a- Supplemental Narrative

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

- 1. Marzano Evaluation Tool for Executive Director** - We will use the Marzano District Leader Evaluation Framework to evaluate the Executive Director outlined in R-11b- **School Leadership and Management Structure**. The six district leader model domains (outlined in Figure 11ab.2 and Figure 11ab.3) align to the domains in the school leader evaluation model. These 21 categories were organized into six domains: (1) a data-driven focus to support student achievement, (2) continuous support for improvement of instruction, (3) continuous support for a guaranteed and viable curriculum, (4) cooperation and collaboration, (5) district climate, and (6) resource allocation. Each critical metric will be assessed on a scale of ineffective, developing, effective and highly effective. We have selected this tool because it is a research-based tool that aligns with our organization.
- 2. 360- Performance Rubric for School Leaders**- Our Principal, Directors and managers will be evaluated using the 360- Performance Evaluation Tool. This performance tool provides an accurate picture of performance because it offers an overall assessment of the individual, not just the Executive Director's viewpoint. As outlined in R-11b- **School Leadership and Management Structure**, the 360-Performance Evaluation Tool allows direct reports and other stakeholders the opportunity to provide feedback and influence the way they are managed and led.
- 3. Danielson Rubric for Teacher Evaluation**- At South Shore Charter School, we will use the Rubric as our teacher evaluation tool. We have selected this tool because it identifies aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning. As outlined in R-11b- **School Leadership and Management Structure**, this framework is useful in laying out the various areas of competence in which professional teachers need to develop expertise. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities.

R-23b. Supplemental Information

b. Supplemental Attachments

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

Table 23b.1: Supplemental Attachments	
Attachment	Page #
Marzano Evaluation Tool for Executive Director	2-24
360- Performance Evaluation Tool for School Leaders	25-26
Danielson Rubric for Teacher Evaluation	26-89

Marzano Evaluation Tool for Executive Director

Appendix A: Full Scales for the Marzano District Leader Evaluation Model

Marzano District Leadership Evaluation

Model I. A Data-Driven Focus to Support Student Achievement

- (1) The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so that all personnel know and attend to the achievement and operational goals	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level and monitors the extent to which personnel know and attend to these goals	The district leader ensures clear and measurable goals are established for all relevant areas of responsibility that are focused on critical needs for improving student achievement and the needed operational support at the district, school, and individual student level	The district leader attempts to ensure clear and measurable goals for all relevant areas of responsibility but does not complete the task or does so partially	The district leader does not attempt to ensure clear and measurable goals for all relevant areas of responsibility

Sample District Leader Evidences for Element 1 of Domain I

- Goals are aligned with district and/or school goals
- Goals are communicated at meetings
- Operational support is clearly aligned to support improving student achievement
- Operational goals are designed and prioritized to support student achievement
- When asked, personnel know the goals in their area of responsibility
- When asked, personnel can explain how operations focus on supporting student achievement

(2) The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all data show progress toward the goals	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals <u>and</u> monitors the extent to which the data show progress toward the goals	The district leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward district, school, and individual student goals	The district leader attempts to ensure data are analyzed, interpreted, or used but does not complete the task or does so partially	The district leader does not attempt to ensure data are analyzed, interpreted, or used

Sample District Leader Evidences for Element 2 of Domain I
<ul style="list-style-type: none"> • Accurate and timely data are available • Data meetings are scheduled and held • Data discussions are routinely part of meeting agendas ... i.e. cabinet level, department/division, principal meetings • Data tracking systems are in place and data are available to track progress • When asked, personnel report data is used routinely to monitor progress towards goals • When asked, personnel report understanding of how data in their area of responsibility supports progress toward goals

(3) The district leader ensures each district goal receives appropriate district, school-level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so results show all intervention programs are working	The district leader ensures each district goal receives appropriate district, school level, and classroom-level support and practices to help all students meet individual achievement goals when data indicate interventions are needed <u>and</u> monitors the extent to which results show intervention programs are working	The district leader ensures each district goal receives appropriate district, school level, and classroom-level support to help all students meet individual achievement goals when data indicate interventions are needed	The district leader attempts to ensure each district goal receives appropriate district, school level, and classroom-level support but does not complete the task or does so partially	The district leader does not attempt to ensure each district goal receives appropriate district, school level, and classroom-level support
Sample District Leader Evidences for Element 3 of Domain I				
<ul style="list-style-type: none"> • Programs are aligned to support needed interventions • Professional development is aligned to support needed interventions • Intervention programs are in place and appropriately supported • Data systems show specific support provided • When asked, personnel have data to show the interventions are working • When asked, personnel report how they support needed interventions 				

II. Continuous Support for Improvement of Instruction

- (1) The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all personnel know and support the instructional model	The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model <u>and</u> monitors the extent to which personnel know and support the instructional model	The district leader provides a clear vision regarding the district instructional model and how to guide personnel and schools in operationalizing the model	The district leader attempts to provide a clear vision regarding the district instructional model but does not complete the task or does so partially	The district leader does not attempt to provide a clear vision regarding the district instructional model

Sample District Leader Evidences for Element 1 of Domain II
<ul style="list-style-type: none"> • Articulates the vision of the instructional model within their area of responsibility • Articulates a clear vision of how to support the district instructional model • Monitors the actions of personnel to determine if they provide support for the instructional model • Holds personnel accountable for supporting the instructional model • Evidence/artifacts are available to document support provided for the instructional model • When asked, personnel can explain how their actions support the instructional model

(2) The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all personnel continue to grow and develop expertise	The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans <u>and</u> monitors the extent to which personnel continue to grow and develop expertise	The district leader effectively supports and retains school and department leaders who continually enhance their leadership skills through reflection and professional growth plans	The district leader attempts to effectively support and retain school and department leaders but does not complete the task or does so partially	The district leader does not attempt to effectively support or retain school and department leaders
Sample District Leader Evidences for Element 2 of Domain II				
<ul style="list-style-type: none"> • Hires and employees personnel who continue to grow and enhance their skills • Meets regularly with personnel regarding their performance and/or growth plans • Hires and retains effective personnel • Supports and assists personnel who do not continue to develop expertise • Uses appropriate procedures to release personnel who do not continue to develop expertise • When asked, personnel report the district leader supports development of expertise 				

