

PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Academy Charter School - Uniondale		
Education Corp. Name:	Academy Charter School		
Education Corp. Status:	Existing Education Corporation	Proposal Type:	Replication Proposal
School District (or NYC CSD):	Uniondale		
Opening Date:	8/1/2018		

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

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	
Partner Public Contact Info (Name, Phone):	

Lead Applicant Contact Information

First Lead Applicant Name: Barrington Goldson

Applicant is a: Parent Teacher School Administrator District Resident Education Corp./Charter School

Applicant Mailing Address: [REDACTED]

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

Second Lead Applicant Name: Wayne Haughton

Applicant is a: Parent Teacher School Administrator District Resident Education Corp./Charter School

Applicant Mailing Address: [REDACTED]

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

List additional lead applicants in the "Other" section. Not Applicable Additional Applicants Listed in "Other"

Media/Public Contact Information (required)

Name: Mr. Wayne Haughton Phone #: 516-408-2200 Email: info@academycharterschool.org

Lead Applicant Signature

Signature:  Date: July 10, 2017

Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. 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 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Submit Completed Proposal to:
Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207.

OFFICIAL USE ONLY: Received By: _____ Date: _____

Phone: (518) 445-4250
Fax: (518) 320-1572
Email: charters@suny.edu

Program Design

MISSION STATEMENT

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

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

KEY DESIGN ELEMENTS

Leadership Development

All of our students participate in a leadership curriculum developed by Victory Education Partners that leads students to develop a success-oriented mentality. The curriculum focuses on the enhancement of self-awareness, communication skills, interpersonal and intergroup relations, proactive emotional management, team building, goal setting advocacy and conflict resolution. Age appropriate learning expectations have been set for all grade levels, they include:

- Grades K-2: Self description; responsible behaviors; working with others; characteristics of leaders; role of the follower, the effect of setting on leadership roles; decision-making skills; communicating with others; setting goals; good citizenship; community
- Grades 3-4: All K-2 expectations; understanding and addressing the needs and concerns of others; developing a positive self image; defining the characteristics of leaders; the role played by their environment; and setting long and short term goals.
- Grade 5-6: Examining self-image; examining behaviors and how they contribute to group instruction; examining the needs and concerns of others; exploring characteristics of leaders; understanding the importance of the role of the follower; understanding the role of environment in the leadership process and being equipped to address the challenges of their environment; communicating effectively in pairs, small groups, teams and large groups; enhancing and applying decision-making skills; exploring long-term goals; giving examples of community and community needs; explaining the concept of citizenship; explaining my role in protecting and caring for people and things; practicing leadership through service in a variety of communities

The program integrates a multitude of exciting and fun student-centered activities, and teaches students specific personal discovery and development strategies that will assist them on the road to success.

Mentoring Program

As mentors, fifth graders will serve as Big Brothers/Big Sisters for incoming kindergartners. The students' responsibilities will begin at the end of Grade 4, when they will plan an orientation and school tour. They will draw maps and publish guidelines for the incoming kindergartners. At the start of Grade 5 and continue in 6th grade who will mentor the 1st grade students.

Debate Program

To underscore the importance our board places on students developing exemplary reading, writing, listening and speaking skills, we offer a debate program. Our intent is that this program further enriches our students skills in abstract thinking; citizenship/ethics/etiquette; cross-examination/questions; developing a point of view; distinguishing fact from opinion; identifying bias; organizing information; the art of persuasion; comfort with public speaking; exposure to research skills; and learning about teamwork.

Community Awareness

Incentive Program Based on Teams

To combat a student culture that currently persists in our community that failure is acceptable, The Academy has implemented an incentive program based on teams. At each grade level, students are broken up into smaller peer groups that act as supplemental social and emotional support systems for them throughout the year. This group becomes each student's "family" at school – the students are encouraged to help each other improve academically, support each other in practicing core virtues, and serve with each other in community projects. At the end of the year, the students are recognized for their teamwork at a special ceremony.

Service Learning Projects

At The Academy, service learning is an important component of our school design that will be linked to curriculum content areas. Service learning is a form of experiential learning where students and faculty collaborate to address problems and issues, simultaneously gaining knowledge, skills and advancing personal development. There is an emphasis on helping others while providing valid learning experiences to students.

National studies validate the claims that service-learning improves academic achievement across a variety of disciplines. Service connected to specific classes can enhance the learning of the course content:

- Service learning has impact on students’ personal, social and cognitive outcomes
- Participation in a service-learning program can improve the interaction between faculty members and students, which itself has a positive impact on learning
- Service learning enhances students’ beliefs in their personal efficacy, and can be a predictor in their further professional development

SCHEDULE			
Proposed Number of School Days per Year:	182	Proposed Daily Beginning and Ending of School Day:	8:00 a.m. - 4:00 p.m.
Additional Schedule Information (optional):			

ACADEMIC PROGRAM OVERVIEW

Planning for Instruction

Teachers and teaching assistants receive professional development and support to provide instructional practices consistent with the current curriculum and instructional practices. The curriculum is aligned to the current charter, as well as with the New York State Common Core Standards. The curriculum is enhanced by the staff in a five-phase process. This process is an ongoing component of the school's planning process.

Phase 1: Curriculum Maps/Year at a Glance:

The teachers create a ten-month curriculum map ensuring alignment to NYS standard and Common Core State Standards. This curriculum map delineates the monthly targets for the big picture for each content area. Teachers develop maps for each class.

The Maps will serve the following purpose:

- Maps are used in both the unit planning process and the development of lessons
- Maps provide teachers with an opportunity to determine when and how skills are taught
- While curriculum maps are being developed, staff can gain information about ongoing work throughout the school, identify curriculum gaps, target potential areas for integration, match assessment with standards, and review for timeliness
- Teachers learn to develop Essential Questions.

Phase II: Unit Planning:

Units are developed for about six weeks. The focus of the plan is to identify an exit project that provides students with an opportunity to apply their learning to a real world situation and to make connections between content areas, time, and current situations.

Steps in this process include:

- Compress individual content standard strands into a unified themed direction with an essential question.
- Determine a project for the unit that measures skill progress in the content area.
- Associate needed resources and materials for executing the unit.
- Using the curriculum map, teachers chart out the sequence of lessons for the unit working backwards from the end assessment/project.
- The unit is checked to ensure that content is covered and skills are incorporated.
- Teachers create a rubric for the unit end outcome/assessment.

Phase III: Daily Lesson Plan Development:

Teachers receive professional development in the process of planning a lesson. A lesson plan format is developed and teachers will be coached on their development and implementation of lessons. Teachers have an opportunity to share lessons and provide support to each other during common planning time, meetings with content area coaches and consultants, and meetings and observations conducted by the Principal. Some components to be included:

- Using the unit plan and the curriculum map as a guide, teachers develop the lessons.

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- Daily lessons include a listing of questions that support high order thinking that are deliberate and focused on ensuring that students think, apply information, make connections, support ideas with evidence from text, etc.
 - After the lesson is conducted, teachers are encouraged to reflect upon the lesson and to note down what students know and understand and how the teacher knows (evidence). The teacher make notes on the lesson to identify successful components and to note thoughts on improving the lesson for future modification.
 - Student exemplars of the lesson outcomes are copied and attached to the lesson.
 - Lesson is stored on computer and some student work samples are stored in student folders for use when discuss student interventions and planning to improve lessons.

Phase IV: Curriculum Review

Starting about the end of April each school year, teachers are allotted the opportunity during common planning time and early student release time to do the following to review curriculum maps, and units:

- Review school interim assessments and assessment data and see where changes are needed in Curriculum map, Unit Plans and Accountability Measures and Benchmarks. Identify how this review impacts the school's goals for continuous improvement.
- Review curriculum units, maps and lessons to identify focus for following year and make adjustments and changes based on review and student needs.
- Review daily lesson plan binder and adjust lessons that might be repeated to insure student success.
- Provide topics needed to be address as part of Pre-Service and develop a professional development plan.

The process begins again. Curriculum Maps will be revisited at the beginning of the year during pre-service when new staff is added. The process is an on-going process.

School Management

MANAGEMENT STRUCTURE

The education corporation is organized under a dual leadership approach with an executive director supervising and overseeing all operations and fiscal program areas. A chief executive officer is responsible for the instructional program. Within the education corporation (the EC), the Executive Director and Chief Academic Officer report to the board of trustees. Written and oral reports are issued monthly. School leadership also has frequent informal communication. Instructional and operational items are introduced in committee when board action or review is required. Trustees typically determine items that should go before the full board for consideration. Agendas and board minutes are posted to the school's web site each month. Meetings are attended by parents and members of the public.

The EC will not utilize a management corporation or operate as a CMO. Rather, the managerial support approach will be to deploy a blended or shared services team to support both schools with fidelity. As TACS has grown to serve students in elementary, middle and high school grades, the education corporation has developed a critical mass of internal leaders and champions who embody the mission and culture. Since the founding of the school, trustees and the administrators have prioritized the cultivation of internal leadership. Teachers and young administrators are developed through diverse leadership opportunities that call for peer leadership, mentorship, initiative and demonstration of a commitment to personal growth. Presently, the education corporation has sufficient staffing and leadership to ensure a stable cultural transition for new hires in Uniondale.

ROLE OF CMO OR PARTNER(S)

Not applicable.

Facility

SCHOOL FACILITY PLANS

The founding team has not yet selected a facility in Uniondale to locate the school. At present, team members are in conversations with several property owners regarding space commensurate with accommodating the school for all five years of the growth plan.

We anticipate requiring a space ranging from 26,000 square feet (approximately 55 square feet per student at full capacity) to 38,000 square feet (approximately 70 square feet per student at full capacity). The educational program that we require can be fully supported within such a space. Alternatively, should a full-growth space be unavailable in time for opening, trustees and administrators will evaluate plans to secure a location adequate for two years of school operations (approximately 14,000 square feet). The education corporation has significant real estate and finance experience, including site selection, acquisition and bond financing. Our goal will be to mitigate any disruptions to the academic team due to required relocations.

Bishop Barrington Goldson -- Bishop Barrington Goldson is currently serving as the chair of the board of the School. As chairman, he also works closely with the trustees and executive director in strategic planning, policy implementation and oversight. Bishop Goldson is also the pastor of Calvary Tabernacle in Hempstead, New York. He has served in several key management and financial positions including the Bank of New York and Merrill Lynch. Bishop Goldson holds a Bachelor's degree in Economics from City University of New York and a Bachelor's in Christian Education and Biblical Studies from Genesis School of Theology. He also holds a MBA from Grand Canyon University. He is a member of several professional associations and has received several awards and recognitions from the Village of Hempstead and Nassau County.

Robert Stewart -- Robert Stewart is the Chief Operating Officer of Calvary Tabernacle Ministries. He is a founding Board member of the School. Since 1989, he has been president of the Tri-State Music Association, which provides yearly music scholarships to youth. Robert is an accomplished leader and artist, having received National Endowment for the Arts recognition in Visual Arts, Design and Technology. His design portfolio includes work for Radio City Music Hall, UNICEF, the County of Nassau, Brooklyn Public Library, to name a few. He has won various National Music Awards, including Disney's National Gospel Choir Fest with his choir, The Calvary Tabernacle Choir. He is a graduate of the prestigious Cooper Union for the Advancement of Science and Art and holds a degree from the Genesis Bible Institute.

Hazeltin Williams -- Hazelin Williams is a founding Board member and currently works as a property manager in a real estate holding in Hempstead, New York. Ms. Williams is a community activist and the author of three books including a book of poetry. Ms. Williams has worked for insurance and investment companies handling annuities.

Dawn West-Blaise -- Ms. Dawn West-Blaise serves as a member of the Board and a financial consultant with over 22 years of experience. She is an active and dedicated member of the Hempstead Community.

Stephen Rowley -- Stephen Rowley serves as a member of the Board and a professor at City University of New York, York College. Mr. Rowley graduated with a Bachelors and Masters in Economics from Hunter College.

Peter J. Goodman -- Peter J. Goodman serves as a member of the Board and is a practicing attorney with over 19 years of experience focused in real estate law and business law with an emphasis on Purchases, Sales, Not For Profit Corporations, and Lender Settlement. Mr. Goodman is a member of the Coalition for Excellence in Homeownership, the Long Island Housing Crisis Taskforce and a former member of the Long Island Housing Partnership's Strategic Planning Committee. Mr. Goodman is also a member of the following Bar Associations: New York State Bar Association, the Brooklyn Bar Association, and the Nassau County Bar Association.

Sheila Dancy-Wilkins -- Sheila Dancy-Wilkins serves as a member of the Board. Prior to serving on The Academy Charter school Board, Ms. Dancy-Wilkins served on the St. Albans Head Start Board for eleven years. She currently serves as a manager in the Records Management Unit at the New York City Department of Education's Division of School Facilities where she provides written information to the New York City Corporation Counsel, the New York City Comptroller's Office and the Office of the General Counsel. Ms. Dancy-Wilkins graduated with a Bachelor's degree from the City College of the City of New York with a major in History and minor in Labor Economics. She received her Juris Doctor degree from CUNY Law School at Queens College.

Roderick Roberts -- Roderick Roberts serves as a member of the board and has fifteen years of experience in Sales Marketing Consulting. He has been the Pastor of Rhema Christian Center, Bronx, NY for over twelve years. Mr. Roberts has a Master's degree in Psycho-Theological Studies from HFA Theological Institute.

Janet-Ann Sanderson-Brown -- Janet-Ann Sanderson-Brown serves as a member of the Board and as a principal in the New York City Department of Education. She has over 20 years of experience as an educator. Ms Sanderson-Brown received a Bachelor's degree in Economics from City College of New York and an MBA in Finance from Long Island University.

Other

Parent Representative -- One seat for a non-voting member of the board of trustees will be reserved for the parent or guardian of an enrolled student, beginning in Year 1.



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INCORPORATION BY REFERENCE

Proposed school name:

Education corporation name:

Year education corporation was established:

Has the name of this education corporation changed in the past?

If yes, please provide past name(s) and

Name(s)



Charter Schools Institute

State University of New York

FINANCE CHECKLIST FOR SUNY REPLICATORS

Academy Charter School Uniondale
The Academy Charter School
2009
No

date(s) of change(s) below:

	Date(s)



SUNY Charter Schools Institute Incorporation by Reference Checklist

Academy Charter School Uniondale												
Proposal Request	A		B			C			D	E		
	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?					Specific exhibit or document being incorporated by reference	Year of Source File
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A				
	<i>Place an "X" in the appropriate column to indicate whether this response incorporates any documents by reference.</i>		<i>Place an "X" in the appropriate column to indicate whether this response applies to all schools in the education corporation, or only the proposed school.</i>			<i>Place an "X" in the appropriate column to indicate whether the incorporated material requires any revisions. If yes, include revisions in proposal Response.</i>			<i>Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically as possible.</i>	<i>List the most recent year material was approved or updated.</i>		
Sample Response	x		x			x			Renewal Application, Response D, Benchmark 1B, Assessment Data	2013		
1(a) Community Description and Need	<i>All applicants must provide a Response to this Request.</i>											
1(b) Programmatic Impact	<i>All applicants must provide a Response to this Request.</i>											
1(c) Fiscal Impact	<i>All applicants must provide a Response to this Request.</i>											
2(a) Mission		X	X									
2(b) Key Design Elements		X	X									
2(c) 5% Districts	<i>All applicants must provide a Response to this Request.</i>											
2(d) Draft Accountability Plan	<i>All applicants must provide a Response to this Request.</i>											
3(a) Applicant Information	<i>All applicants must provide a Response to this Request.</i>											
3(b) Founders	<i>All applicants must provide a Response to this Request.</i>											
3(c) Community Outreach	<i>All applicants must provide a Response to this Request.</i>											
3(d) Withdrawn, Rejected and Concurrent Proposals (SUNY and/or other authorizers)	<i>All applicants must provide a Response to this Request.</i>											
3(e) Letter of Justification for Previously Denied Applications	<i>All applicants must provide a Response to this Request.</i>											
3(f) Founder Credentials		X			X							
3(g) Outreach Evidence	<i>All applicants must provide a Response to this Request.</i>											
4 School Enrollment	<i>All applicants must provide a Response to this Request.</i>											
5(a) Curriculum Selection and Processes		X	X					X				
5(b) Assessment System		X	X					X				
5(c) Instructional Methods		X	X					X				
5(d) Course or Subject Overview		X	X					X				
5(e) Promotion and Graduation Policy		X	X					X				
5(f) Programmatic Audits		X	X					X				
6(a) School Calendar		X	X					X				
6(b) Sample Student Schedule	X		X					X	Renewal Application, Exhibit 9	2014		
6(c) Sample Teacher Schedule	X		X					X	Renewal Application, Exhibit 9	2014		
7(a) Struggling Students		X	X					X				
7(b) Students with Disabilities		X	X					X				
7(c) English Language Learners		X	X					X				
7(d) Gifted and Advanced Students		X	X					X				
8(a) Instructional Leadership Roles		X	X					X				
8(b) Teacher Support and Supervision		X	X					X				
8(c) Professional Development		X	X					X				
8(d) Teacher Evaluation and Accountability		X	X					X				
9(a) Culture and Discipline		X	X					X				

SUNY Charter Schools Institute Incorporation by Reference Checklist

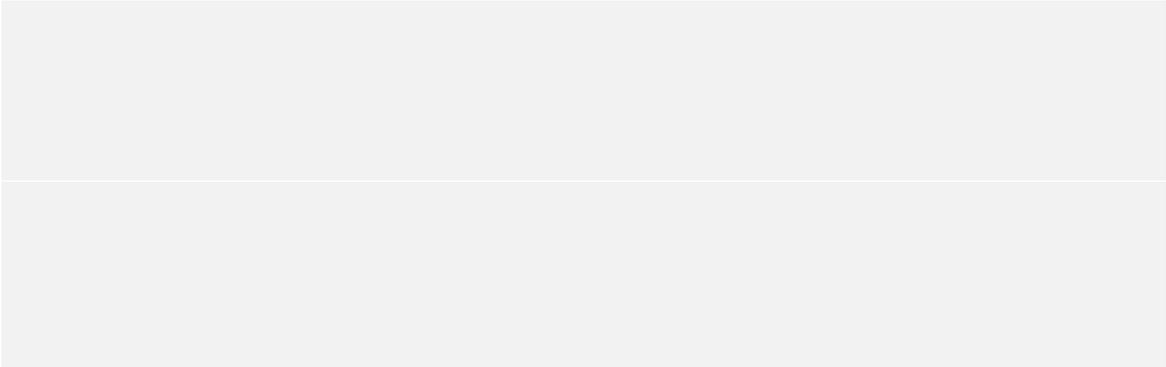
Academy Charter School Uniondale												
Proposal Request	A		B			C			D	E		
	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?					Specific exhibit or document being incorporated by reference	Year of Source File
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A				
9(b) Discipline Policy		X	X				X					
9(c) Special Education Policy		X	X				X					
9(d) Dress Code		X	X				X					
10(a) Organizational Chart	<i>All applicants must provide a Response to this Request.</i>											
10(b) School Leadership and Management Structure	<i>All applicants must provide a Response to this Request.</i>											
11(a) Staffing Chart and Rationale	<i>All applicants must provide a Response to this Request.</i>											
11(b) Qualifications and Responsibilities		X	X				X					
11(c) Staff Recruitment and Retention		X	X				X					
11(d) Personnel Policies		X	X				X					
12(a) Partner Information		X	X				X					
12(b) Partner Commitment	<i>All applicants must provide a Response to this Request.</i>											
13(a) EdCorp Board Roles & Responsibilities		X	X				X					
13(b) Education Corporation Board Design		X	X				X					
13(c) Stakeholder Participation		X	X				X					
13(d) By-laws	X		X				X		Renewal Application, Exhibit 15	2014		
13(e) Code of Ethics	X		X				X		Renewal Application, Exhibit 16	2014		
13(f) Complaint Policy		X	X				X					
14(a) District Relations	<i>All applicants must provide a Response to this Request.</i>											
14(b) Community Relations	<i>All applicants must provide a Response to this Request.</i>											
14(c) Evidence of Community Support	<i>All applicants must provide a Response to this Request.</i>											
15(a) General Student Population	<i>All applicants must provide a Response to this Request.</i>											
15(b) Target Population Enrollment	<i>All applicants must provide a Response to this Request.</i>											
15(c) Evidence of Demand	<i>All applicants must provide a Response to this Request.</i>											
15(d) Community Support	<i>All applicants must provide a Response to this Request.</i>											
15(e) Evidence of Community Support	<i>All applicants must provide a Response to this Request.</i>											
15(f) Admissions Policy		X	X									
16(a) Facility Needs	<i>All applicants must provide a Response to this Request.</i>											
16(b) Facility Selection	<i>All applicants must provide a Response to this Request.</i>											
16(c) Facility Related Conflicts of Interest	<i>All applicants must provide a Response to this Request.</i>											
16(d) Additional Facility Information	<i>All applicants must provide a Response to this Request.</i>											
17 Food Services	X	X	X									
18 Health Services	X	X	X									
19 Transportation	X	X	X									
20 Insurance	X	X	X									
21(a) Budget Narrative	<i>All applicants must provide a Response to this Request.</i>											
21(b) Financial Planning		X	X									
21(c) Fiscal Audits		X	X									
21(d) Dissolution Procedures		X	X									
21(e) Budget Template	<i>All applicants must provide a Response to this Request.</i>											

SUNY Charter Schools Institute Incorporation by Reference Checklist

Academy Charter School Uniondale

Proposal Request	A		B			C			D Specific exhibit or document being incorporated by reference	E Year of Source File
	Are you incorporating by reference?		This response applies to:			Does the incorporated material require any revisions?				
	Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A		
21(f) Letters of Commitment	<i>All applicants must provide a Response to this Request.</i>									
21(g) Non-SUNY Financials	<i>All applicants must provide a Response to this Request.</i>									
22 Action Plan			Have you included an action plan?							
23(a) Supplemental Narrative			Have you included a supplemental narrative?							
23(b) Supplemental Attachments			Have you included supplemental information?							
Business Plan	<i>All replicating applicants must provide a Business Plan.</i>									

SUNY Charter Schools Institute Incorporation by Reference Checklist



Community Need and Proposed School Impact

Community Description and Need

This proposal seeks to establish a new charter school in Uniondale, New York. Uniondale Union Free School District (UUFSD) is located in the Town of Hempstead in Nassau County, New York, and serves 6,715 students in grades K-12. Uniondale is bordered on the north and west by the larger town of Hempstead, to the east by East Meadow, to the south by Roosevelt and to the southwest by Baldwin. The district, with an FY 2017 operating budget of \$187,212,721, provides instruction in five elementary schools, two middle schools and one high school. General education spending averages \$17,591 per student. Special education spending averages \$33,269 per student.

Uniondale is a dynamic community which has long been attractive to young families, first-time home buyers, migrants and immigrants. Black migrants fleeing the American South began taking up residence in the Town of Hempstead as early as the 1920's. According to the New York Times, “[M]ost houses were built between the late 1940s and the early 1960's, when the population was soaring.”¹ The ethnic diversity of Long Island in general, and Nassau County, in particular is attributable to waves of migrants who were often career professionals exiting New York City. In the 1950's and 60's, many of the migrants were whites who fleeing New York City as local representatives of a national urban exodus. In subsequent decades, migrants were Africans of US and Caribbean ancestry. From 1990 to 2000, Uniondale's Latino population increased by 32 percent. From 2000 to 2010, the same population grew by 82 percent to comprise 38 percent of the district total. Based on 2016 population estimates at the county level, Uniondale and the surrounding areas are becoming increasingly diverse. Whereas “White, alone” populations decreased almost 5 percent, Latino and Asian populations all increased over the past six years. Overall, the population has increased nearly 8 percent since 2000. In 1990, 56 percent of Uniondale residents were Black. Today, the number is down to 46 percent. Another 42 percent are Latino and less than ten percent identify as “White.”² The county's shifting immigrant mosaic includes nations like El Salvador, India, China, Haiti, Jamaica, the Dominican Republic, Italy, Honduras, Colombia and Korea.

In Uniondale, family incomes (\$71,311) significantly exceed the New York State average (\$60,850).³ Similarly, home values (\$310,183) exceed the state average of \$293,500. These home prices are roughly 30 percent lower than the Nassau County average of \$440,400.⁴ Similarly, median household income in the county is \$99,465.⁵ Median gross rents are

¹ <http://www.nytimes.com/2001/07/01/realestate/if-you-re-thinking-living-uniondale-place-start-living-suburban-life.html>

² <http://censusviewer.com/city/NY/Uniondale>

³ <http://www.city-data.com/city/Uniondale-New-York.html>

⁴ <https://www.census.gov/quickfacts/table/LND110210/36059>

⁵ <https://www.census.gov/quickfacts/table/LND110210/36059>

\$1,391. By comparison, household income in neighboring East Meadow is estimated to be more than \$25,000 higher.⁶ Uniondale is a middle-class community of working class families seeking expanded educational opportunities for their children. However, incomes are depressed relative to more affluent towns within the county. The county is aging and becoming increasingly reflective of our target student population.

Demographic Comparison of Uniondale and Neighboring Communities 2010 - 2016						
Item	Uniondale	Hempstead	Roosevelt	Freeport	Baldwin	Nassau County
Population, (Est. - 2016)	N/A	55,555	N/A	43,279	N/A	1,361,500
Population 2010	24,759	53,891	16,258	42,860	24,033	1,339,866
Percent Change	--	2.9%	--	1.0%	--	1.6%
Persons Under age 5 (2010)	6.3%	8.5%	8.3%	6.4%	5.7%	5.5%
Black alone (2010)	48.5%	48.3%	63.1%	33.3%	34.6%	11.1%
Hispanic (2010)	38.8%	44.2%	34.1%	41.7%	20.2%	14.6%
White alone (2010)	10.1%	6.6%	2.0%	23.6%	39.8%	65.5%
Asian alone (2010)	2.0%	1.4%	0.6%	1.6%	4.2%	7.6%
High School grad or higher (Age 25+), 2011-15	78.6%	71.2%	76%	81.2%	89.5%	90.8%
BA or higher (Age 25+), 2011-2015	21.0%	17.0%	12.7%	26.4%	38.1%	42.8%
Median HH Income, 2011-2015	\$69,655	\$55,417	\$65,469	\$72,574	\$91,462	\$99,465
Per Capita Income, last 12 months, 2011-2015	\$22,700	\$21,879	\$21,818	\$28,357	\$33,532	\$43,206

Figure 1: US Census Data. Quickfacts 2010-2016

⁶ <http://www.city-data.com/city/East-Meadow-New-York.html>

Since 2010, the white alone population has decreased 4.3 percent, while the Hispanic, Asian and Black populations grew 2.2 percent, 2.1 percent, and 1.7 percent, respectively. The data indicates there is a desperate economic situation for many children and families of color residing in these counties. The economic isolation and deprivation within these communities is exacerbated by population density. Uniondale's population density is twice the county average. Hempstead is nearly four times as crowded. The same conditions are observable in many schools across the county. With incomes, home values, educational attainment and wealth dramatically below county averages, the need for schools that offer students grounding in internationally competitive and lucrative fields is evident.

Within the district, 55 percent of students (n = 3,715) are Latino, 42 percent are Black (n = 2,849), and less than 2 percent report other ethnicities. Nearly one in five students (18%) is identified as an English language learner, and 12 percent have disabilities. In contrast to estimates about district-wide income and home values, nearly 4 in 5 students (79%) are economically disadvantaged. In our estimation, childhood indicators of family wealth and poverty are more accurate than data obtained from adults particularly when factors such as chronic underemployment, seasonal employment and identification/citizenship are weighed. In Uniondale, there is a high incidence of poverty (63 percent free lunch eligibility) among vulnerable student populations. There is also the challenge of institutional stability. For example, the district reported a teacher turnover rate of 26 percent for teachers with five years of experience, and 10 percent for all teachers. The neighboring district of East Meadow reported significantly lower rates of 11 percent and 6 percent, respectively.

The need to establish an organizationally sound educational learning community is urgent. It is matter of more than educational outcomes. It is literally a matter of survival – of life chances. The contiguous communities of Hempstead, Uniondale and Roosevelt face challenges caused by poverty and exacerbated by networks of organized crime.⁷ In 2014, Newsweek magazine wrote a feature article on trafficking in narcotics and weapons within Hempstead's "Linden Triangle," an area less than 2 miles from the center of Uniondale. Reporter interviews with teenagers captured complex market-driven forces impacting supply, demand and police action. As recently as early June 2017, county police officials reported identifying as many as 300 members of a single international gang operating within these communities. Law enforcement officials report recruitment can begin as early as middle school. The New York Times reported on the rise in gang-related incidents in 2000.⁸ Incident spikes of 200 percent were a strong indicator that beleaguered communities would be in dire need of assistance as new recruits came of age. While overall crime has decreased for a number of years, our students and families

⁷ <https://patch.com/new-york/gardencity/we-are-war-dozens-ms-13-gang-members-arrested-indicted>

⁸ <http://www.nytimes.com/2000/06/18/nyregion/a-stepped-up-effort-to-derail-gang-activity.html>

remain vulnerable to the unintended consequences of the single-minded actions of others.

The solution we propose seeks to reverse these trends and to provide students with options and challenges beginning in elementary grades through middle school. We set high expectations and support our students with two teachers per class, a STEAM-based curriculum⁹, and Common Core-aligned instruction, rigorous assessments, and rich systems for reflection on our practice. In this context, the deep desire of parents to have another high-quality school choice is clear. Safety is the paramount concern of any parent. Our model has consistently met the safety needs of students and exceeded the expectations of parents. Moreover, our educational program continues to deliver student performances above the state average. Uniondale parents selected the Academy Charter School because of our capacity to deliver. One in every six Academy Charter School students lives in Uniondale. We choose Uniondale because this community is a part of who we are and it is organically linked to our existing Hempstead school community; the needs are acute; and our model aligns with addressing systemic challenges through modeled and replicable skill building, asset cultivation and programmatic fulfillment.

The proposed charter school largely replicates an instructional model that exceeds state and district averages. Academy Charter School exceeds the state average on all ELA and math assessments in grades 3 through 8. ACS-Hempstead exceeds the Uniondale Union Free School District on 11 of 12 indicators. In grade 8 math, UUFSD outperforms ACS by 2 percent. UUFSD operates 5 public elementary schools and 2 middle schools. Across the district, student performance is mixed in comparison to the state. Among the five elementary schools, grade 3 students exceed the state ELA average in four schools and in all five in math. In grade 4, student proficiency trails the state ELA average in three schools, and the state math average in two schools. In grade 5, student performance is less than the state ELA average in all five schools, and behind the state math average in four of five schools. Interestingly, the largest gaps in performance between Academy Charter School and UUFSD are in grade 5. At Academy, 43 percent of students scored proficient or advanced on the NYSED ELA assessment, compared to 20 percent for UUFSSD. In math, the gap was larger (28 percent), as more than half of all Academy students (56 percent) were proficient on the grade 5 math assessment. For a comparison of all UUFSD elementary schools with ACS-Hempstead, the district and New York State, please see the Student Performance Chart below.

Academy Charter School serves 7 percent English language learners (ELL) and 5 percent students with disabilities (SWD). We anticipate and will seek to attract a higher percentage of both ELL and SWD in Uniondale. District averages of 18 percent and 12 percent, respectively, are considerably higher than our current percentages. We believe

⁹ STEAM is an acronym for instruction in science, technology, engineering, arts and math.

that our outreach, hiring, professional development and parent engagement plans will increase our capacity to attract and retain high-need students.