(3) The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all performance evaluations are consistent with student achievement and operational data	The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility that are consistent with student achievement and operational data <u>and</u> monitors the extent to which performance evaluations are consistent with student achievement and operational data	The district leader ensures that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses for personnel in their area of responsibility	The district leader attempts to ensure that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses but does not complete the task or does so partially	The district leader does not attempt to ensure that district and school leaders provide clear ongoing evaluations of performance strengths and weaknesses
Sample District Leader Evidences for Element 3 of Domain II				
<ul style="list-style-type: none"> • Evaluations accurately reflect strengths and weaknesses of performance as indicated by data • Achievement data are routinely used as part of the evaluation process • Operational data are routinely used as part of the evaluation process • Evaluation data are available to show consistency with student achievement data and/or operational data • When asked, personnel report their evaluations accurately reflect their strengths and weakness 				

(4) The district leader ensures that personnel are provided with job-embedded professional development that is directly related to their growth plans.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so professional development results in all personnel meeting their growth goals	The district leader ensures that employees are provided with jobembedded professional development that is directly related to their growth plans <u>and</u> monitors the extent to which professional development results in personnel meeting their growth goals	The district leader ensures that employees are provided with jobembedded professional development that is directly related to their growth plans	The district leader attempts to ensure that employees are provided with jobembedded professional development but does not complete the task or does so partially	The district leader does not attempt to ensure that employees are provided with jobembedded professional development

Sample District Leader Evidences for Element 4 of Domain II

- Professional development courses and resources are available to personnel regarding their growth goals
- Tracks personnel participation in professional development activities
- Coaching and support are available to personnel regarding their growth goals
- Data are collected linking the effectiveness of professional development to the improvement of appropriate practices
- Online professional learning courses are available as appropriate
- When asked, personnel can describe how professional development supports their attainment of growth goals

III. Continuous Support for a Guaranteed and Viable Curriculum

(1) The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all operational and curriculum initiatives adhere to required standards and are executed in a manner that enhances student achievement	The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards <u>and</u> monitors the extent to which operational and curriculum initiatives are executed in a manner that enhances student achievement	The district leader ensures that curriculum and assessment initiatives, and supporting operational practices, at the district and school levels adhere to federal, state, and district standards	The district leader attempts to ensure that curriculum and assessment initiatives, and supporting operational practices, adhere to federal, state, and district standards but does not complete the task or does so partially	The district leader does not attempt to ensure that curriculum and assessment initiatives, and supporting operational practices, adhere to federal, state, and district standards

Sample District Leader Evidences for Element 1 of Domain III

- Documents are in place reflecting that of support of curriculum and assessment initiatives adhere to district, state and federal standards
 - Information is available examining the extent to which assessments accurately measure the written and taught curriculums
 - Regularly analyze the relationship between the written curriculum, taught curriculum, and assessments and for rigor and cultural relevance
 - Aware of district, state and federal standards that impact their operational practices Uses appropriate district, state and federal standards when making decisions to support curriculum and assessment initiatives
 - When asked, personnel can describe how they support the essential content and standards in their area of responsibility
 - When asked, personnel can explain how curriculum and assessments are aligned to improve student achievement
- When asked, personnel report they receive information in a timely manner regarding updates about state and federal standards about state and federal standards

(2) The district leader ensures that district-level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all personnel have time to implement curriculum and supporting operational initiatives and execute programs, curriculums, and initiatives as planned	The district leader ensures that district level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools <u>and</u> monitors the extent to which programs, curriculums, and initiatives are executed as planned	The district leader ensures that district level program, curricular, and operational initiatives are focused enough that they can be adequately addressed in the time available to the district and schools	The district leader attempts to ensure that district level program, curricular, and operational initiatives are focused enough but does not complete the task or does so partially	The district leader does not attempt to ensure that district level program, curricular, and operational initiatives are focused enough
Sample District Leader Evidences for Element 2 of Domain III				
<ul style="list-style-type: none"> • An audit that delineates how much time it would take to adequately address essential initiatives • Teams regularly meet to discuss and review the progression and viability of programs, curriculum and operational initiatives • A plan is in place to monitor that the curriculum is taught in the time available. When • asked, personnel report they have time and resources to implement programs, curriculum and supporting operational initiatives 				

(3) The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all students have equal opportunities to learn and take advantage of those opportunities	The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content <u>and</u> monitors the extent to which students take advantage of those opportunities	The district leader ensures that students are provided with the opportunity to access educational programs and learn critical content	The district leader attempts to ensure that students are provided with the opportunity to access educational programs and learn critical content but does not complete the task or does so partially	The district leader does not attempt to ensure that students are provided with the opportunity to access educational programs and learn critical content

Sample District Leader Evidences for Element 3 of Domain III

- Tracking systems are in place that examine each student’s access to the essential elements of the curriculum
- Parents are aware of their child’s current access to the essential elements of the curriculum
- All students have access to appropriate educational choices... i.e., the arts, career and technical, advanced placement or other rigorous courses
- Teachers have access to and complete appropriate content area training in their subject area courses
- Data are available to verify the diversity of students enrolled in advanced placement or other rigorous courses
- When asked, students report they have access to rigorous courses
- When asked, all stakeholders report students have equal opportunities to learn

IV. Cooperation and Collaboration

- (1) The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all schools follow district guidelines in decision making	The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making <u>and monitors the extent to which schools follow district guidelines in decision making</u>	The district leader establishes clear guidelines regarding the areas for which schools are expected to follow explicit district guidance and the areas for which schools have autonomy of decision making	The district leader attempts to establish clear guidelines regarding the areas for which schools are expected to follow explicit district guidance but does not complete the task or does so partially	The district leader does not attempt to establish clear guidelines regarding the areas for which schools are expected to follow explicit district guidance
Sample District Leader Evidences for Element 1 of Domain IV				
<ul style="list-style-type: none"> • Operational, curricular and procedural documents clearly delineate district roles and responsibilities • Operational, curricular and procedural documents clearly delineate school roles and responsibilities • Adherence to federal and state regulations • When asked, personnel know the difference between the areas of responsibility for decision making at the district versus school levels 				

(2) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as a collaborative and cooperative workplace.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so perception by all constituents in the district is collaborative and cooperative and that collaboration and cooperation enhance the functioning of the district	The district leader ensures that constituents perceive the district as a collaborative and cooperative workplace <u>and</u> monitors the extent to which collaboration and cooperation enhance the functioning of the district	The district leader ensures that constituents perceive the district as a collaborative and cooperative workplace	The district leader attempts to ensure that constituents perceive the district as a collaborative and cooperative workplace but does not complete the task or does so partially	The district leader does not attempt to ensure that constituents perceive the district as a collaborative and cooperative workplace
Sample District Leader Evidences for Element 2 of Domain IV				
<ul style="list-style-type: none"> • Examples of actively listening and learning from constituents • Examples of feedback from district constituents supports that the district leader is collaborative and cooperative • Examples of communication reveal collaboration and cooperation is the norm within the workplace • Training and policies are established for working collaboratively with district constituents • Documentation of the use of social media as a tool to enhance collaboration between district leader and constituents • When asked, district constituents report the district leader establishes a collaborative and cooperative workplace 				

(3) The district leader ensures that constituents (e.g. school board, administrators, teachers, students, and parents) have effective ways to provide input to the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all constituents' input is being recognized or used	The district leader ensures that constituents have effective ways to provide input to the district <u>and</u> monitors the extent to which constituents' input is being recognized or used	The district leader ensures that constituents have effective ways to provide input to the district	The district leader attempts to ensure that constituents have effective ways to provide input to the district but does not complete the task or does so partially	The district leader does not attempt to ensure that constituents have effective ways to provide input to the district
Sample District Leader Evidences for Element 3 of Domain IV				
<ul style="list-style-type: none"> • Data are available to support that constituents' have opportunities to be engaged in constructive conversations about important issues • Appropriate technologies and website are available for constituents to provide input regarding the district and/or schools • Data collection systems are in place to collect opinion and other data from constituents and the manner in which these data are used is made transparent • Reports document appearances at community and/or business events • Data gathered from subpopulations at the district are incorporated in district planning and procedures • When asked, constituents report their input is valued and used by the district leader 				

(4) The district leader ensures leadership development and responsibilities are appropriately delegated and shared.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all potential leaders are being developed and leadership is shared appropriately in a way that enhances the functioning of the district	The district leader ensures leadership development and responsibilities are appropriately delegated and shared <u>and</u> monitors the extent to which these activities enhance the functioning of the district	The district leader ensures leadership development and responsibilities are appropriately delegated and shared	The district leader attempts to ensure leadership development and responsibilities are appropriately delegated and shared but does not complete the task or does so partially	The district leader does not attempt to ensure leadership development and responsibilities are appropriately delegated or shared
Sample District Leader Evidences for Element 4 of Domain IV				
<ul style="list-style-type: none"> • Identifies and mentors potential leaders to develop a succession plan and provides appropriate growth opportunities • Empowers others to share in leadership • Delegates responsibilities to emerging leaders in preparation for career advancement opportunities • Models effective leadership practices and mentors emerging leaders • Effectively identifies potential leaders and guides them in career development • When asked, emerging leaders explain opportunities for leadership development • When asked, emerging leaders report responsibilities are effectively delegated and shared 				

V. District Climate

(1) The district **leader** is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so his or her professional practice and development improve and enhance the functioning of the district	The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice <u>and</u> monitors the extent to which his or her professional development enhances the functioning of the district	The district leader is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice	The district leader attempts to be recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice but does not complete the task or does so partially	The district leader does not attempt to be recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice

Sample District Leader Evidences for Element 1 of Domain V

- A written annual growth plan with deliberate practice goals and priorities
 - Recognized as highly visible
 - Uses facts and data in decision making and when prioritizing decisions that impact the priority district goals
 - Demonstrates his or her ability to use critical thinking skills to solve problems and identify solutions
 - Constantly evaluates decisions for their effectiveness, equity, intended and actual outcomes and revises plans as needed
 - Can describe leadership strengths and weaknesses and how he or she plans to address the weaknesses
 - Models ethical leadership for self and has the same expectation for all
 - When asked, personnel report the leader demonstrates ongoing professional growth
- When asked, personnel report the leader is a leader in their area of responsibility

(2) The district leader has the trust of constituents (e.g. school board, administrators, teachers, students, and parents) that his or her actions are guided by what is best for all student populations and the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all constituents trust the actions of the district leader and that trust enhances the functioning of the district	The district leader has the trust of constituents that his or her actions are guided by what is best for all student populations and the district <u>and</u> monitors the extent to which that trust enhances the functioning of the district	The district leader has the trust of constituents that his or her actions are guided by what is best for all student populations and the district	The district leader attempts to have the trust of constituents that his or her actions are guided by what is best for all student populations and the district but does not complete the task or does so partially	The district leader does not attempt to have the trust of constituents that his or her actions are guided by what is best for all student populations and the district

Sample District Leader Evidences for Element 2 of Domain V
<ul style="list-style-type: none"> • Recognized as one who is willing to “take on tough issues” • Acknowledges when goals have not been met or initiatives have failed and revises the plan for success • When asked, personnel describe the district leader as an individual whose actions are guided by a desire to help all students learn • When asked, personnel describe the district leader as an individual who will follow through with his/her initiatives • When asked, personnel describe the district leader as one whose actions support his/her talk and expectations • When asked, personnel describe the district leader as one who speaks with candor and “takes on tough issues”