The strength of our students' overall and grade 5 performance affirms our ongoing commitment to build a culture of high expectation around student-centered instruction. In designing the proposed charter school, our aim is to build upon this success by leveraging our lessons learned in Hempstead to design a more rigorous and effective iteration in Uniondale. Nearly one quarter of our entire student population (22.7 percent) resides in the four southern communities of Uniondale, Roosevelt, Freeport and Baldwin. Anecdotal demand articulated by parents and enrollment data indicate a strong preference for our model in these neighboring communities. We understand the challenges of creating an interconnected, and, sustaining seamless culture across grades. We also recognize the unique challenges of fifth grade. Our model works and promises to provide children with rich opportunities to exceed state standards, and district/state performance levels.

Student Performance Comparison Chart, 2015-2016 NYS ELA and Math Assessments						
School Name	Grade 3 ELA	Grade 3 Math	Grade 4 ELA	Grade 4 Math	Grade 5 ELA	Grade 5 Math
California Avenue Elementary	48	58	33	44	26	21
Grand Avenue Elementary	36	49	48	47	17	43
Northern Parkway Elementary	44	49	29	37	18	20
Smith Street Elementary	60	67	46	63	15	25
Walnut Street Elementary	57	71	37	52	26	38
Academy Charter School - Hempstead	65	63	61	61	43	56
UUFSD	49	59	36	46	20	28
New York State	42	44	41	45	33	40

Two of the highest performing elementary schools in the district rank 4th and 5th in students served. As larger district schools continue to face challenges, Academy Charter School – Uniondale seeks to replicate and improve upon the results of our Hempstead sister school.

Student Performance Chart, 2015-2016 NYS ELA and Math Assessments						
School Name	Grade 6 ELA	Grade 6 Math	Grade 7 ELA	Grade 7 Math	Grade 8 ELA	Grade 8 Math
Turtle Hook Middle School	30	36	26	14	24	43
Lawrence Road Middle School	38	48	23	23	21	47
Academy Charter School	38	59	37	40	43	45
UUFSD	35	44	24	19	22	45
New York State	34	40	35	36	41	44

Student performance at Academy Charter exceeds or equals proficiency of the top Uniondale schools on 10 of 12 indicators. On average, Academy proficiency is more than 13 percent higher. The school operates under a model that improves student learning and achievement, and materially furthers the purposes of the Act. We assert that a new school operating under the same general principles, leadership and governance is also likely to improve student learning and achievement and materially further the purpose of the Act.

Programmatic Impact

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

Uniondale Elementary and Middle Schools						
School Name	Grade Config.	Location	Number Enrolled	Instructional Day	Instructional Focus	School Type
California Elementary	K-5	Uniondale	810	6 hours, 55 minutes	Common Core	UUFSD
Grand Avenue	K-5	Uniondale	317	6 hours, 45 minutes	Common Core	UUFSD
Northern Parkway	K-5	Uniondale	779	6 hours, 45 minutes	Common Core	UUFSD
Smith Elementary	K-5	Uniondale	469	6 hours, 55 minutes	Common Core	UUFSD
Walnut Elementary	K-5	Uniondale	568	6 hours, 55 minutes	Common Core	UUFSD
Turtle Hook Middle School	6-8	Uniondale	735	7 hours, 15 minutes	Common Core	UUFSD

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Academy Charter School Uniondale

Uniondale Elementary and Middle Schools						
School Name	Grade Config.	Location	Number Enrolled	Instructional Day	Instructional Focus	School Type
Lawrence Road Middle School	6-8	Uniondale	789	7 hours, 15 minutes	Common Core	UUFSD
Pat-Kam School	PK-5	Uniondale	Est. 155	6 hours	Common Core	Private
St. Martin De Porres	PK-12	Uniondale	Est. 400 ¹⁰	7 hours, 20 minutes	Religious	Private
Hebrew Academy of Nassau County (HANC) ¹¹	6-8	Uniondale	N/A	N/A	Religious	Private
Academy Charter School (Uniondale)	K-6	Uniondale	475 in Year 5	8 hours	Common Core, College Prep, STEAM	Charter (SUNY)

The chart indicates there are educational options available to students residing in the district. The district operates five elementary schools and two middle schools. Three private schools operate in the district. Student performance at the schools in several grades is below the district and state average. On most indicators, all schools are significantly below the performance of The Academy Charter School in Hempstead.

The proposed charter school will enroll 175 students in Year 1 in grades K through 2. Our core assumptions posit that no less than 65 percent of all students would be Uniondale residents (114 students). Uniondale schools have experienced significant enrollment growth over the past few years. We anticipate that the opening of a new charter school will provide a restorative effect wherein schools may operate at an optimal enrollment level. At present, UUFSD deems its schools to be at or above enrollment capacity. The districts' plans to meet enrollment needs acknowledge the demand for kindergarten seats may well exceed projections derived solely from live birth data within Uniondale. The district continues to attract immigrant populations seeking high-quality educational options which allow their children to compete with across the county and across the nation. Just as the district anticipates increased enrollment, we remain encouraged that

¹⁰ St. Martin de Porres does not disclose enrollment information. The school announced significant increases in enrollment in each of the past two years, and is conducting early enrollment for the 2018-19 school year.

¹¹ HANC is a consortium of several schools. The middle school is in Uniondale. The consortium operates elementary schools in West Hempstead and Plainview.

a new school will not adversely impact high-quality schools in the district, nor lead to program reductions based on decreased enrollment. Moreover, we believe that students currently on waiting lists to enroll at The Academy Charter School will seek enrollment in Uniondale. For additional information on Uniondale UFSD enrollment projections, see the extended discussion in the Fiscal Impact section of this response.

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

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

Fiscal Impact

The projected fiscal impact of the proposed charter school on Uniondale and Hempstead is as follows:

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: UNIONDALE UFSD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for UNIONDALE UFSD School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	114	20,864	2,378,496	142,710	2,521,206	187,712,721	1.343%
Year 2 (2019-20)	162	20,864	3,379,968	202,798	3,582,766	187,712,721	1.909%
Year 3 (2020-21)	211	20,864	4,402,304	264,138	4,666,442	187,712,721	2.486%
Year 4 (2021-22)	260	20,864	5,424,640	325,478	5,750,118	187,712,721	3.063%
Year 5 (2022-23)	309	20,864	6,446,976	386,819	6,833,795	187,712,721	3.641%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			Uniondale's proposed 2017-2018 budget requests \$187,212,721 (an increase of 2.41% over the previous year's approved budget of \$182,800,829).				
OTHER NOTES:							

Second Largest Enrollment District: HEMPSTEAD UFSD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for HEMPSTEAD UFSD School District	Projected Impact (% of District's Total Budget)
Year 1 (2018-19)	26	18,702	486,252	29,175	515,427	189,167,890	0.272%
Year 2 (2019-20)	38	18,702	710,676	42,641	753,317	189,167,890	0.398%
Year 3 (2020-21)	48	18,702	897,696	53,862	951,558	189,167,890	0.503%
Year 4 (2021-22)	60	18,702	1,122,120	67,327	1,189,447	189,167,890	0.629%
Year 5 (2022-23)	71	18,702	1,327,842	79,671	1,407,513	189,167,890	0.744%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Hempstead's proposed 2017-2018 budget requests \$202,696,297 (an increase of 7.15% over the previous year's approved budget of \$189,167,890). We conservatively estimate revenues will remain flat.
OTHER NOTES:	

The proposed charter school will impact the existing public and nonpublic schools in the Uniondale Unified School District in several ways. Principally, a new school will add to the choices available to parents and families. We believe our track record of academic success and outreach efforts will generate significant demand for seats in the new school. Academy Charter School has an effective waiting list¹² of 300 students and a total

¹² "Effective waiting list" refers to the number of students eligible and available to enter grades K-2 in 2017-2018.

waiting list of 960 students. The demand for seats in the proposed school will also impact demand for seats in local public and private schools. However, the specific impact is unknown. Our analysis, then, is driven by a conservative impact assessment of known factors.

First, the New York City Charter Center reported a 7 percent increase in charter school demand for the 2017-18 school year¹³. Though the findings and claims of this report are limited to New York City, some key conclusions mirror evidence established at Academy Charter School in Hempstead. The Center found that nearly two-thirds of applicants are on waitlists, and that 90 percent of charter schools have waitlists at least double the number of available seats. Even Staten Island has a demand-to-seat ratio that exceeds 2:1. On this basis, a conservative demand assessment using a ratio of 1.75:1 would result in Year One demand for 306 seats across grades K through 2. This demand ratio assumes parents and families would seek enrollment from many districts across Long Island. Academy Charter School currently receives students from more than 10 districts. A more aggressive projection of demand at 2.0 or 2.25 projects to a demand of 350 and 394 students, respectively.

Second, the population of Nassau County has increased nearly 8 percent since 2000. More recently, trends for live births have stabilized since 2010.

Live Births by School District Area -- 2010-2015				
	Uniondale	Roosevelt	Freeport	Hempstead
2010	612	344	580	893
2011	586	336	592	870
2012	612	309	574	878
2013	584	329	532	866
2014	573	338	558	833
2015	601	295	523	854

Source: New York State Department of Health.

https://www.health.ny.gov/statistics/vital_statistics/2015/table54.htm

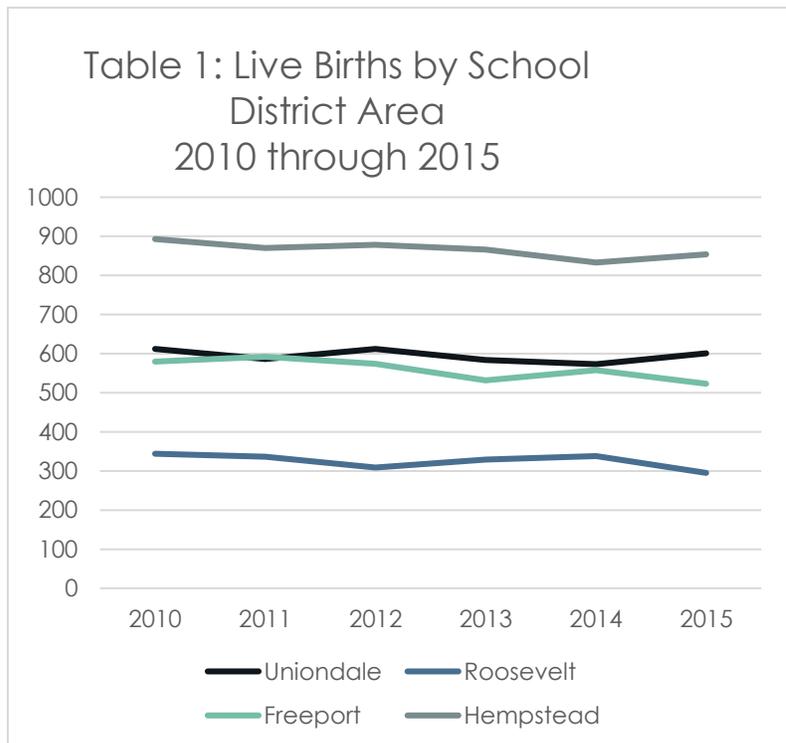
The relatively flat lines of the last few years suggest a sustainable pattern for enrollment is viable for a high-quality school. While the Uniondale live birth trend is downward over the past few years, it is less steep than the county-wide trend. In its 2016 Program Delivery Study, the Uniondale school district reported kindergarten enrollment in 2015-16 was up more than 5 percent compared to 2005-06. The district mapped Uniondale's live birth pattern against actual kindergarten enrollment data. The higher slope for kindergarten enrollment (4.33) versus live birth data (2.48) suggests several positive factors.¹⁴ First, a higher percentage of students are enrolling in the district than would be expected merely

¹³ <http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf>

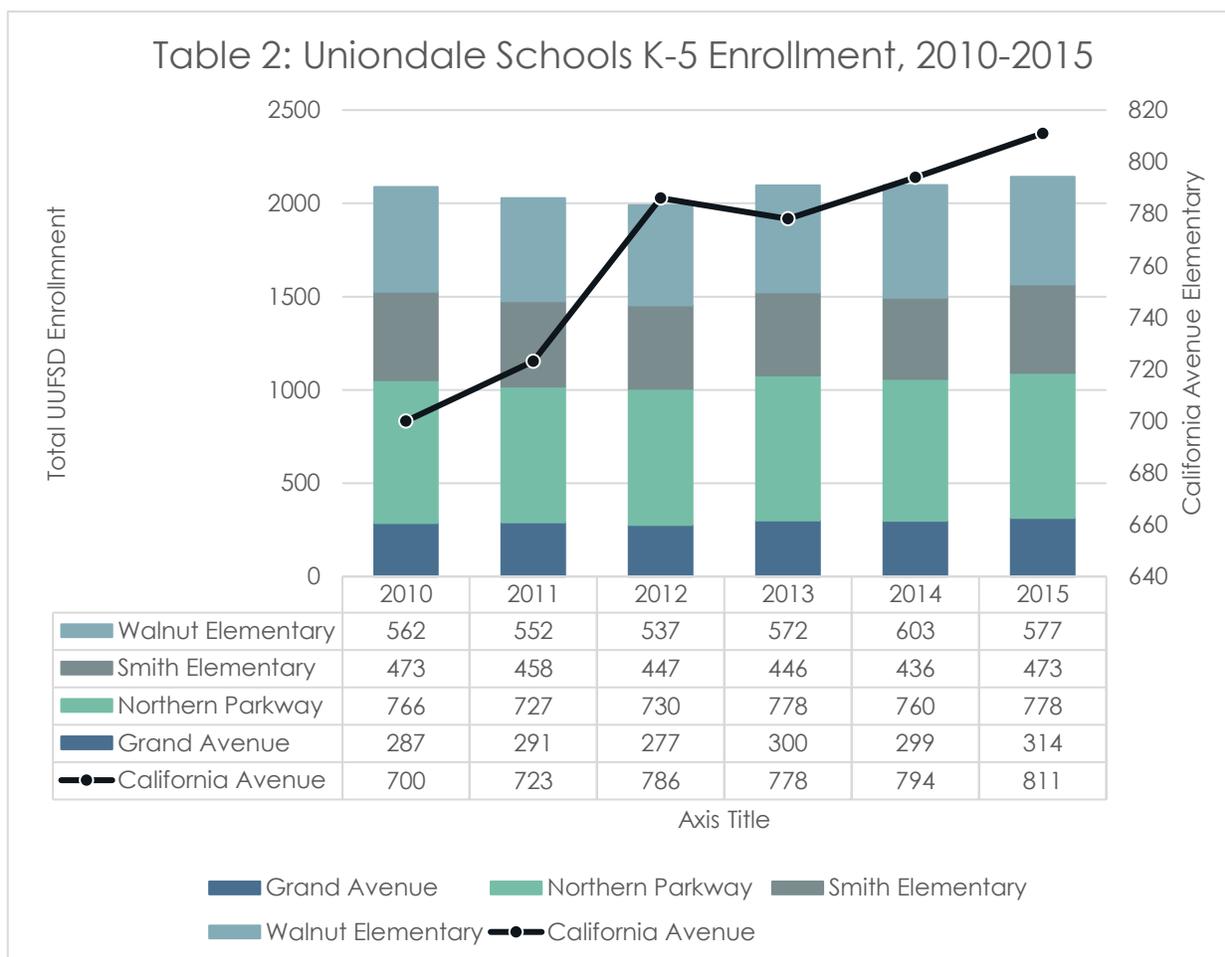
¹⁴ Uniondale UFSD Program Delivery Study 2016. Pg. 27

from live births. Second, continuing inflows by immigrants of Latino and Asian descent drive enrollment numbers. District estimates for out-year enrollment in 2019-2020 range from a low-end estimate of 2819 (-140) to a high-end estimate of 3320 (+372) against a 2015 baseline of 2960 students in grades K through 5. For middle school, the district projects an increase of up to 69 students by 2019-2020 in both low and high range enrollment scenarios. This projected flatness is attributed, in part, to the current over-enrollment of district middle schools.