(3) The district leader ensures constituents (e.g. school board, administrators, teachers, students, and parents) perceive the district as safe and orderly.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all constituents perceive the district as safe and orderly and that those perceptions enhance the functioning of the district	The district leader ensures constituents perceive the district as safe and orderly <u>and</u> monitors the extent to which those perceptions enhance the functioning of the district	The district leader ensures constituents perceive the district as safe and orderly	The district leader attempts to ensure constituents perceive the district as safe and orderly but does not complete the task or does so partially	The district leader does not attempt to ensure constituents perceive the district as safe or orderly
Sample District Leader Evidences for Element 3 of Domain V				
<ul style="list-style-type: none"> • Constituents are provided the means to communicate about the safety of the district • Personnel know emergency management procedures and how to implement them for specific incidents • Practices emergency management procedures for specific incidents • Updates to the emergency management plans, and communication of those plans • Constituents are engaged in opportunities to give input regarding issues of district safety • When asked, constituents describe the district as a safe and orderly place • When asked, the constituents describe the district leader as highly visible and accessible • When asked, constituents describe the district as focused on learning 				

(4) The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all personnel are acknowledged for their successes and that those acknowledgements enhance the functioning of the district	The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district, <u>and</u> monitors the extent to which those acknowledgements enhance the functioning of the district	The district leader acknowledges the success of the whole district, as well as individual schools and employees within the district	The district leader attempts to acknowledge the success of the whole district, as well as individual schools and employees within the district, but does not complete the task or does so partially	The district leader does not attempt to acknowledge the success of the whole district, individual schools, or employees within the district

Sample District Leader Evidences for Element 4 of Domain V

- The accomplishments of individuals, teachers, departments, schools and the district are celebrated in a variety of ways (e.g., district level celebrations, newsletters to constituents, public announcements, websites, social media)
 - The incremental successes of personnel and/or schools is routinely recognized
 - The successes of the diverse district community are celebrated
 - When asked, personnel report that accomplishments have been adequately acknowledged and celebrated
 - When asked, constituents report their accomplishments are adequately acknowledged and celebrated
 - When asked, personnel can explain how acknowledging their success enhances the functioning of their department and/or the district

VI. Resource Allocation

(1) The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so that all fiscal resources support effective instruction and student achievement	The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations <u>and</u> monitors the extent to which fiscal resources support effective instruction and student achievement	The district leader manages the fiscal resources of the district in a way that focuses on effective instruction and achievement of all students and optimal district operations	The district leader attempts to manage the fiscal resources of the district but does not complete the task or does so partially	The district leader does not attempt to manage the fiscal resources of the district
Sample District Leader Evidences for Element 1 of Domain VI				
<ul style="list-style-type: none"> • Budgets clearly aligned and prioritized to support instruction and achievement • Successfully accesses and leverages a variety of resources (e.g. grants, local, state, and federal funds) • Effectively manages human, resources to provide support for instruction and achievement • When asked, faculty and staff report that they have adequate materials to teach effectively • When asked, faculty and staff report that they have adequate time to teach effectively 				

(2) The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district.

(3)

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all technical resources support effective instruction and student achievement	The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district <u>and</u> monitors the extent to which technical resources support effective instruction and student achievement	The district leader manages the technological resources of the district in such a way that focuses on effective instruction and the achievement of all students and optimal efficiency throughout the district	The district leader attempts to manage the technological resources of the district operations but does not complete the task or does so partially	The district leader does not attempt to manage the technological resources of the district
Sample District Leader Evidences for Element 2 of Domain VI				
<ul style="list-style-type: none"> • Appropriately plans, budgets and directs the use of technology to improve teaching and learning • Supports and provides adequate training for the technology teachers and other personnel are expected to use • Data shows the extent that technical resources support instruction and student achievement • When asked, personnel report technological resources support instructional • When asked, personnel report technology facilitates the district operating at optimal efficiency 				

(4) The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students.

Innovating	Applying	Developing	Beginning	Not Using
The district leader ensures adjustments are made or new strategies are created so all resources are maximized to support effective instruction and student achievement and that these efforts support effective instruction and student achievement	The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students <u>and</u> monitors the extent to which these efforts support effective instruction and student achievement	The district leader manages the organization, operations, instructional programs, and initiatives in ways to maximize the use of resources to promote effective instruction and achievement of all students	The district leader attempts to manage the organization, operations, instructional programs, and initiatives but does not complete the task or does so partially	The district leader does not attempt to manage the organization, operations, instructional programs, and initiatives
Sample District Leader Evidences for Element 3 of Domain VI				
<ul style="list-style-type: none"> • Manages and imposes deadlines on self and the organization that effect the operation that support effective instruction • Effectively manages facility and operations resources to provide support for instruction and • Effectively manages materials, time and resources for to meet district, state or federal specifications • Data reveals how management of resources supports instruction and student achievement • When asked, personnel report instructional materials and resources are available to support student achievement • When asked, personnel report budgets and projects, with plans and objectives, are organized in such a way that keeps the focus on instruction 				

360- Performance Evaluation Tool for School Leaders

360 DEGREE PERFORMANCE REVIEW

A. Describe employee's performance in the following areas. The following scale should be used to evaluate the employee:

Exemplary: Regularly exceeds expectations, is a model for others to follow, exceptional, rare

Good: Fully satisfies all expectations, sometimes exceeds expectations, adequately demonstrates the value/skill.

Fair: Needs some improvement to fully satisfy expectations, generally but not always demonstrates the value/skill.

Poor: Does not meet expectations, does not adequately demonstrate the value/skill

Interpersonal Skills

(Ability to successfully communicate, work with/interact with peers, superiors and subordinates)

External relationship building

(Builds strong external working relationships, utilizes external relationships effectively to meet goals)

Management / Supervisory Skills

(How employee deals with problems, hires and develops staff: consistency, fairness, communication)

Innovation / Creativity

(Does employee produce work demonstrating innovative or imaginative effort?)

Meeting participation/facilitation

(As a meeting participant, helps the group reach the best possible conclusion by contributing actively and constructively; as a facilitator, moves a group toward a conclusion as efficiently as possible while ensuring all meeting participants are heard)

Self Management: Initiative / Time management / Organizational skills

(Includes ability to develop goals, procedures or resources in relation to deadlines and objectives, can determine workflow and priorities, identify and solve problems; meet deadlines and follow up on assigned tasks)

PERFORMANCE REVIEW

PART II

Job Responsibilities:

(List ongoing job responsibilities to be evaluated during the next performance appraisal)

Goals and Objectives:

(List 3-5 major goals and objectives to be evaluated during the next performance appraisal)

PART III. To be completed by the employee after the discussion

- A. Indicate your reaction to the performance appraisal discussion, your agreement or disagreement with the appraisal and add any other comment you wish to make.

Employee Signature

Date

Supervisor Signature

Date

Danielson Teacher Evaluation Rubric

	Ineffective	Developing	Effective	Highly Effective
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Critical Attributes	<ul style="list-style-type: none"> The teacher makes content errors. The teacher does not consider prerequisite relationships when planning. The teacher's plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> The teacher's understanding of the discipline is rudimentary. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. 	<ul style="list-style-type: none"> The teacher can identify important concepts of the discipline and their relationships to one another. The teacher provides clear explanations of the content. The teacher answers students' questions accurately and provides feedback that furthers their learning. Instructional strategies in unit and lesson plans are entirely suitable to the content. 	<ul style="list-style-type: none"> The teacher cites intra- and interdisciplinary content relationships. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. The teacher's plans reflect recent developments in content-related pedagogy.
Possible Examples	<ul style="list-style-type: none"> The teacher says, "The official language of Brazil is Spanish, just like other South American countries." The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words. And others... 	<ul style="list-style-type: none"> The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday. And others... 	<ul style="list-style-type: none"> The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. The teacher has realized her students are not sure how to use a compass, and so she plans to have them practice that skill before introducing the activity on angle measurement. The teacher plans to expand a unit on civics by having students simulate a court trial. And others... 	<ul style="list-style-type: none"> In a unit on 19th-century literature, the teacher incorporates information about the history of the same period. Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter. And others...

	Ineffective	Developing	Effective	Highly Effective
1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
Critical Attributes	<ul style="list-style-type: none"> • The teacher does not understand child development characteristics and has unrealistic expectations for students. • The teacher does not try to ascertain varied ability levels among students in the class. • The teacher is not aware of students' interests or cultural heritages. • The teacher takes no responsibility to learn about students' medical or learning disabilities. 	<ul style="list-style-type: none"> • The teacher cites developmental theory but does not seek to integrate it into lesson planning. • The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. 	<ul style="list-style-type: none"> • The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class. 	<ul style="list-style-type: none"> • The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information from all students about their cultural heritages. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
Possible Examples	<ul style="list-style-type: none"> • <i>The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.</i> • <i>The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.</i> • <i>The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.</i> • <i>In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.</i> • <i>Lesson plans make only peripheral reference to students' interests.</i> • <i>The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher creates an assessment of students' levels of cognitive development.</i> • <i>The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.</i> • <i>The teacher administers a student interest survey at the beginning of the school year.</i> • <i>The teacher plans activities using his knowledge of students' interests.</i> • <i>The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.</i> • <i>The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.</i> • <i>The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.</i> • <i>And others...</i> 	<ul style="list-style-type: none"> • <i>The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.</i> • <i>The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.</i> • <i>The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.</i> • <i>The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.</i> • <i>The teacher regularly creates adapted assessment materials for several students with learning disabilities.</i> • <i>And others...</i>

	Ineffective	Developing	Effective	Highly Effective
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
Critical Attributes	<ul style="list-style-type: none"> Outcomes lack rigor. Outcomes do not represent important learning in the discipline. Outcomes are not clear or are stated as activities. Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> Outcomes represent a mixture of low expectations and rigor. Some outcomes reflect important learning in the discipline. Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> Outcomes represent high expectations and rigor. Outcomes are related to "big ideas" of the discipline. Outcomes are written in terms of what students will learn rather than do. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. Outcomes, differentiated where necessary, are suitable to groups of students in the class. 	<ul style="list-style-type: none"> The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. The teacher connects outcomes to previous and future learning. Outcomes are differentiated to encourage individual students to take educational risks.
Possible Examples	<ul style="list-style-type: none"> A learning outcome for a fourth-grade class is to make a poster illustrating a poem. All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. None of the science outcomes deals with the students' reading, understanding, or interpretation of the text. And others... 	<ul style="list-style-type: none"> Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling. Most of the English Language Arts outcomes are based on narrative. And others... 	<ul style="list-style-type: none"> One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry." The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. The learning outcomes include students defending their interpretation of the story with citations from the text. And others... 	<ul style="list-style-type: none"> The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them. Students will develop a concept map that links previous learning goals to those they are currently working on. Some students identify additional learning. The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives. One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency. And others...

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1d: Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	<ul style="list-style-type: none"> The teacher uses only district-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand her own skill. Although the teacher is aware of some student needs, he does not inquire about possible resources. 	<ul style="list-style-type: none"> The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in content-area workshops offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. 	<ul style="list-style-type: none"> Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. The teacher facilitates the use of Internet resources. Resources are multidisciplinary. The teacher expands her knowledge through professional learning groups and organizations. The teacher pursues options offered by universities. The teacher provides lists of resources outside the classroom for students to draw on. 	<ul style="list-style-type: none"> Texts are matched to student skill level. The teacher has ongoing relationships with colleges and universities that support student learning. The teacher maintains a log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.
Possible Examples	<ul style="list-style-type: none"> For their unit on China, the students find all of their information in the district-supplied textbook. The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself. A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment." In the literacy classroom, the teacher has provided only narrative works. And others... 	<ul style="list-style-type: none"> For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library. The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year. The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers. And others... 	<ul style="list-style-type: none"> The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts. The teacher takes an online course on literature to expand her knowledge of great American writers. The ELA lesson includes a wide range of narrative and informational reading materials. The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school. And others... 	<ul style="list-style-type: none"> The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies. The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry. The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job. And others...

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1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice
Critical Attributes	<ul style="list-style-type: none"> Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or do not meet instructional outcomes Instructional groups do not support learning Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random, or they only partially support objectives. Lesson structure is uneven or may be unrealistic about time expectations. 	<ul style="list-style-type: none"> Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. The plan for the lesson or unit is well structured, with reasonable time allocations. 	<ul style="list-style-type: none"> Activities permit student choice. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.
Possible Examples	<ul style="list-style-type: none"> After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. The teacher's lesson plans are written on sticky notes in his gradebook; they indicate lecture, activity, or text, along with page numbers in the text. And others... 	<ul style="list-style-type: none"> After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. The teacher finds an atlas to use as a supplemental resource during the geography unit. The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with. The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. And others... 	<ul style="list-style-type: none"> The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style. The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. The fourth-grade math unit plan focuses on the key concepts for that level. And others... 	<ul style="list-style-type: none"> The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning. While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections. After the cooperative group lesson, the students will reflect on their participation and make suggestions. The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned. The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum. And others...