Perhaps most significant of all, four of Uniondale's five middle schools have experienced enrollment growth over the past six years. Enrollment at California Avenue Elementary School increased by 2.7 percent per year from 2010 through 2015-16 (See Table 2). Grand Avenue added four percent more students. At Walnut Elementary, where enrollment growth measured 2.6 percent since 2010, the high mark for annual increases topped 6 percent in 2013. Enrollment increased another 5 percent the following year. These fluctuations amplify the need for long-term analysis of enrollment trends as well as macro-economic and social factors within local and regional communities.



On balance, given live birth trends, county and district population trends, and district enrollment projections and recent rapid enrollment growth, it is unlikely that the establishment of a new charter school will adversely impact the programmatic capacity of the district to serve students. These four factors are essential to any sound analysis of demographic impact. In each respect, there is evidence supporting the capacity of a new charter school to sustain enrollment.



Source: UUFSD Program Delivery Study, 2016.

In addition to the five UUFSD elementary schools (all serving grades K through 5) and two middle schools, Nassau County is home to several private educational options. In the town of Hempstead, the Hebrew Academy of Nassau County also serves grades K through 12. Within Uniondale, private options are limited. The Pat-Kam School is a secular, St. Martin de Porres, a Catholic fee-based school serves grades pre-K through 8 and currently has a waiting list for prospective enrollees. Our analysis of demographic trends indicates demand for seats will continue to increase as families seek living space within underpriced Hempstead and Uniondale communities. Further, residential segregation

patterns persist across the county¹⁵ and suggest a charter school will be an attractive option to our target population. We further hold that families facing difficult economic decisions will value a tuition-free school choice that is aligned to New York State Standards and the Common Core over another high quality option where tuition and incidental expenses may be prohibitive.

Uniondale Elementary and Middle Schools						
School Name	Grade Config.	Location	Students	Median Projected Enrollment Range (2023-2024)*	Per Pupil Allocation/ Tuition (2017-2018)	Base Allocation (2017-2018)
California Elementary	K-5	Uniondale	810	774	\$20,864	\$16,899,840
Grand Avenue	K-5	Uniondale	317	300	\$20,864	\$6,613,888
Northern Parkway	K-5	Uniondale	779	743	\$20,864	\$16,253,056
Smith Elementary	K-5	Uniondale	469	452	\$20,864	\$9,430,528
Walnut Elementary	K-5	Uniondale	568	551	\$20,864	\$11,850,752
Turtle Hook Middle	6-8	Uniondale	735	777	\$20,864	\$15,335,040
Lawrence Rd. Middle	6-8	Uniondale	789	834	\$20,864	\$16,461,696
Pat-Kam School	PK-5	Uniondale	Est. 155	N/A	N/A	N/A
St. Martin De Porres	PK-12	Uniondale	Est. 400 ¹⁶	N/A	\$9,900 per student	N/A
HANC	6-8	Uniondale	N/A	N/A	N/A	N/A

*Proportional average based on 2015-16 splits across each school as identified in 2016 UUFSD Program Delivery Study.

The proposed school may impact the existing school, Academy Charter School, as well. As noted more than one fifth of all students at The Academy reside in towns close to the proposed charter school. However, given that the new school will serve grades K-2 in Year 1 and add a single grade each year, we anticipate most students will remain at The

¹⁵ <https://www.nytimes.com/2016/04/24/nyregion/housing-bias-outlasts-ruling-in-a-long-island-village.html>

¹⁶ St. Martin de Porres does not disclose enrollment information. The school announced significant increases in enrollment in each of the past two years, and is conducting early enrollment for the 2018-19 school year.

Academy. We have conservatively estimated that no fewer than 65 percent of students will be Uniondale residents, while the other 35 percent will be predominantly enroll from Hempstead (up to 15 percent), Roosevelt (up to 10 percent), Freeport (up to 7 percent) and Baldwin (up to 5 percent). As has been the case Given district and census projections, we believe both charter schools managed by the education corporation will have sustainable enrollment profiles for each grade contemplated during the first term of the charter.

2. Addressing the Need

(a) Mission -- The school's mission will be the same as Academy Charter School. The school's mission will be to provide an exceptional interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectations will promote the excellence we know our community's children can achieve. Our students will graduate from The Academy-Uniondale with the content mastery and life skills needed to move into the top five percent of their middle and high school classes.

(b) Key Design Elements – The key design elements are consistent with those established in the 2014 Renewal Application. A concise summary of new elements follows:

S.T.E.A.M. Instruction – The school will provide students with integrated instruction in science, technology, engineering, arts and math. The research base for STEAM instruction is well-established in studies on economic impact¹, student engagement², and long-term impact on student accomplishment and earnings³. The Academy Charter School in Hempstead will be adopting a new curriculum in 2017-18 intended to support coherent and integrated STEAM instruction. The instructional leadership team of the school will work throughout the summer of 2017 with teachers on building a rich learning environment for students. The science curriculum, *Inspire Science* (McGraw-Hill), “empowers students to develop the critical thinking skills they’ll need to address real-world situations.” The curriculum provides extensive cross-curricular connections to ELA and math for each grade. With the support of our instructional coaches, teachers will have assistance in designing lessons for students with varying degrees of proficiency across subject areas. *Inspire Science* lessons include engineering and technology as well as explicit connections to reading, writing and mathematical principles. An embedded focus of the curriculum is innovation and creativity as expressed across all disciplines. Students will be challenged to demonstrate knowledge

(c) 5% Districts -- Request is not applicable. Uniondale is not a 5% district. We hold that the proposed charter school would be of significant educational benefit to Uniondale students based on the performance of students at Academy Charter School on New York State assessments in English language arts, mathematics and science.

¹ <https://www.ced.org/blog/entry/the-economic-impact-of-early-exposure-to-stem-education>

² <http://www.pnas.org/content/111/23/8410.full.pdf>

³ <http://dx.doi.org/10.1037/a0019454>

2. Addressing the Need

(d) Draft Accountability Plan

The Academy Charter School - Uniondale

**Accountability Plan
for the Accountability Period 2018-19 TO 2022-23**

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

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

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI)¹ on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.

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

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

Growth Measures

Elementary/Middle School

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

GOAL II: MATHEMATICS

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

Absolute Measures

Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI)² on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

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

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

Elementary/Middle School

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

GOAL III: SCIENCE

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

Absolute Measures Elementary/Middle School

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

Comparative Measures

Elementary/Middle School

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- 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.

3. Proposal History

(a) Applicant Information

The applicant is an existing SUNY-authorized education corporation seeking authority to operate an additional school within its existing corporate structure. The Academy Charter School is an applicant. Board chair of the education corporation, Barrington Goldson, is an applicant. Mr. Goldson has served as chairperson of the education corporation since its inception in 2009.

3. Proposal History

(b) Proposal History

The Academy Charter School is a SUNY-authorized education corporation seeking authority to operate additional schools. This request is not applicable.

3. Proposal History

(c) Application Team Members

FOUNDING TEAM MEMBERS (OTHER THAN BOARD MEMBERS)		
NAME	RELEVANT EXPERIENCE SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
Wayne Haughton	Executive Director of The Academy Charter School. Organizational leadership, fundraising, and facilities.	Executive Director with oversight and guidance responsibilities for school leadership teams.
Dr. Nicholas Stapleton	Chief Educational Officer. Instructional leadership, curriculum design, professional development, staffing, assessments.	Chief Educational Officer with oversight and guidance responsibilities for school principals.
Donna Douglas	Director of Operations. Operations and business management. Staff development and training.	Director of Operations with oversight and guidance responsibilities for operations and finance personnel.

	Community outreach and engagement.	
Felicia Barracks	Chief of Staff. Operations and logistical planning and coordination.	Chief of Staff will provide support for Executive Director, trustees and the senior administrative team.
Benjamin & Young, LLC	Authorizer, Proposal development, business plan development.	N/A

The overall effort to develop the proposal has been under the leadership of the founding team. Concepts and frameworks governing the education corporation, the relationship between schools and the growth plan reflect the input of the executive director. The instructional frameworks have been articulated and refined by the chief academic officer. The operations and policy components of the application reflect input from all team members, particularly the chief of staff and director of operations. Writing support has been provided by Benjamin & Young, LLC.

3. Proposal History

(d) Board Members

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 (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
Barrington Goldson	Chair/Board President	Fundraising, Community Relations	Community Support and Development	Y	N
Robert Stewart	Vice Chair/Vice President	Community Relations	Community relations	Y	N
Hazeltin Williams	Secretary	Finance and Fundraising	Finance	Y	N

Dawn West-Bloise	Trustee/Member	Finance and Asset Acquisition	Finance	Y	N
Stephen Rowley	Treasurer	Judicial, Grievance and Compliance	Legal	Y	N
Peter J. Goodman	Trustee/Member	Fundraising and Community Relations	Development	Y	N
Sheila Dancy-Wilkins	Trustee/Member	Academic and Personnel	Academic	Y	N
Roderick Roberts	Trustee/Member	Fundraising and Community Relations	Development	Y	N
Janet-Ann Sanderson-Brown	Trustee Member	Academic and Personnel	Academic	Y	N
Parent Representative (Vacant)	Parent Representative		No	N	Y

3. Proposal History

(e) Description of Community Outreach Efforts

Overview

To engage the Uniondale community, to solicit input regarding the proposed charter school, and to address comments received from the impacted community concerning the educational and programmatic needs of students, we have developed a proposal for replication and processes for ongoing review. The proposal seeks to establish a charter school in an underserved and unincorporated hamlet within the town of Hempstead. Uniondale is properly understood as a unique community with limited civic and communal organizations that operate solely within its “borders.” Uniondale does not have the civic apparatus of an incorporated town. Residents, then, operate within the organizational and communal institutions of Hempstead, as well as within Uniondale,

proper. Therefore, our outreach within and around Uniondale reflects our organic and long-standing connectedness to this community. Fully 16 percent of the enrolled students at the Academy Charter School in Hempstead reside in Uniondale.

Background

Parents of Academy Charter School expressed their desire for a Uniondale-based charter school during Winter 2017. The decision to consider a replication of the Academy Charter School model arose from conversations with parents in a series of open house events held in February and March 2017. At the time, Uniondale parents of ACS students were unable to receive bus service from their home district. The failure of the home district to provide basic services energized members of our community to seek redress. The transportation situation has improved, however, the desire for a nearby and familiar charter experience has not subsided. Parents continued to meet and discuss the issue with administrators. In the spring, the ACS founding team developed a plan. We declared our intention to seek the establishment of a new charter school through the SUNY Board of Trustees, as well as:

- The anticipated opening date – August 2018;
- Proposed location in Uniondale;
- Target student enrollment population: grades K through 6, ages 5-12;
- Our mission statement and a description of our academic program;
- Our solicitation of public comments on the proposed application, the educational program and student programmatic needs; and
- Methods for providing feedback to our founding group.

In addition, as the Academy Charter School enrolls a number of students who reside in Uniondale, we sought feedback from parents at our May 11, 2017 meeting of the parent association. Approximately 20-25 parents representing the Uniondale community attended and spoke on behalf of replicating the Academy in Uniondale. Our Superintendent convened the discussion regarding the replication to inform parents of some unique features for the proposed charter school in Uniondale.

To date, all feedback received from parents universally supports establishing another charter school within the Uniondale community. Parents reported that the target community needs a high-performing elementary school that will provide students with early exposure to a robust, Common Core-aligned curriculum, and STEAM instruction. In particular, parents noted the strong academic performance of Academy Charter School in comparison to the Uniondale CSD (In 2015-16, Academy CS outperformed Uniondale CSD on all NYS grade 3-8 assessments in ELA and math). Parents also expressed their desire that the school emphasize a collaborative school culture, provide students with nurturing resources for the development of the whole child, and operate with high expectations that all students can learn. Within the larger community, residents and business owners endorsed the opening of a new school as well. Parents have cited the success of the Hempstead-based Academy Charter School and our long waiting lists as a catalyst for their desire to expand opportunities for children in Uniondale.

The community will be extended additional meaningful opportunities for input at several stages throughout the application process. Our founding group actively targets

organizations and individuals with a vested interest in our school design. Given our proximity to Uniondale, our founding group has established deep ties within this community over many years. We are connected to the institutions and stakeholders of the Uniondale community in an organic and meaningful way. These stakeholders comprise parents, community residents, political and business leaders, civic and church leaders, teachers, as well as graduates of our current school. Our founding group will seek stakeholder feedback using the following methods:

- Presenting at organizational meetings and soliciting feedback from attendees (Update will include our meeting list);
- Distributing questionnaires on program design and students' programmatic needs to targeted constituencies (Update will include our questionnaire and results);
- Attending public meetings of the school board and addressing concerns posed by the community (Update will include our meeting summaries)

Our continuing analysis of community feedback is structured as follows:

- Key Personnel and Performance Indicators: The founding group designated individuals to gather all feedback from public meetings, structured engagements and online sources. The feedback is then organized in a spreadsheet and sorted in alignment with the proposal and business plan. The founding team will seek feedback on all aspects of the application including the proposed curriculum, staffing plan, organizational structure, key design elements, assessment and accountability systems, instructional partnerships, professional development, community engagement strategies, governance practices, and more.
- Structured Public Engagement: The feedback will be formally analyzed by the founding group in a series of regular weekly meetings to identify viable, mission-aligned recommendations for inclusion in the proposal. The founding group will conduct at least three weekly meetings to review the database of community feedback.
- Ongoing Review: In the spirit of extending school choice and parent/community voice over the educational options for children, we will inform the community that we will continue to solicit feedback from parents of enrolled students as well as the larger community throughout the life of the charter. Upon approval of a charter, we will incorporate an informal and regular review of community feedback gathered through public forums, targeted engagements and social media.

Community Feedback Engagement and Analysis			
Date(s)	Collection Method	Area of Inquiry	Application of Feedback
February 11, 2017	Open House Meeting	Solicitation of general interest in a charter school proposal for Uniondale	Parents in attendance at the event expressed interest in a replication of the TACS model in Uniondale.

Community Feedback Engagement and Analysis

Date(s)	Collection Method	Area of Inquiry	Application of Feedback
March 11, 2017	Open House Meeting 2	Solicitation of general interest in a charter school proposal for Uniondale	Parents in attendance at the event expressed interest in a replication of the TACS model in Uniondale.
March 22, 2017	Open House Meeting 3	Solicitation of general interest in a charter school proposal for Uniondale	Parents in attendance at the event expressed interest in a replication of the TACS model in Uniondale.
May 6 th Week of June 5, 2017	Community Targeted Community Gathering	Charter proposal, mission and vision, key design elements, instructional partnerships, community engagement strategies.	Standing agenda item for Founding team meetings. 1. List Comments and Recommendations 2. Team Impact Analysis of Recommendations 3. Team Discussion
Week of June 12, 2017	Public Meeting	Charter proposal, mission and vision, key design elements, community engagement strategies, assessment and accountability systems, support structures for students.	Standing agenda item for Founding team meetings. 1. Review List Comments and Recommendations 2. Ongoing Impact Analysis of Recommendations 3. Review and Ranking
Week of June 19, 2017	Public Meeting	Charter proposal, mission and vision, key design elements, support structures for students, professional development, curriculum, instructional program, instructional partnerships.	Standing agenda item for Founding team meetings. 1. Finalize Comments and Recommendations 2. Draft language for incorporated revisions 3. Revise application accordingly
Ongoing	Online Posting	Charter proposal, mission and vision, key design elements, community engagement strategies, instructional program.	Conduct weekly collection and analysis of feedback from school and community members.
Week of June 26, 2017	Feedback Analysis Round 1	Founding team will convene to review feedback and identify recommendations which	Consolidate online items with forum submissions for consideration by founding team. Evaluate impact and

Community Feedback Engagement and Analysis			
Date(s)	Collection Method	Area of Inquiry	Application of Feedback
		may merit a modification to the exist plan.	feasibility before final voting session.
Week of July 1, 2017	Feedback Analysis Round 2	– Founding team will vote to incorporate modifications into program and amend application accordingly.	Final team vote and discussion.
Summer 2017- Fall 2017	Ongoing Review	Founding team will continue to solicit and analyze community feedback through means such as ongoing community engagement at public meetings, recruitment activities, stakeholder meetings with parents and community-based partners, and online feedback.	Conduct quarterly collection and analysis of feedback from school and community members.