	Ineffective	Developing	Effective	Highly Effective
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Critical Attributes	<ul style="list-style-type: none"> Assessments do not match instructional outcomes. Assessments lack criteria. No formative assessments have been designed. Assessment results do not affect future plans. 	<ul style="list-style-type: none"> Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate modified assessments when they are necessary for some students. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data. 	<ul style="list-style-type: none"> Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic, with real-world application as appropriate. Students develop rubrics according to teacher-specified learning objectives. Students are actively involved in collecting information from formative assessments and provide input.
Possible Examples	<ul style="list-style-type: none"> The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." And others... 	<ul style="list-style-type: none"> The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal. A student asks, "If half the class passed the test, why are we all reviewing the material again?" And others... 	<ul style="list-style-type: none"> The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined. The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities. Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept. And others... 	<ul style="list-style-type: none"> To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class. The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own. After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson. The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time. And others...

	Ineffective	Developing	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	<ul style="list-style-type: none"> The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or caring about, individual students. The teacher disregards disrespectful interactions among students. 	<ul style="list-style-type: none"> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students, with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful. 	<ul style="list-style-type: none"> Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher. 	<ul style="list-style-type: none"> The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. There is no disrespectful behavior among students. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.
Possible Examples	<ul style="list-style-type: none"> A student slumps in his chair following a comment by the teacher. Students roll their eyes at a classmate's idea; the teacher does not respond. Many students talk when the teacher and other students are talking; the teacher does not correct them. Some students refuse to work with other students. The teacher does not call students by their names. And others... 	<ul style="list-style-type: none"> Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. A few students do not engage with others in the classroom, even when put together in small groups. Students applaud halfheartedly following a classmate's presentation to the class. The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders. And others... 	<ul style="list-style-type: none"> The teacher greets students by name as they enter the class or during the lesson. The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk. Students attend fully to what the teacher is saying. Students wait for classmates to finish speaking before beginning to talk. Students applaud politely following a classmate's presentation to the class. Students help each other and accept help from each other. The teacher and students use courtesies such as "please," "thank you," and "excuse me." The teacher says, "Don't talk that way to your classmates," and the insults stop. And others... 	<ul style="list-style-type: none"> The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). Students say "Shhh" to classmates who are talking while the teacher or another student is speaking. Students clap enthusiastically for one another's presentations for a job well done. The teacher says, "That's an interesting idea, Josh, but you're forgetting . . ." A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!" And others...

	Ineffective	Developing	Effective	Highly Effective
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Critical Attributes	<ul style="list-style-type: none"> The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them. 	<ul style="list-style-type: none"> The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." The teacher's primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language. 	<ul style="list-style-type: none"> The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for students' abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students. 	<ul style="list-style-type: none"> The teacher communicates passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students assist their classmates in understanding the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.
Possible Examples	<ul style="list-style-type: none"> The teacher tells students that they're doing a lesson because it's in the book or is district-mandated. The teacher says to a student, "Why don't you try this easier problem?" Students turn in sloppy or incomplete work. Many students don't engage in an assigned task, and yet the teacher ignores their behavior. Students have not completed their homework; the teacher does not respond. And others... 	<ul style="list-style-type: none"> The teacher says, "Let's get through this." The teacher says, "I think most of you will be able to do this." Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking. The teacher does not encourage students who are struggling. Only some students get right to work after an assignment is given or after entering the room. And others... 	<ul style="list-style-type: none"> The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." The teacher says, "This idea is really important! It's central to our understanding of history." The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint. Students get to work right away when an assignment is given or after entering the room. And others... 	<ul style="list-style-type: none"> The teacher says, "It's really fun to find the patterns for factoring polynomials." A student says, "I don't really understand why it's better to solve this problem that way." A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation. Students question one another on answers. A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened. And others...

	Ineffective	Developing	Effective	Highly Effective
2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
Critical Attributes	<ul style="list-style-type: none"> Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Volunteers and paraprofessionals have no defined role and/or are idle much of the time. 	<ul style="list-style-type: none"> Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. Volunteers and paraprofessionals require frequent supervision. 	<ul style="list-style-type: none"> Students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Volunteers and paraprofessionals work with minimal supervision. 	<ul style="list-style-type: none"> With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly. Volunteers and paraprofessionals take initiative in their work in the class.
Possible Examples	<ul style="list-style-type: none"> When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc. There are long lines for materials and supplies. Distributing or collecting supplies is time consuming. Students bump into one another when lining up or sharpening pencils. At the beginning of the lesson, roll-taking consumes much time and students are not working on anything. And others... 	<ul style="list-style-type: none"> Some students not working with the teacher are off task. Transition between large- and small-group activities requires five minutes but is accomplished. Students ask what they are to do when materials are being distributed or collected. Students ask clarifying questions about procedures. Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. And others... 	<ul style="list-style-type: none"> In small-group work, students have established roles; they listen to one another, summarizing different views, etc. Students move directly between large- and small-group activities. Students get started on an activity while the teacher takes attendance. The teacher has an established timing device, such as counting down, to signal students to return to their desks. The teacher has an established attention signal, such as raising a hand or dimming the lights. One member of each small group collects materials for the table. There is an established color-coded system indicating where materials should be stored. Cleanup at the end of a lesson is fast and efficient. And others... 	<ul style="list-style-type: none"> Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. A student reminds classmates of the roles that they are to play within the group. A student redirects a classmate to the table he should be at following a transition. Students propose an improved attention signal. Students independently check themselves into class on the attendance board. And others...