The founding team sought input on the educational plan proposed in this application. Feedback provided by the community is anecdotal and taken from meetings conducted throughout Spring 2017.

Meeting Date	Number of Attendees	Feedback Analysis	Implications for Application	Follow-up
February 11, 2017	Open House Meeting	Solicitation of general interest in a charter school proposal for Uniondale	Parents in attendance at the event expressed interest in a replication of the TACS model in Uniondale.	Schedule a follow-up Open House meeting to gather additional input on proposal
March 11, 2017	Open House Meeting 2	Solicitation of general interest in a charter school proposal for Uniondale	Parents in attendance at the event expressed interest in a replication of the TACS model in Uniondale.	Schedule a follow-up Open House meeting to gather additional input on proposal
March 22, 2017	Open House Meeting 3	Solicitation of general interest in a charter school	Parents in attendance at the event expressed interest in a	Schedule a follow-up Open House meeting to gather

		proposal for Uniondale	replication of the TACS model in Uniondale.	additional input on proposal
May 6, 2017 (at Calvary Tabernacle in Hempstead)	Community Meeting	Solicitation of general interest in a charter school proposal for Uniondale	Parents in attendance at the event expressed interest in a replication of the TACS model in Uniondale.	The founding team will continue to meet with parents and families and update them on this modification to the proposal.
May 11, 2017 (at ACS – Hempstead)	Parent/Teacher Organization Meeting	Solicitation of general interest in a charter school proposal for Uniondale	Parents in attendance at the event expressed interest in a replication of the TACS model in Uniondale.	Continuing discussions with parents throughout the school year.
June 3, 2017 (at ACS- Hempstead)	35	Attendees expressed support for the application to establish a new school in Uniondale. Parents and community members stated the new school should place greater emphasis on parental involvement. Additional comments on the application stated the school would provide a needed alternative in Uniondale, that STEAM education is highly-valued, and that overcrowding is an issue in local district schools.	The proposal has been amended to establish a dedicated position for parental engagement serving both schools. The position may be established in Year 2.	The founding team will continue to meet with parents and families and update them on this modification to the proposal.

		No comments were expressed opposing the application.		
June 11, 2017 (at Calvary Tabernacle in Hempstead)	50	Solicitation of general interest in a charter school proposal for Uniondale	Parents in attendance at the event expressed interest in a replication of the TACS model in Uniondale.	The founding team will continue to meet with parents and families and update them on this modification to the proposal.
June 17, 2017 (at ACS-Hempstead)	46	Attendees uniformly expressed support for the proposal. Feedback from attendees suggested that the new school pay particular attention to parental involvement. Parents are concerned about having their voices heard, and being able to ensure the best outcomes for their children. Parents stated that involvement activities should be designed to keep parents engaged and offer tools for supporting student achievement. No comments were expressed opposing the application.	To address these concerns, the proposal has been amended to include a designated parental engagement staff person. In addition, the proposal has been amended to ensure that the parental engagement staff person has training and resources to support parents in various culture groups with accessing tools to improve student achievement. We note that the demographics of the community are shifting and that our team should be able to accommodate incoming parents	We will continue to identify ways to develop an optimal design for supporting broad parental engagement. Those options may include establishing regional connections for outreach to diverse immigrant populations; incorporating parental engagement staff in academic professional development activities; and/or linking our pre-opening planning to include non-traditional events aligned to cultural

			of diverse culture groups, particularly those from Latin America, West Africa and Asia.	calendars, norms and values. We anticipate leading a thoughtful hiring process aligned to these goals.
June 30, 2017 (at Uniondale Marriott)	26	Attendees expressed support for the proposal. Multiple parents stated that additional sports options should be made available to students. Parents also stated that schools in Uniondale are overcrowded. All parents were pleased with the reporting on ACSH student performance and the addition of a STEAM curriculum. Parents endorsed the longer school day and Saturday school components of the proposal. No comments were expressed opposing the application.	To address the need for sports options, the School will work to establish a formal partnership with the Uniondale Police Athletic League (PAL) to offer students an option to compete in soccer and track & field.	The founding team will continue to meet with parents and families and update them on this modification to the proposal.
Academy Charter School Uniondale – Written Feedback				
Name of Respondent	Resident District	Comment	Implications for Application	Follow-up
G. Williams (Submitted at	Uniondale	"This is a very good proposal. I	This comment affirms the appeal	N/A

<p>Public Meeting on June 3, 2017)</p>		<p>hope this gets done very soon as students of Uniondale need a choice. I am not satisfied with the current quality of education considering that I pay so much in property taxes."</p>	<p>of the academic track record of the education corporation and the viability of the academic model.</p>	
<p>F. Morgan (Submitted at Public Meeting on June 3, 2017)</p>	<p>Uniondale</p>	<p>"I am happy to see this expansion of the Academy. The school had provided excellent education at the Hempstead location. It would be great for Uniondale to have the same."</p>	<p>Same as above</p>	<p>N/A</p>
<p>S. O'Neil (Parent Representative at ACS Hempstead) (Submitted by e-mail on June 2, 2017)</p>	<p>Uniondale</p>	<p>"I am excited at the prospect of The Academy Charter School expanding into Uniondale. We are in dire need of a choice to further our children's education. I have seen the growth of Academy Hempstead and want the children of Uniondale to have the same opportunities. Even though there are students from Uniondale that attend the Academy Charter School Hempstead, the preference for</p>		

		Hempstead residents makes it very difficult for Uniondale residents to make it off the waiting list. I am anxious for this pioneer school to expand into Uniondale.		
D. O'Neil (Submitted by e-mail on June 2, 2017)	Uniondale	I was very happy to see that the Academy Charter School is considering coming to Uniondale. I would love to see the students of Uniondale thrive in their educational pursuits as I have seen the Academy students thrive. This school's excellent teaching practices and character building is badly needed in Uniondale.	Same as above	N/A
Y. Arnell (Submitted by e-mail on June 2, 2017)	Uniondale	A charter school is needed in Uniondale. It would benefit our community greatly.	The comment lacks sufficient specificity to have a bearing on the proposal.	N/A

While the founding team has established an online site for parents to post comments about the replication, no comments have been received through the site. We will continue to post the page and seek comment from the school community. The link is available at: <http://www.academycharterschool.org/parents/school-information/>

As we conduct additional public meetings throughout the summer and the 2017-18 school year, we anticipate receiving a great deal more feedback through public meetings and online. While this proposal is a replication and has research and experience-based key design elements we will retain, our founding team and trustees

respect the voice and needs of all communities. We will continue to solicit and incorporate feedback from our various stakeholder groups to ensure that our community is reflective of our mission and our demographics. As noted previously, as an unincorporated hamlet, Uniondale lacks many of the structures and networks for organizational vetting of new proposals. To that end, our approach has been to identify individuals who reside in Uniondale through our own long-standing networks. This approach is sound for gathering evidence to triangulate against high demand for seats at the Hempstead site, and neighborhood/school demographic trends. However, it is one prong of a multi-faceted strategy emphasizing the solicitation of quality feedback. We are confident the case for demand has been established. Our task going forward is to continue building a community of shared commitment supporting all students and families in Uniondale.

We will extend our methodology to hear from stakeholders about how the proposal meets the needs they prioritize within Uniondale. In particular, we will be soliciting feedback, as stated earlier, on the proposed curriculum, the key design elements, the management model, and the plans for parent and community engagement.

3. Proposal History

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

This proposal has not been previously submitted, withdrawn, or rejected by SUNY Trustees. This proposal has not been previously submitted, withdrawn, or rejected by any other charter entity.

(3)(g) Letters of Justification for Previously Denied Applications

This section is not applicable to this proposal.

(3)(h) Founding Team Resumes.

The following pages provide biographical statements and resumes for the Founding Team members. The four founding team members are:

Mr. Wayne Haughton – Executive Director

Dr. Nicholas Stapleton – Chief Academic Officer

Ms. Donna Douglas – Director of Operations

Ms. Felicia Barracks – Chief of Staff

EDUCATION

JAMAICA INSTITUTE OF MANAGEMENT AND FINANCE, Kingston, Jamaica W.I.
Associates Degree in Financial Management & Accounting

ST. JOHN'S UNIVERSITY, College of Business Administration, Queens, New York
Bachelor of Science Degree in Management, Graduated with Honors
SIGMA IOTA EPSILON, Honorary Management Fraternity
Successfully passed LSAT Exam

LONG ISLAND UNIVERSITY C.W POST, Brookville, NY
Masters Dissertation in School District Administration,

NEW YORK STATE TEACHING CERTIFICATION
Liberal Arts & Science
Secondary Assessment of Teaching Skills-Written

New York State Comptroller Accounting School
Intermediate level I & Advance level II

GFOA Governmental Accounting School
CPE Credits & Certificates

ACTIVITIES

CALVARY TABERNACLE CHURCH, [REDACTED] 1992 – Present
Minister & Youth Counselor/Assistant Pastor

- Licensed Minister and Counselor to 400 membership congregation 1999 – Present,
- Direct and supervise youth program of eighty-five, ranging from ages four to twenty-five.
- Conduct weekly counseling and teaching sessions in Christian discipleship and life disciplines.
- Organize youth forum to discuss current issues and offer family life guidance.

CHRISTIAN APOSTOLIC CHURCH FELLOWSHIP, [REDACTED] 1998 – Present
Summer Volunteer Math Teacher & Youth Counselor

COMPUTER SKILLS

Microsoft Office (Word, Excel, PowerPoint, Outlook), SPSS (Statistical Management Software), ADP, SBT7
DBC Debt Management System, NIFS Financial System, Pentamation System, Pay Base

KEYWORDS

Asset management, budget allocation, finance operations, vendor procurement, accounting supervisor,
Office administrator, contract negotiator, mentoring leadership, staff trainer, math instructor

[Redacted]

REFERENCES:

Available upon request.

FELICIA A. BARRACKS

[REDACTED]

PROFESSIONAL EXPERIENCE

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

EDUCATION

M.P.S. Criminal Justice Leadership, St. Johns University

B.S. Legal Studies, St. Johns University

[REDACTED]

CERTIFICATIONS

Notary Public

DONNA M. DOUGLAS

[REDACTED]

[REDACTED]

[REDACTED]

SCHOOL BUSINESS ADMINISTRATOR HUMAN RESOURCES/ADMINISTRATION/LABOR MANAGEMENT

[REDACTED]

PROFESSIONAL EXPERIENCE

[REDACTED]

EDUCATION

MS Degree - School District Business Leader, LIU – [REDACTED]

MS Degree- Human Resources Management & Labor Relations, NYIT, [REDACTED]

Bachelor of Science Degree in Health Service Administration, Lehman College, [REDACTED]

PROFESSIONAL AFFILITIONS

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

VOLUNTEER WORK

[REDACTED]

[REDACTED]

[REDACTED]

Excellent References Available upon Request

(3)(i) Board Member Credentials

This section is not applicable to this proposal.

(3)(j) Outreach Evidence

The founding team has sought to conduct and rigorously demonstrate evidence of our public outreach process. The process has been designed and executed in conformity with a thorough and meaningful public review to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students. To that end, we submit the following evidence pursuant to the three criteria required by the Act:

- 1) The applicant informed the community of the intent to develop a school proposal in a timely fashion and how to provide comment;

The initial demand for the development of this proposal originated from within the target community. As such, parents who reside in the Uniondale community and are also members of the Academy Charter School in Hempstead sought conversations with school administrators on the capacity of the education corporation to replicate in Uniondale. As a result of those conversations, the education corporation trustees and administrative team began the process of assessing the internal capacity and operational requirements of launching a high-fidelity replication.

Subsequent to the determination to proceed with a replication, the following outreach strategy was developed:

- Conduct outreach to individuals who are thought leaders and engaged in the improvement of the Uniondale community.
- Collect signatures from Uniondale residents who are parents or guardians of students eligible to enroll in grades K through 2 beginning in August 2018. This initiative targets local Uniondale supermarkets.
- Share marketing information with local child care centers in Uniondale.
- Host a series of community-based meetings in the town of Hempstead and in the hamlet of Uniondale to solicit feedback concerning the proposal and address concerns and needs articulated by parents.
- Provide parents, community members and other stakeholders with an opportunity to provide feedback using accessible the internet.

We believe this strategy will yield favorable demand for seats when our opening lottery is held. Uniondale currently enrolls approximately 6700 students, of which roughly 1,500 are in grades K through 2. Our outreach relies on our deep knowledge of the community for targeted, highly-efficient engagement with interested and motivated parents seeking expanded school choice opportunities. For additional information on each of these four initiatives, please see the Outreach Summary Chart below.

Response R-03j – Outreach Evidence
Academy Charter School Uniondale

2) The community had meaningful opportunities for input on that proposal; and,

Each component of our five-pronged engagement approach was structured to optimize parent and stakeholder input on the proposal.

In the first instance, our targeted outreach to individuals in Uniondale informed our decision to conduct weekly meetings in June to gather feedback. These conversations did not yield information regarding modifications that should be made to the proposal. However, we did receive feedback that areas of concern for stakeholders would include the capacity of the proposed school to support a large population of special needs students and English language learners. Within our targeted talks with Uniondale residents, there was a clear awareness about the need for any school to meet the challenges of demographic diversity. In anticipation of this issue, our staffing plan and instructional design directly address these concerns. In addition, our recruitment efforts will emphasize outreach to students with disabilities and English language learners from various language communities.

Our third strategy is to share information about the proposed school in Uniondale day care centers. Throughout the month of June, members of the founding team met with day care center staff to discuss the proposal and disseminate information for prospective parents. Three day care centers in Uniondale serve more than 250 students combined. Our outreach to the day care centers also sought feedback from educators and caretakers there on the constituent elements of a strong school to meet the needs of students they currently serve. The emerging consensus among the pre-school programs is that a new school should be prepared to meet the remedial and language needs of students entering in kindergarten. In addition, the school should have a solid, well-staffed approach to meet the socio-behavioral needs of students. These considerations are neither new nor unanticipated. The plan for the proposed school is to build robust supports by connecting seasoned staff within the existing school with new hires who will be adopting our culture for the first time. We affirm that hiring mission-aligned staff is among our highest priorities. We also acknowledge that redundancy and support are essential to closing gaps and establishing a high-fidelity replication.

Our fourth strategy of public meetings drew 157 total attendees. Meetings were held four times in June at locations in Hempstead and Uniondale. Feedback from these meetings, and our responses are summarized in Response R-03af – Proposal History. The principle feedback received from these sessions was two-fold: first, build a robust approach to parental and community involvement. Uniondale residents of the existing school echoed this request. The board of trustees and founding team recognize this priority area and have amended the proposal, staffing plan and

Response R-03j – Outreach Evidence
Academy Charter School Uniondale

budget to incorporate viable practices and structures. The proposed school will hire dedicated personnel and bridge traditional outreach activities with high leverage resources to aid parents in supporting student achievement. The activities will be determined collaboratively by the parent liaison and our instructional team during summer professional development sessions and throughout the academic year.

The fifth pre-application outreach strategy called for collecting online feedback. Unfortunately, this has been our least effective method of outreach to date. The founding team is developing a post-application outreach strategy to increase online feedback. Posting the proposal and links for submitting feedback were not sufficient to gather feedback in an extended written format from the community. While we believe parent feedback obtained from the other four strategies is illuminating, we know there is great value in patiently gathering deeper insights over time from an invested stakeholder community. Therefore, as we continue our other four outreach phases, we will diversify our online/social media strategy to include Facebook, Instagram, and Twitter. The existing school in Hempstead does not use social media to advertise or generally solicit feedback from the community. The reputation of the school is carried interpersonally by students, parents and families throughout Hempstead and other communities. However, as the education corporation grows and establishes a larger footprint in the easternmost part of Hempstead, we will initiate a social media campaign to gather feedback from the community.

- 3) There was a thoughtful process for considering community feedback and incorporating it into the final proposal, especially regarding the educational program of the proposed school

The thoughtful process within the education corporation is an organic and authentic continuation of our established practice. Our existing method of organizational and instructional decision-making is empirical, consultative and collaborative. The cornerstones of the practice are open and ongoing communication (daily leadership meetings, weekly conference calls, high frequency communication via phone and e-mail with trustees and committee chairs), and consultative decision-making. Our key personnel (including trustees, administrators and founding team members) are empowered to execute on key initiatives. The organizational culture, however, is embedded in mutual respect and regard for how decisions overlap mutual areas of responsibility.

The process for reviewing feedback was woven into the structure of existing meetings among the education corporation administration team. During meetings, team members evaluated considerations raised by parents and constituency groups and had open discussions about three factors: the merits of the concern, the alignment of

Response R-03j – Outreach Evidence
Academy Charter School Uniondale

a solution to the mission, and the institutional viability of taking a specific course of action. To date, two recommendations will require additional action: hiring dedicated personnel to lead our parental involvement and community engagement efforts; and, establishing a partnership with the Uniondale Police Athletic League (PAL) or some similar entity to provide athletic alternatives for students at the proposed school.

R-04ab – Enrollment

(a) Enrollment Plan

ACSU will enroll students using a conservative growth methodology based on our experience at the Academy Charter School in Hempstead, New York. In Year 1, we will enroll 75 students in three kindergarten classes staffed by two full-time teachers. We will enroll 50 students in grades 1 and 2, as well. In Year 2, we will add 70-75 additional students in kindergarten, and four additional teachers for grade 3. We will maintain this pattern through Year 5 for a full-term enrollment during our first charter term of 475 students. Please see File R-04c – Statistical Overview.

The proposed grade configuration is aligned to the Uniondale Unified School District, wherein elementary schools serve grades K through 5 and middle schools serve grades 6 through 8. Minimum ages for enrollment are also aligned. Common branch enrollment is 22 students per class.¹ Our school will enroll approximately 25 students per class supported by two (2) full-time teachers. Therefore, the ACSU teacher-student ratio will be half that of the district average.

We believe parents and families will be attracted to our model installing two full-time teachers in each classroom. Co-teaching is a research-based strategy used to improve the academic performance of students and build competency among instructors. We anticipate some additional costs associated with this structure. We have used this model to build conservative and sustainable elementary and middle school plans.

Consistent with enrollment and retention at our Hempstead campus, we anticipate low attrition at the proposed school. In Hempstead, annual student attrition is less than 5 percent. We believe attrition will decrease in the early elementary years as students and families adopt the model and extend the culture of the school.

Upon renewal and fulfillment of our commitment to student performance goals, the school will likely seek to expand its current grade configuration to serve students in grades 7-12, to align with the existing school under the education corporation. The education corporation has not made a determination to seek permission to establish a full-day universal pre-K program as yet. According to websites at private schools such as the Pat-Kam School and St. Martin de Porres, demand for pre-kindergarten is high in Uniondale. Both institutions reported on their respective websites that their programs were fully enrolled. Students may be admitted to the school in kindergarten if they turned five years of age by December 1 of the year they first attend.

¹ [Uniondale UFSD 2015-2016 School Report Card. NYSED Data.](#)

(b) Enrollment Chart

**Academy Charter School Uniondale
2018-19 through 2022-23**

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23	AGE RANGE
Kindergarten	Elementary School	75	75	75	75	75	5-7
1st Grade	Elementary School	50	75	75	75	75	6-8
2nd Grade	Elementary School	50	50	75	75	75	7-9
3rd Grade	Elementary School	0	49	50	75	75	8-10
4th Grade	Elementary School	0	0	50	50	75	9-11
5th Grade	<i>Elementary School</i>	0	0	0	50	50	10-12
6th Grade	Middle School	0	0	0	0	50	11-13
7th Grade	Middle School	0	0	0	0	0	
8th Grade	Middle School	0	0	0	0	0	
9th Grade	High School	0	0	0	0	0	
10th Grade	High School	0	0	0	0	0	
11th Grade	High School	0	0	0	0	0	
12th Grade	High School	0	0	0	0	0	
Ungraded							
TOTAL		175	249	325	400	475	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	2	3	3	3	3
2nd Grade	Elementary School	2	2	3	3	3
3rd Grade	Elementary School	0	2	2	3	3
4th Grade	Elementary School	0	0	2	2	3
5th Grade	Elementary School	0	0	0	2	2
6th Grade	Middle School	0	0	0	0	2
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0

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9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded						
TOTAL		7	10	13	16	19

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School	25	25	25	25	25
3rd Grade	Elementary School	0	25	25	25	25
4th Grade	Elementary School	0	0	25	25	25
5th Grade	Elementary School	0	0	0	25	25
6th Grade	Middle School	0	0	0	0	25
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

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

Education Corporation Enrollment Projections

ACADEMY CHARTER SCHOOL EDUCATION CORPORATION 2018-19 through 2022-23

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23	AGE RANGE
Kindergarten	Elementary School	183	183	183	183	183	5-7
1st Grade	Elementary School	158	183	183	183	183	6-8
2nd Grade	Elementary School	158	158	183	183	183	7-9
3rd Grade	Elementary School	108	158	158	183	183	8-10
4th Grade	Elementary School	108	108	158	158	183	9-11
5th Grade	<i>Elementary School</i>	81	108	108	158	158	10-12
6th Grade	Middle School	81	81	108	108	158	11-13
7th Grade	Middle School	81	81	81	108	108	12-15
8th Grade	Middle School	81	81	81	81	108	13-16
9th Grade	High School	81	135	135	135	135	14-17
10th Grade	High School	81	81	135	135	135	15-18
11th Grade	High School	0	81	81	135	135	16-19
12th Grade	High School	0	0	81	81	135	16-21
Ungraded							
TOTAL		1,201	1,438	1,675	1,831	1,987	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	7	7	7	7	7
1st Grade	Elementary School	6	7	7	7	7

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2nd Grade	Elementary School	6	6	7	7	7
3rd Grade	Elementary School	4	6	6	7	7
4th Grade	Elementary School	4	4	6	6	7
5th Grade	Elementary School	3	3	4	6	6
6th Grade	Middle School	3	3	4	4	6
7th Grade	Middle School	3	3	3	4	4
8th Grade	Middle School	3	3	3	3	4
9th Grade	High School	3	5	5	5	5
10th Grade	High School	3	3	5	5	5
11th Grade	High School	0	3	3	5	5
12th Grade	High School	0	0	3	3	5
Ungraded						
TOTAL		45	53	63	69	75

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	26	26	26	26	26
1st Grade	Elementary School	26	26	26	26	26
2nd Grade	Elementary School	26	26	26	26	26
3rd Grade	Elementary School	27	26	26	26	26
4th Grade	Elementary School	27	27	26	26	26
5th Grade	Elementary School	27	36	27	26	26
6th Grade	Middle School	27	27	27	27	26
7th Grade	Middle School	27	27	27	27	27
8th Grade	Middle School	27	27	27	27	27
9th Grade	High School	27	27	27	27	27
10th Grade	High School	27	27	27	27	27
11th Grade	High School	0	27	27	27	27

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12th Grade	High School	0	0	27	27	27
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		796	898	973	1,048	1,073
Total Middle School Enrollment		243	243	270	297	374
Total High School Enrollment		162	297	432	486	540
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		1,201	1,438	1,675	1,831	1,987
Change in Net Enrollment from Prior Year (Count)		1,201	237	237	156	156
Change in Net Enrollment from Prior Year (Percent)		100.0%	19.7%	16.5%	9.3%	8.5%
Anticipated rate of attrition (Percent)		0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS					

ESTIMATED ENROLLMENT BY DISTRICT						
ANNUAL ENROLLMENT BY DISTRICT TOTALS		1,201	1,438	1,675	1,831	1,987
Enrollment by Grade vs Enrollment by District (should = 0)		-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	5
---	---

PRIMARY SENDING SCHOOL DISTRICT	UNIONDALE UFSD	2018-19	2019-20	2020-21	2021-22	2022-23
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$187,712,721	\$187,712,721	\$187,712,721	\$187,712,721	\$187,712,721
ENROLLMENT (Charter School)		227	293	360	389	445

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DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	Uniondale's proposed 2017-2018 budget requests \$187,212,721 (an increase of 2.41% over the previous year's approved budget of \$182,800,829).
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SECONDARY SENDING SCHOOL DISTRICT	HEMPSTEAD UFSD	2018-19	2019-20	2020-21	2021-22	2022-23
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$189,167,890	\$189,167,890	\$189,167,890	\$189,167,890	\$189,167,890
ENROLLMENT <i>(Charter School)</i>		734	858	980	1,047	1,114
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		Hempstead's proposed 2017-2018 budget requests \$202,696,297 (an increase of 7.15% over the previous year's approved budget of \$189,167,890). We conservatively estimate revenues will remain flat.				

PRIMARY/OTHER	DISTRICT NAME(S)	2018-19	2019-20	2020-21	2021-22	2022-23
Other District 3	ROOSEVELT UFSD	141	168	193	212	229
Other District 4	FREEMPORT UFSD	63	76	91	100	109
Other District 5	BALDWIN UFSD	36	43	51	83	90



GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

1- General Information

Complete the form on the following tab for all academic years in the current accountability period.

Complete a separate form for each school in the merged education corporation (or network).

2- Enrollment

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities count even if they no longer receive services.

Any student identified as an English language learner at any point of enrollment in the school should be included in the English Language Learners count regardless of their current English language proficiency status.

3- Retention

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

4- Discipline

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).



Statistical Overview for the Current Accountability Period

Requested Data	2015-2016 Year One	2016-2017 Year Two	2017-2018 Year Three	2018-2019 Year Four	2019-2020 Year Five
Enrollment^[1]					
Total Enrollment	791	939			
Number of Students with Disabilities	46	52			
Number of English language learners	52	73			
Number of Economically Disadvantaged Students	620	770			
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]	657	778			
Total Number of Eligible Students Who Returned from Previous Year	648	769			
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]	45	48			
Number of Students with Disabilities Who Returned from Previous Year	42	46			
Number of English language learners Eligible to Return from Previous Year ^[5]	52	73			
Number of English language learners Who Returned from Previous Year	33	52			
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	575	623			
Number of Economically Disadvantaged Students Who Returned from Previous Year	568	617			
Average Daily Attendance Rate	95%	94,60%			
Discipline					
Number of In-School Suspensions (Occurrences)	0	5			
Number of Out of School Suspensions (Occurrences)	52	46			
Number of In-School Suspensions (unique students)					
Number of Out of School Suspensions (unique students)					
Number of Expulsions	0	0			

The Academy Charter School - Hempstead

[1] All enrollment data should reflect *BEDS day information*.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.

(5)(ae) Curriculum and Instruction

(a) Curriculum Selection and Process

Curriculum Overview

The Academy Charter School has a rich, rigorous curriculum that provides students with the necessary skills and learning experiences needed for sustained academic achievement. The curriculum is aligned with the New York State Common Core Learning Standards. The select curriculum are:

1. research and evidence based
2. aligned with college and work expectations
3. rigorous

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

English Language Arts Standards

Following are the anchor standards that encompass all literacy work across the content for K-5:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

English Language Arts

Through a developmentally appropriate and rigorous approach to Integrated English Language Arts, students develop their ability to communicate ideas, feelings, and facts effectively while honing their skills in reading and writing. The school uses a balanced learning approach whereby we incorporate research-based literacy programs along with the New York State and Common Core State Standards to ensure that our students are prepared for the various assessments.

Teachers at every grade level plan and implement learning experiences aligned with the Common Core State Standards. Students complete multiple learning experiences in which they are able to utilize their classroom library. Each classroom library is leveled in accordance with best practices and students are able to choose from multiple genres, levels, and content when completing assigned tasks and/or independent reading activities.

Mathematics

The mathematics curriculum is designed with areas of study which reflect the immediate experiences, needs, and abilities of our students. From this foundation, student learning experiences are widened through a carefully articulated, sequentially developed program of study designed to develop skills and understandings for dealing with computation, analysis, and application of numbers and systems.

Mathematics Standards

As per the Common Core State Standards Initiative (2010), "The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important 'processes and proficiencies' with longstanding importance in mathematics education."

The anchor standards that encompass all of our Mathematics experiences are as follows:

1. ***Make sense of problems and persevere in solving them.***

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of the quantities and their relationships in problem situations.

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is.

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning.

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure.

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts.

Academic Intervention Services in Reading and Mathematics

The program is designed to provide additional instruction and support in reading and mathematics for our at-risk students. Students become eligible for academic intervention services (AIS) depending on their performance on the various assessments – scoring below benchmark. Resources are provided to students based on the RTI model.

The English Language Arts curriculum is Ready Gen for grades K-5 and My Perspective for grade 6-8. Envision 2.0 is utilized for Mathematics in grades K-8. Both programs are published by Pearson. These programs are supplemented by other commercially published materials (example: Time for Kids, Rally Education, and Scholastics Inc.). The Teachers College Writing Project is used to boost the quality and delivery of the writing instruction. The New York State Engage English Language Arts and Mathematics modules are frequently referenced in instructional plans. In Social Studies and Science, the Mc

Graw-Hill curriculums are utilized. In Science, the Delta Education kits provide hands on exploratory experiences for students. Instruction

The instructional day is as follows: (a) Literacy – 90 minutes of Reading and 45 minutes of Writing; (b) Mathematics – 90 minutes; (c) Science/ Social Studies – 45 minutes; (d) Foundations/ Word Study – Thirty (30) – forty- five (45) minutes; (e) Arts (Dance, Visual Art, Music and Theatre) – Two (2) forty-five minutes blocks; (f) Reading and Mathematics Intervention – Determined by Response to Intervention need -Two (2) forty-five (45) minutes blocks. Students are pulled from the arts block in small groups but still receive at least one period of instruction daily.

The monitoring of classroom instruction is a shared responsibility between the principal and instructional coaches, the grade level lead teachers, special education, and ESL directors. This is done through the following: (a) Review of weekly lesson plans and unit plans; (b) Unannounced daily classroom visits; (c) Scheduled formal observations using the Danielson's evaluation tool – 4 per year; (d) Mid-year evaluation – Scheduled for January; (e) End of year evaluation – Scheduled for June.

Research in an Inclusion Model

Collaboration is a style of interaction professionals use to undertake shared responsibilities. Collaboration refers to HOW professionals interact. One of the earliest definitions for collaboration is as follows, "Collaboration is a style for direct interaction between at least two parties voluntarily engaged in shared decision-making as they work toward a common goal." (Friend & Cook, 1989) The term inclusion is often associated with collaboration. Inclusion is a philosophy or set of beliefs based on the idea that "everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having their educational needs met." (Stainback & Stainback, 1990). The IDEA makes it imperative that students with disabilities, no matter what their level of functioning, access the general curriculum to the maximum extent possible.

Evidence for Cooperation in an Inclusion Classroom

Co-Teaching can be approached in numerous ways. In each approach listed below, both teachers take on teaching and supportive roles. Determining the best approach depends on student needs, the subject being taught, the teachers' experience, and practical considerations such as space and time for planning.

- Team Teaching
- Station Teaching
- Parallel Teaching
- Re-Teaching
- Supplemental Learning Activities
- One Teach, One Observe
- One Teach, One Monitor

Benefits of an inclusion classroom

Educators and researchers have often described inclusion as “a great idea done badly”. This thought has sparked volumes of conflicting research and case studies on inclusive programs. What is evident is that inclusive programs that utilize effective collaborative practices do produce positive results. Some of the benefits of these practices are:

- All students benefit from the expertise of numerous individuals.
- Collaborative teams share leadership and responsibilities.
- Students and teachers learn from each other and problem solve together
- Instruction is geared to match students at all levels of achievement.
- Instruction is active, creative, and collaborative among members in the classroom.
- Activities are designed to facilitate participation by all students in the classroom.
- The classroom teacher, special education teacher, related services staff, and families assume shared ownership for educating all students.
- Students are evaluated by individually appropriate standards.