	Ineffective	Developing	Effective	Highly Effective
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	<ul style="list-style-type: none"> The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. 	<ul style="list-style-type: none"> The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective. 	<ul style="list-style-type: none"> Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Possible Examples	<ul style="list-style-type: none"> Students are talking among themselves, with no attempt by the teacher to silence them. An object flies through the air, apparently without the teacher's notice. Students are running around the room, resulting in chaos. Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. And others... 	<ul style="list-style-type: none"> Classroom rules are posted, but neither the teacher nor the students refer to them. The teacher repeatedly asks students to take their seats; some ignore her. To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." And others... 	<ul style="list-style-type: none"> Upon a nonverbal signal from the teacher, students correct their behavior. The teacher moves to every section of the classroom, keeping a close eye on student behavior. The teacher gives a student a "hard look," and the student stops talking to his neighbor. And others... 	<ul style="list-style-type: none"> A student suggests a revision to one of the classroom rules. The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops. The teacher speaks privately to a student about misbehavior. A student reminds her classmates of the class rule about chewing gum. And others...

	Ineffective	Developing	Effective	Highly Effective
2e: Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or see the board. • Available technology is not being used even if it is available and its use would enhance the lesson. 	<ul style="list-style-type: none"> • The physical environment is safe, and most students can see and hear the teacher or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology. 	<ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the learning activities and the physical environment. • Students take the initiative to adjust the physical environment. • The teacher and students make extensive and imaginative use of available technology.
Possible Examples	<ul style="list-style-type: none"> • There are electrical cords running around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A whiteboard is in the classroom, but it is facing the wall. • And others... 	<ul style="list-style-type: none"> • The teacher ensures that dangerous chemicals are stored safely. • The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work. • The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work. • And others... 	<ul style="list-style-type: none"> • There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion. • The use of an Internet connection extends the lesson. • And others... 	<ul style="list-style-type: none"> • Students ask if they can shift the furniture to better suit small-group work or discussion. • A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes. • A student suggests an application of the whiteboard for an activity. • And others...

	Ineffective	Developing	Effective	Highly Effective
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Critical Attributes	<ul style="list-style-type: none"> At no time during the lesson does the teacher convey to students what they will be learning. Students indicate through body language or questions that they don't understand the content being presented. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. The teacher's vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> The teacher provides little elaboration or explanation about what the students will be learning. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make minor ones. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher's vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher's vocabulary is too advanced, or too juvenile, for students. 	<ul style="list-style-type: none"> The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher's explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher's vocabulary is appropriate to students' ages and levels of development. 	<ul style="list-style-type: none"> If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenge or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly.

	Ineffective	Developing	Effective	Highly Effective
3b: Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion. 	<ul style="list-style-type: none"> • The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so. 	<ul style="list-style-type: none"> • The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so. 	<ul style="list-style-type: none"> • Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.
Possible Examples	<ul style="list-style-type: none"> • All questions are of the "recitation" type, such as "What is 3 x 4?" • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher calls only on students who have their hands up. • A student responds to a question with wrong information, and the teacher doesn't follow up. • And others... 	<ul style="list-style-type: none"> • Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks, "Who has an idea about this?" The usual three students offer comments. • The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher. • The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters. • And others... 	<ul style="list-style-type: none"> • The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?" • The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian. • The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. • The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor. • And others... 	<ul style="list-style-type: none"> • A student asks, "How many ways are there to get this answer?" • A student says to a classmate, "I don't think I agree with you on this, because..." • A student asks of other students, "Does anyone have another idea how we might figure this out?" • A student asks, "What if...?" • And others...

	Ineffective	Developing	Effective	Highly Effective
3c: Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	<ul style="list-style-type: none"> Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. 	<ul style="list-style-type: none"> Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson objectives. Few of the materials and resources require student thinking or ask students to explain their thinking. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. The instructional groupings used are partially appropriate to the activities. 	<ul style="list-style-type: none"> Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities. 	<ul style="list-style-type: none"> Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples	<ul style="list-style-type: none"> Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. Students fill out the lesson worksheet by copying words from the board. Students are using math 	<ul style="list-style-type: none"> Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. Students are asked to fill in a worksheet, following an established procedure. 	<ul style="list-style-type: none"> Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents 	<ul style="list-style-type: none"> Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated. Students determine which of several tools—e.g., a protractor, spreadsheet, or

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3d: Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	<ul style="list-style-type: none"> The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. Feedback to students is vague and not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self- or peer assessment. 	<ul style="list-style-type: none"> The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students. 	<ul style="list-style-type: none"> Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Possible Examples	<ul style="list-style-type: none"> A student asks, "How is this assignment going to be graded?" A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher. The teacher forges ahead with a presentation without checking for understanding. After the students present their research on globalization, the teacher tells them their letter grade, when 	<ul style="list-style-type: none"> The teacher asks, "Does anyone have a question?" When a student completes a problem on the board, the teacher corrects the student's work without explaining why. The teacher says, "Good job, everyone." The teacher, after receiving a correct response from one student, continues without 	<ul style="list-style-type: none"> The teacher circulates during small-group or independent work, offering suggestions to students. The teacher uses specifically formulated questions to elicit evidence of student understanding. The teacher asks students to look over their papers to correct their errors; most of them engage in this task. And others... 	<ul style="list-style-type: none"> The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. While students are working, the teacher circulates, providing specific feedback to individual students. The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.

	Ineffective	Developing	Effective	Highly Effective
3e: Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Critical Attributes	<ul style="list-style-type: none"> The teacher ignores indications of student boredom or lack of understanding. The teacher brushes aside students' questions. The teacher conveys to students that when they have difficulty learning, it is their fault. In reflecting on practice, the teacher does not indicate that it is important to reach all students. The teacher makes no attempt to adjust the lesson in response to student confusion. 	<ul style="list-style-type: none"> The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. The teacher's attempts to adjust the lesson are partially successful. 	<ul style="list-style-type: none"> The teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that she has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. When improvising becomes necessary, the teacher makes adjustments to the lesson. 	<ul style="list-style-type: none"> The teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Possible Examples	<ul style="list-style-type: none"> The teacher says, "We don't have time for that today." The teacher says, "If you'd just pay attention, you could understand this." When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then." And others... 	<ul style="list-style-type: none"> The teacher says, "I'll try to think of another way to come at this and get back to you." The teacher says, "I realize not everyone understands this, but we can't spend any more time on it." The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful. And others... 	<ul style="list-style-type: none"> The teacher says, "That's an interesting idea; let's see how it fits." The teacher illustrates a principle of good writing to a student, using his interest in basketball as context. The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach. And others... 	<ul style="list-style-type: none"> The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it." The teacher incorporates the school's upcoming championship game into an explanation of averages. The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it." And others...