Elements of an Inclusion Classroom

The literature describes seven features that are fundamental to appropriate and effective inclusion programs (Walther-Thomas, Korinek, McLaughlin, Williams, 2000). They are the following:

- Collaborative culture
- Shared leadership
- Coherent vision
- Comprehensive planning
- Adequate resources
- Sustained implementation
- Continuous evaluation and improvement

Resources

Walther-Thomas, C. S., Korinek, L., McLaughlin, V.L., & Williams, B.T. (2000).

Collaboration for inclusive education: Developing successful programs. Boston: Allyn and Bacon.

http://iris.peabody.vanderbilt.edu/info_briefs/share/collaboration.pdf

www.ldonline.org/Ld_indepth/teaching_techniques/tec.coteaching.html

www.ped.state.nm.us/seo/library/qtrly.0404.coteaching.lcook.pdf

www.powerof2.org

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Renaissance Star Reading® helps educators assess a student's reading skills in about 20 minutes. The reliable, valid, computer-adaptive software assesses each student's reading skills quickly and accurately. Star Reading assessments can be administered as often as weekly for progress monitoring. Detailed reports provide valuable feedback to help you adjust instruction.

100-Word Blurb

Renaissance Star Reading® assessments helps educators determine a student's reading skills in about 20 minutes. The reliable, valid, computer-adaptive software is great for RTI screening, progress monitoring, and diagnostics. Star Reading assessments can be administered as often as weekly for progress monitoring. They offer expanded skills-based testing and new reports that provide data for screening, instructional planning based on skills mastery, progress monitoring, and standards benchmarking. There's no better tool for measuring individual or class progress, determining the placement for new transfer students, and forecasting results on high-stakes tests.

Process of Curriculum Selection for English Language Arts and Mathematics (K-8)

The process of the change in the English Language Arts and Mathematics curriculum began in January 2017 and concluded May 2017. There were several factors that lead to the decision and outcome. Moreover, all teachers and administrators met by grade levels to review the existing curriculum from the New York State English Language Arts and Mathematics modules and determined that a change in curriculum will allow for more creativity, improved pedagogy, and growth in student achievement. For Mathematics, the school examined three publishers including Pearson Education Inc. *Envision 2.0*, McGraw-Hill, *My Math*, and Great Minds, *Eureka Math*. For English Language Arts, only Pearson Education Inc. products *Ready Gen* and *My Perspectives* were considered as alternatives for the New York State modules. Teams of teachers and administrators visited several high performing schools that were already using the selected *Envision 2.0*, *Ready Gen* and *My Perspective* curriculum materials. More, representatives from Pearson were invited to the school to provide four full days of production demonstration and curriculum review in both subjects to the faculty.

Next Generation of Common Core Learning Standards

The recent revisions of the New York State Common Core Learning Standards in English Language Arts and Mathematics highlighted changes that need to be made in the
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school's instructional program. A change in the school's curriculum to incorporate commercial materials will allow for richer content and better address the changes in the standards that take effect during the 2017-2018 school year.

Math Curriculum

Though the existing *Eureka* curriculum is well rated in terms of alignment to the standards, it was deemed to be not student-friendly and a determination was made to select a commercial curriculum that incorporates more visual and instructional technology which will be more stimulating for students.

English Language Arts Curriculum

For several years, teachers complained that the New York State modules were difficult to teach for lack of deeply scripted instructional manuals. Teacher also felt that the materials in the modules do not adequately prepare students for the exams because the modules were paced too long. Thus, a curriculum that matches assessments and instruction would better serve the school.

Implementation Support

The select curriculums will be implemented with support from the publisher. The school will contract with Pearson to provide ongoing support to teachers and coaches through the 2017-2018 school year including several days of professional development during preservice training.

S.T.E.A.M. Instruction

The proposed charter school will replicate the adoption of school-wide STEAM instruction by TACS. To roll out our STEAM initiative, we will collaborate with Project Lead The Way (PLTW). Through PLTW Launch, students become hands-on problem solvers and learn to collaborate with their fellow students. They begin each module with an engaging ebook story featuring the characters Mylo, Suzi, and Angelina, who introduce the challenge students will work together to solve. Then, in a series of activities that build upon each other, students are challenged to become confident in trying new things, to learn from mistakes, and to apply what they know to find solutions.

PLTW Launch is aligned to Next Generation Science Standards, Common Core State Standards for Math and English Language Arts, and other national and state standards. To best fit the needs of your students and school, the program's 10-hour modules are flexible and customizable: They can be implemented independently or in tandem with one another, at the grade level you want, at any time.

Instructional modules for grade K include:

1. Structure and Function: Exploring Design -- Students discover the design process and how engineers influence their lives. They explore the elements of structure and function by identifying products around them designed by engineers and asking questions engineers might ask. They are introduced to a design problem through a story in which Angelina wants to design a paintbrush. Students apply their knowledge from the module to design their own paintbrushes.
2. Light and Sound -- Students investigate the properties of light and sound, including vibration from sound waves and the effect of different materials on the path of a beam of light. After students develop an understanding of light and sound, they are challenged to solve a design problem Mylo, Suzi, and Angelina face. In the story, the characters are lost and must use only the materials in their backpack to communicate over a distance by using light and/or sound. Students use the design process to sketch, build, test, and reflect on a device that solves this design problem.
3. Materials Science: Form and Function -- Students research the variety of ways animals disperse seeds and pollinate plants. They expand their understanding of properties of matter as they consider the form and function involved in seed dispersal and pollination. Students are introduced to the design problem when Angelina, Mylo, and Suzi are tasked with starting a wildflower garden on an expansive plot outside of their school. To solve the design problem, students apply their knowledge and skills to design, build, test, and reflect on a device that mimics a way in which animals disperse seeds or pollinate plants.
4. Stability and Motion: Science of Flight -- In this module, students learn about the forces involved in flight as well as Newton's Laws of Motion. They design, build, and test an experimental model glider to find out how air and other forces affect its flight. Students discover aeronautics alongside Angelina, Mylo, and Suzi and are inspired by the characters' desire to use their skills to help those in need. Students apply the design process to the problem of delivering aid to an area where supplies must be airlifted in and dropped to the ground from an aircraft.
5. Energy: Collisions -- Students explore the properties of mechanisms and how they change energy by transferring direction, speed, type of movement, and force. Students discover a variety of ways potential energy can be stored and released as kinetic energy. They explain the relationship between the speed of an object and the energy of that object, as well as predict the transfer of energy as a result of a collision between two objects. The design problem is introduced by Angelina, Mylo, and Suzi watching amusement park bumper cars collide. As students solve

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the problem for this module, they apply their knowledge and skills to develop a vehicle restraint system.

The structured, modular, Standards-based approach of PLTW will position our instructional leadership team and faculty to build a more robust and connected interdisciplinary curriculum. Students will receive increasingly interwoven instruction that makes linkages between near and far, past and present. PLTW also offer a mission-aligned, technology-rich support community for our team to continuously evaluate the quality of our program and implement modifications as required.

STEAM instruction will be a major focus at TACS Uniondale. In addition to the instruction in science, technology, engineering and math, our students will receive instruction in dance, music, theatre and the visual arts. Additional information on our Arts curriculum may be read in Response R-23b. Supplemental Attachments.

(b) Assessment System

The assessment system to be used in the proposed charter school will mirror the system currently in use at Academy Charter School Hempstead.

Please see Response R-05ae -1a – Assessment Calendar for a list of current assessments and the timing of test administration.

The school administers two (2) primary assessments (*Fountas and Pinnell*, and *STAR Reading and STAR Math*) to diagnose and measure student progress at three junctures during the school (September – Beginning of Year (BOY); January/ February – Middle of Year (MOY); and May/ June – End of Year (EOY). For the purpose of charter accountability, the *New York State Assessments* administered in the third, fourth and fifth grade is the main measure for student achievement. All of the data is used by teachers to inform instruction and by administrators for decision making for at-risk (struggling) students. This includes re-teaching topics and skills that students are struggling with and deciding additional intervention services. The school will also administer practice test in English Language Arts and Mathematics for students in grades 3-5. These tests are designed based on both sample items released by the New York State Department of Education, and various commercial products.

(c) Instructional Methods

The instructional day is as follows: (a) Literacy – 90 minutes of Reading and 45 minutes of Writing; (b) Mathematics – 90 minutes; (c) Science/ Social Studies – 45 minutes; (d) *Foundations/ Word Study* – Thirty (30) – forty- five (45) minutes; (e) Arts (Dance, Visual Art, Music and Theatre) – Two (2) forty-five minutes blocks; (f) Reading and Mathematics

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Intervention – Determined by Response to Intervention need -Two (2) forty-five (45) minutes blocks. Students are pulled from the arts block in small groups but still receive at least one period of instruction daily.

The monitoring of classroom instruction is a shared responsibility between the principal and instructional coaches, the grade level lead teachers, special education, and ESL directors. This is done through the following: (a) Review of weekly lesson plans and unit plans; (b) Unannounced daily classroom visits; (c) Scheduled formal observations using the Danielson's evaluation tool – 4 per year; (d) Mid-year evaluation – Scheduled for January; (e) End of year evaluation – Scheduled for June.

Elementary Instructional Program

The foundation for the Academy Charter School curriculum is based on the New York State Common Core Standards in English Language Arts and Mathematics integrated with History, Social Studies, Science and Technical subjects. Through differentiated instruction, our curriculum is molded to meet the needs of all learners. Classroom teachers incorporate into their lesson planning the diversity of learning styles and abilities that exist in all classrooms.

English Language Arts

At The Academy Elementary school all students in grades K-4 will receive instruction using the Balanced Literacy approach. Our approach to Balanced Literacy enables students to learn comprehension strategies in a variety of settings using multiple levels of texts and authentic literature.

Balanced Literacy incorporates all reading approaches with the understanding that students need to employ multiple strategies to become proficient readers. Our balanced literacy approach includes:

- Modeled Reading (Reading Aloud) and Modeled Writing
- Shared Reading and Shared Writing
- Guided Reading and Guided Writing
- Independent Reading and Independent Writing
- Vocabulary development/Word Attack

In addition to the use of authentic literature, the balance literacy model will also be supported with the use of resources from ENGAGENY. Our research based

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comprehensive literacy curriculum model is fully aligned with State Standards. Professional development and support will be provided to all teachers to ensure that high quality; rigorous instruction is evident in all classrooms.

Components

Read Aloud

All teachers will be required to conduct read a-louds that support strategies and skills that students should acquire. Teachers will need to consider how the read aloud will support or lead students in working independently.

Some Types of Read A louds are

- Interactive reading (reading with accountable talk)
- Modeled reading (Supporting skills and strategies)
- Reading for Enjoyment

Shared Reading

Shared reading is exactly what it sounds like - it is a time for sharing a story and reading together. In shared reading both students and teachers have the text.

Independent Reading

Students at The Academy will be engaged in independent reading daily. Independent reading involves children reading on their own. The teacher becomes an observer, acknowledging and responding to the student's reading. Students select library books based on their Fountas and Pinnell reading level, and interest. These books are placed in their independent reading book baggies which are used throughout the day.

Guided Reading

Guided reading is conducted daily at The Academy. The goal of guided reading is to teach students to independently use reading strategies at their instructional level. Guided reading is a bridge between shared reading and independent reading and it provides

opportunities for teachers to work with small groups of students on text. The teacher acts as a facilitator, and uses this time for ongoing observation and assessment.

Reading Conferences

Classroom teachers conduct Reading conferences. Conferences are used to discuss the students understating of their independent reading. Conferences also assess students use of reading strategies and skills. During this time teachers help students develop independent reading goals and discuss next steps.

Modeled Writing

Modeled writing is where the teacher models a specific writing skill, style, or type of writing. Students use the model created by the teacher to develop their own writing pieces.

Shared Writing

Shared writing is an approach to writing where the teacher and children work together to compose messages and stories. Children provide the ideas and the teacher supports the process as a scribe.

Independent Writing

Independent writing provides a chance for students to compose their own pieces and incorporate the writing techniques styles and strategies that were modeled by the teacher. The teacher becomes an observer, acknowledging and responding to the student's writing.

Writing Conference:

Classroom teachers conduct writing conferences. Conferences are used to discuss the students' use of writing strategies and skills. During this time teachers help students develop writing goals and discuss process and rubrics.

Phonics and Vocabulary Instruction

Students are engaged in daily explicit phonics and vocabulary instruction using Foundations and vocabulary workshop. It includes explicit instruction, demonstration, opportunities for practice, and assessment.

Literacy Framework:

Timeframe (minutes)	COMPONENT	COMPONENT (Element)
(20)	MINI LESSON	
(1 minute or less)		Connect
(8-10 minutes)		Teach
(3-5 minutes)		Actively Involve Students
(2 minutes or less)		Link
(35-45)	Guided Reading/ Small Groups/ Independent Practice	
(5)	Share	
(20)	Word Study/ Explicit Vocabulary Instruction	
(45)	Writing Workshop	

ELA Annotated Key:

COMPONENTS

MINI LESSON (15-20 minutes)

The following notes outline the breakdown of the mini lesson.

ACTIVATOR (1 minute or less):

Connect the focus of the lesson by activating students' prior knowledge from either personal experience or from a previously taught skill/strategy.

TEACH (8-10 minutes):

TELL the students what skill or strategy they will be learning today;

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MODEL what students will do with explicit, direct examples – or provide a model of what students will be expected to do.

THINK ALOUD to show students what thought processes you used to understand the skill or strategy they are expected to do/know.

DEVELOP a mini lesson or anchor chart for student reference throughout work-time.

ACTIVELY INVOLVE STUDENTS (3-5 minutes):

STUDENTS TURN AND TALK shoulder to shoulder or knee to knee to generate thinking and discussion of what is being taught;

Briefly discuss students' responses.

LINK (2 minutes or less):

Give clear, explicit directions for using the skill/strategy during the work-time assignment;

Inform students of the criteria you will look for in their work when choosing 2-3 students to share during the closing.

During the Mini Lesson:

Use text (authentic literature) to read-aloud/ think aloud Use shared-reading to explicitly teach strategies and skills Make connections between reading and writing

Develop community through conversation and sharing

Be brief, concise and to the point – avoid introducing too much information Tell – don't ask

Guided Reading/Small Groups/ Independent Practice (35- 45 Minutes)

Teacher(s) conducts targeted small group instruction with students that have similar literacy needs based on the results of formal (F and P), and STAR assessments...) and informal assessments using leveled texts. Lessons provide students with guided practice on strategies and skills that were modeled by the teacher during the read-aloud or shared reading experience. Students that are not working directly with a teacher work on differentiated literacy tasks that have previously been introduced or on follow up activities related to the text(s) that has been introduced that day.

The length of reading lessons will vary given the text being read, the size of the group, and the teaching focus for the day. In general, lessons in grades K-1 will last about 15 minutes per group. In grades 2 and up, lessons will last between 25- 30 minutes; it may take more than one session to complete a text.

Students in your lowest tier should receive guided instruction daily. Students in the highest tier can participate in literature circles if they do not work directly with a teacher for the day.

Lessons should include background building, vocabulary review, reading and discussion of the text.

Independent work should include a literature response in the form of an open constructed response (i.e. graphic organizer, short response or extended response) and time to read books independently.

Structured literacy task/activities can be assigned to groups of children. This task may include independent or paired reading of a leveled text and follow up activities.

20 minutes Word Study /Explicit Vocabulary Instruction

Lessons should be brief and brisk and concepts should be taught explicitly. Provide high response opportunities for students such as choral reading/spelling and the use of slates or cards. There should be 100% participation.

This time can also be used to provide phonics intervention for students that have not mastered grade level word study material to date by someone other than the teacher who is working with the larger group in grades K-2. In grades 3-6, this time can be reallocated to the small group instructional block.