	Ineffective	Developing	Effective	Highly Effective
4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> • The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> • The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved. 	<ul style="list-style-type: none"> • The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples	<ul style="list-style-type: none"> • Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" • The teacher says, "That was awful; I wish I knew what to do!" • And others... 	<ul style="list-style-type: none"> • At the end of the lesson, the teacher says, "I guess that went okay." • The teacher says, "I guess I'll try _____ next time." • And others... 	<ul style="list-style-type: none"> • The teacher says, "I wasn't pleased with the level of engagement of the students." • The teacher's journal indicates several possible lesson improvements. • And others... 	<ul style="list-style-type: none"> • The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." • In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson. • And others...

	Ineffective	Developing	Effective	Highly Effective
4b: Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> • There is no system for either instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information. 	<ul style="list-style-type: none"> • The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors. 	<ul style="list-style-type: none"> • The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher's process for recording noninstructional information is both efficient and effective. 	<ul style="list-style-type: none"> • Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining noninstructional records for the class.
Possible Examples	<ul style="list-style-type: none"> • A student says, "I'm sure I turned in that assignment, but the teacher lost it!" • The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored." • On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. • And others... 	<ul style="list-style-type: none"> • A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" • The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. • And others... 	<ul style="list-style-type: none"> • On the class website, the teacher creates a link that students can access to check on any missing assignments. • The teacher's gradebook records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures. • And others... 	<ul style="list-style-type: none"> • A student from each team maintains the database of current and missing assignments for the team. • When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database. • And others...

	Ineffective	Developing	Effective	Highly Effective
4c: Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	<ul style="list-style-type: none"> • Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication. 	<ul style="list-style-type: none"> • School- or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher's communications are inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> • The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children's learning. • Most of the teacher's communications are appropriate to families' cultural norms. 	<ul style="list-style-type: none"> • Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of the teacher's communications are highly sensitive to families' cultural norms.
Possible Examples	<ul style="list-style-type: none"> • A parent says, "I'd like to know what my kid is working on at school." • A parent says, "I wish I could know something about my child's progress before the report card comes out." • A parent says, "I wonder why we never see any schoolwork come home." • And others... 	<ul style="list-style-type: none"> • A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." • A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." • The teacher sends home weekly quizzes for parent or guardian signature. • And others... 	<ul style="list-style-type: none"> • The teacher sends a weekly newsletter home to families that describe current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950s. • And others... 	<ul style="list-style-type: none"> • Students create materials for Back-to-School Night that outline the approach for learning science. • Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. • Students design a project on charting their family's use of plastics. • And others...

	Ineffective	Developing	Effective	Highly Effective
4d: Participating in the Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	<ul style="list-style-type: none"> The teacher's relationships with colleagues are characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and district and community projects. 	<ul style="list-style-type: none"> The teacher has cordial relationships with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as district and community projects. 	<ul style="list-style-type: none"> The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school events and school district and community projects. 	<ul style="list-style-type: none"> The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and leads events that positively impact school life. The teacher regularly contributes to and leads significant district and community projects.
Possible Examples	<ul style="list-style-type: none"> The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good. The teacher does not attend PLC meetings. The teacher does not attend any school functions after the dismissal bell. The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class." And others... 	<ul style="list-style-type: none"> The teacher is polite but seldom shares any instructional materials with his grade partners. The teacher attends PLC meetings only when reminded by her supervisor. The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." The teacher contributes to the district literacy committee only when requested to do so by the principal. And others... 	<ul style="list-style-type: none"> The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings. The teacher has decided to take some free MIT courses online and to share his learning with colleagues. The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there. The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team. And others... 	<ul style="list-style-type: none"> The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching. The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events. The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community. And others...

	Ineffective	Developing	Effective	Highly Effective
4c: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
Critical Attributes	<ul style="list-style-type: none"> The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences. 	<ul style="list-style-type: none"> The teacher participates in professional activities when they are required or provided by the district. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to professional organizations. 	<ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in organizations designed to contribute to the profession. 	<ul style="list-style-type: none"> The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
Possible Examples	<ul style="list-style-type: none"> The teacher never takes continuing education courses, even though the credits would increase his salary. The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will simply discard the feedback form. Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time. And others... 	<ul style="list-style-type: none"> The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received. The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation. The teacher joins the local chapter of the American Library Association because she might benefit from the free books— but otherwise doesn't feel it's worth much of her time. And others... 	<ul style="list-style-type: none"> The teacher eagerly attends the school district optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year. The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students. And others... 	<ul style="list-style-type: none"> The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects. And others...

	Ineffective	Developing	Effective	Highly Effective
4f: Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	<ul style="list-style-type: none"> • The teacher is dishonest. • The teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects district regulations. 	<ul style="list-style-type: none"> • The teacher is honest. • The teacher notices the needs of students but is inconsistent in addressing them. • The teacher does not notice that some school practices result in poor conditions for students. • The teacher makes decisions professionally but on a limited basis. • The teacher complies with district regulations. 	<ul style="list-style-type: none"> • The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision making. • The teacher complies completely with district regulations. 	<ul style="list-style-type: none"> • The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations.
Possible Examples	<ul style="list-style-type: none"> • <i>The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.</i> • <i>The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.</i> • <i>The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.</i> 	<ul style="list-style-type: none"> • <i>The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."</i> • <i>The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.</i> • <i>The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.</i> • <i>When the teacher's grade partner goes out on maternity leave, the</i> 	<ul style="list-style-type: none"> • <i>The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.</i> • <i>Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.</i> • <i>The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.</i> • <i>The English department chair says, "I appreciate when</i> 	<ul style="list-style-type: none"> • <i>When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.</i> • <i>After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.</i> • <i>The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.</i> • <i>The math department looks forward to</i>