Explicit Vocabulary Instruction

Explicit vocabulary instruction should be interactive and require students to use terms in and out of context. Use student friendly definitions, synonyms, antonyms, examples and non-examples to reinforce terms.

Research says that students need multiple exposures to master a word. Focus on mastery at the listening and speaking level; encourage students to use words in their writing.

Begin lesson by reviewing what students already know. Then introduce or review the target sound/symbol relationships or spelling patterns for the day or week. Have students practice reading and/or spelling words that reinforce the principle that is being studied. Review the high frequency words for the week at this time.

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Tier II and/or III words related to the read-aloud or shared reading experience should be explicitly introduced and/or reinforced during this time.

45 minutes Writing Workshop Mini lesson (focused on Conventions/Traits)

- The teacher provides explicit instruction in the traits of good writers (i.e. ideas/content, organization, conventions, sentence fluency, word choice and voice).
- Mentor texts can be used to teach students the traits of good writers.
- Conventions are important! Provide ample direct instruction on grammar and usage.

Independent/Small Group

- Students engage in independent practice of the skills, strategies and concepts that were introduced during the mini-lesson. The writing block includes time for process writing, response to literature and choice writing.
- Interactive/Shared writing is a powerful tool for teaching writing at any grade level.
- Feedback on their writing is crucial. Use rubrics and checklists to guide students as they write.

Share

Time for students to share their work with peers.

“The research-based approach of Foundations® and its extensive program materials allow K-3 teachers to confidently present a carefully structured reading and spelling curriculum using engaging, multisensory techniques.

Foundations presents all skills in a systematic and sequential manner in four Levels: Level K, Level 1, Level 2, and Level 3. Each Level provides a year-long curriculum. The Pre-K Activity Set offers age-appropriate instruction in letter-sound associations and letter formation.

The four Levels of Foundations will most often correspond to the students' grade level. However, the program can also be used sequentially with struggling students in other grades.

Foundations systematically and comprehensively instructs students in phonemic awareness and word study (both phonetic and high frequency/sight words) and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. Additionally, Foundations sets the foundation for writing

by directly teaching handwriting, the study of English orthography for spelling, and the basic skills for capitalization and punctuation.

Concepts and skills addressed across the four program Levels include:

- Reading/beginning reading skills and strategies:
 - Phonological awareness and phonemic awareness skills
 - Print awareness skills
 - Phonics and decoding
 - Word attack
- Vocabulary development
 - Introduction of new words
 - Word-learning strategies
 - Academic vocabulary
- Fluency
 - Accurate, fluent reading
 - Appropriate phrasing and expression
 - Rate
- Comprehension (listening and written) strategies
 - Analyzing text and drawing conclusions/making inferences
 - Connecting text to personal experience and other text
- Writing skills and conventions:
 - Spelling skills and conventions (rules and patterns)
 - Use of writing conventions such as use of capital and lowercase letters
 - Grammatical conventions in the use of tense (present tense, past tense, etc.)
 - Use of punctuation at the end of sentences

Foundations helps English language learners by teaching the skills and strategies they need to be successful in learning to read and write in English. Teachers use modeling and scaffolded instruction to ensure that students understand the skills being taught, learn the

procedures, and are able to use the skills and procedures on their own. Teachers build students' metacognitive skills by having them think about the learning tools they have acquired and consider which they should draw on if need help. They also connect current learning to previous skills taught and explain how the new skills will help them achieve future goals. By having an integrated assessment component, teachers are able to assess students' areas of strength and weakness and can differentiate instruction as appropriate. As a comprehensive word study program addressing reading, spelling, and writing skills, students will be well-prepared to meet grade-level standards for college and career readiness, and will be ready for success in subsequent grades."

Mathematics

At the Academy Elementary School, all students in grades K-4 will receive mathematics instruction using the framework that focuses on math literacy and fluency. Our approach enables students to develop critical thinking and problem-solving strategies. We incorporate technology and manipulatives to support students in acquiring math skills and strategies. In addition, students participate in small group learning activities to communicate mathematical ideas, present solutions, and explain their reasoning.

Math Framework:

K – 4 Time Frame (minutes)	Component
3	Math Set Up
5	Fluency: Facts/Sprints
5	Do Now: Procedural (i.e., 5 Square)
10	Model - I Do
5	Teacher: Student Collaboration - We Do
10	Student: Student Collaboration - We Do
Group Work (15 Min. Rotations)	
Group 1: Independent Practice - You Do	
Group 2: ST Math	
Group 3: Teacher Intervention	
Group 4: Enrichment	

7 Exit Ticket

Math Annotated Key

COMPONENT

Do Now/Fluency Practice

Student will complete sprints to build fluency.

Automaticity refers to students' ability to retrieve answers to mathematical facts from long-term memory, rather than through effortful means. This means that the student can quickly and reliably use mathematical facts without significant involvement from working memory. This allows students to spend more time performing higher order tasks.

The Do Now can be a lead-in to today's lesson or a review of a previous day's lesson, which gives a teacher critical information into the understanding gaps a student, is experiencing from a previous lesson. It not only provides critical information but also sets the behavioral and work ethic expectations for the day's class. The length of the do now should be such that, it can be completed by students in 5 minutes allowing the teacher 2 minutes to grade corporately taking advantage of the necessary teachable moments.

Instruction (Gradual Release Model): Modeling

The teacher models the whole process without the input of students. The purpose of explicit teacher modeling is to provide students with a clear, multi-sensory model of a skill or concept.

Independent Practice

(Students with teacher as an observer)

Independent practice makes sure that students can apply the knowledge or skill in a variety of circumstances and is deeply understood. Independent doesn't mean individually but independent of the teacher. Engaged time-on-task is especially relevant here.

Performance Task

The application problem is one whose skills relate to the content that will be taught. This allows teachers to present real-world circumstances. The degree of rigor is high which may take student some days to decipher.

Math Centers

Centers are a perfect opportunity for children to learn through play and fun filled activities. Teacher should ensure the center activities build on the standards students can display their mastery. The skills should be such that students have already mastered. Teacher may also use this time to allow students to work within the I-ready instructional system to complete lesson that fall within areas of their deficiencies.

Exit Ticket and Debrief

Science

At The Academy Elementary School students will receive science instruction focusing on, Earth, Physical and Life Science units. Students will complete science projects and participate in a science fair. The Academy Charter School houses a science lab to support inquiry based, hands on learning.

Social Studies

At The Academy Elementary School students will receive social studies instruction. The Social Studies curriculum focuses on understanding of self, the world and history. Teachers integrate social studies content to apply the skills and strategies they acquired in literacy.

Physical Education

Physical and Health Education are required for all students. Instruction is aligned to the New York State Standards. Through our programs students will begin the process of gaining knowledge and skills to participate in a variety of healthy activities; understand and appreciate the benefits of maintaining a healthy lifestyle; understand how to evaluate and access resources in their community to pursue a healthy and active life; and will become aware of the many career opportunities available in this field.

Technology

Technology is a fundamental tool that is available in all classrooms in support of our school mission to provide every student with the finest education. Students will have the opportunity to use technology as a means to reinforce instruction, conduct research, create presentations, etc., both in the classroom and in the media center.

Character Education Program

The Academy has identified a sequence of monthly character traits that will be explored and discussed in each classroom. Teachers and students examine the meaning of each character trait and discuss ways to live up to the standards of each trait. Traits include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

Culture Development

In addition to academic training, the Academy Charter School infuses a culture program into the daily curriculum. The program is designed to train students on etiquette, decorum, deportment, communication skills, etc. These skills ensure that students become well-rounded citizens.

Elementary School Instructional Planning

Elementary school subject teachers will share the responsibility for writing the grade level lesson plans.

Teacher Planning Responsibilities Includes:

Reviewing the scope and sequence, curriculum maps, and pacing guides with their Coach during the Unit Pre-Launch (should begin about four weeks before the Unit Launch)

Revising culminating assessment rubrics/answer keys and materials lists for each unit with your coach (should begin about four weeks before the Unit Launch)

Preparing all formative assessment/evaluation tools, HW, and resources to effectively execute the instructional plans

Entering the assignments and tagging the standards for each assessment for the team into the PowerSchool grade book

Communicating on regular basis (at least weekly) with AIS teachers and coach regarding assessments (formative and summative) and lesson planning

All teachers are required to complete slides (SmartBoard slides or PowerPoint slides) for each lesson.

All slides must include:

Date: i.e. September 4, 2016;

Learning Target-Written in "I Can..." statements (Educators must refer to the CCLS for their subject area(s) for specific vocabulary.);

The slides must reflect the lesson being taught, using the gradual release model (I, We, You).

Lesson Plan Due Days & Feedback Loop:

Subject 1st Draft Due

Reviewed by Coach with Feedback Final Plans Due

Math Sunday by 5:00 p.m. Monday

ELA- Reading Monday by 5:00 p.m. Tuesday

ELA - Writing Tuesday by 5:00 p.m. Wednesday Thursday by 5 p.m.

Science/Social Studies Wednesday by 5:00 p.m. Thursday

Specials Thursday by 5:00 p.m. Friday Friday by 5:00 p.m.

Weekly Homework

Post on Wikispaces

Communicating and Saving Lesson Plans:

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Lesson Plan... How it is Communicated/Saved Notes

Drafts Email directly to the principal, your coach, grade team Coaches will support teachers with lesson planning during weekly one on one meetings

Feedback Coach and team will add comments/ feedback

Feedback will either be emailed and/or reviewed in person.

Final Email directly to the principal, your coach, grade team

Use common naming convention for subject line and saved document name:

Grade Level_Subject_First Day of Coverage_Draft/Final

Ex: Grade1_Math_091216_Draft

For additional information on Lesson Plan Structure, please see Responses R-05ae -5 – Lesson Plan Format and Lesson Plan Structure.

School Wide Homework Policy

Students at each grade level will receive homework every night in ELA and Math. Homework assignments will reflect the content that is taught in class and require minimal assistance from parents. If the homework is late, missing, incomplete, or of poor quality, the student may face in-school consequences. In addition, assignments will include reading opportunities for all students. Students are expected to complete and submit work on time. Students will have the opportunity to receive some credit for late work completed correctly; however, students will earn a zero when they do not submit an assignment. All late work will be accepted up to 2 days after the due date.

Homework Times

Kindergarten 10-20 minutes

First Grade 20 minutes

Second Grade 20 minutes

Third Grade 30 minutes

Fourth Grade 40 minutes

Math

Each student is required to complete math homework related to current units.

See below the recommended Math Homework Topics.

- Spiraled skill review.
- Fluency
- Computations
- Word problems

ELA

Each student is required to read and complete a nightly reading log. Length of time will vary by grade. Please consult your grade level leader. In addition to the reading log, students are expected to complete ELA homework related to current units.

See below the recommended ELA Homework topics.

- Reading comprehension skills and strategies
- Grammar
- Vocabulary/Phonics
- Writing Activity (This may be assigned daily or weekly)
- Spelling

(d) Course or Subject Overview

enVisionmath2.0 Common Core K-5

Course Description

PROGRAM FORMAT

enVisionmath2.0 Common Core offers an authentic learning experience for a variety of classroom models, including print, digital, and blended environments.

Print	Digital
Student Edition 2-volume write-in text for each grade rich problems and visual instruction online license for student and teacher	Pearson Realize eText (SE and TE) entire contents of print can be downloaded for offline use

<p>Teacher’s Edition 2 volumes for each grade comprehensive teaching support for CCSSM Teacher’s Edition Program Overview Assessment Sourcebook Teacher’s Resource Masters</p>	<p>Online Assessments Professional Development Videos Math Practices Animations for each of the 8 Mathematical Practices Another Look Homework Videos offer online help for every lesson Visual Learning Animation Plus step-by-step representation of lesson concept</p>
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PEDAGOGY

enVisionmath2.0 is a comprehensive K–5 mathematics curriculum that provides focus, coherence, and rigor. **enVisionmath2.0** offers a balanced instructional model with an emphasis on conceptual understanding, fluency, and application through rigorous problem solving.

The program’s new organization promotes focus and coherence in the following ways:

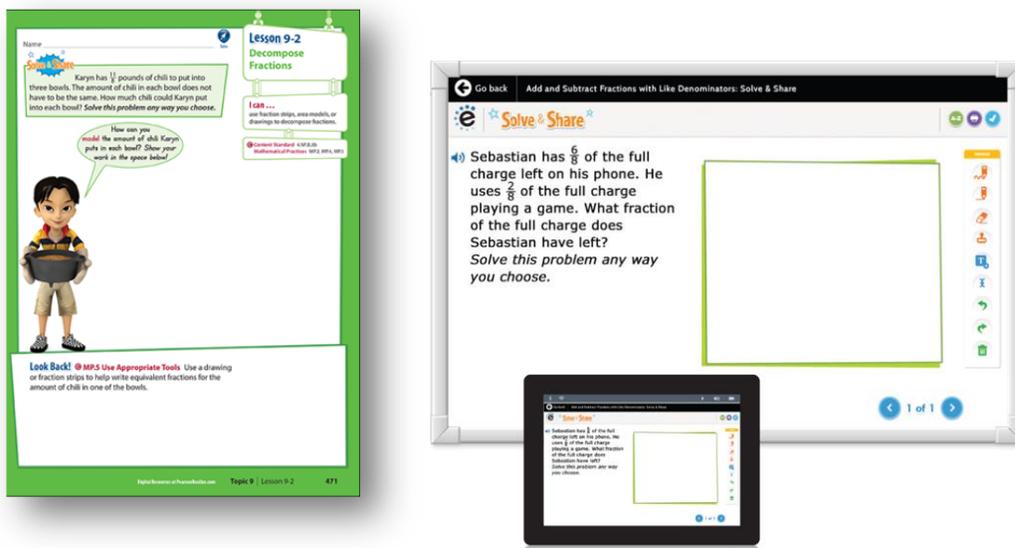
- Focuses on Common Core Math Clusters
- Develops in-depth understanding
- Connects mathematical content and practice standards

SKILLS TAUGHT

enVisionmath2.0 provides a completely revised scope and sequence, aligned to the Common Core State Standards for Mathematics, (CCSSM) that falls in line with the next generation assessment major content emphasis requirements. Each Common Core cluster is the focus of one or more topics to promote in-depth development. Major clusters get the most emphasis. Supporting clusters support the major work. Additional clusters complete the grade-level content. In **enVisionmath2.0**, these three types of clusters are color-coded green, blue, and yellow. The **enVisionmath2.0** cluster wheel provides a visual representation of how lessons, topics, and clusters are organized at each grade.

3-STEP LESSON FORMAT

The program has a core instructional model that facilitates conceptual understanding through explicit instruction, student-led inquiry, and application and extension opportunities. To begin, concepts emerge as students solve a problem in which new concepts are embedded (problem-based learning). The **Lesson Step 1 Problem-Based Learning** activity for each lesson, Solve and Share, is designed to engage students with a problem in which new math ideas are embedded. Coherence is facilitated as students connect prior knowledge to the new math ideas. Students solve the problem in any way they choose; are given time to struggle; and as students think, conceptual understandings emerge.



Concepts are then made explicit through direct instruction (visual learning) that is supported by high-level, question-driven classroom conversations. **Visual Learning Bridge in Step 2** of each lesson or the online version, Visual Learning Animation Plus, increases the cognitive level of instruction by connecting concrete and pictorial representations to abstract symbols. The questions provided in the Teacher's Edition have students reflect on the work that is shown, make connections among ideas, and justify the steps. The Convince Me! feature in each lesson fosters communication during visual learning.

Students communicate often about their thinking and work, using reasoning during **Differentiation Lesson Activities in Part 3** of each lesson through Center Games, Math and Science Activities, Problem-Solving Reading Activities, Digital Math Tools Activities, and Online Math Games.

DIFFERENTIATION

Quick and Easy Centers Kit for Differentiated Instruction holds all the resources for the differentiated centers, making classroom management efficient. These centers include activities that correspond with Problem Solving Reading Mats, Digital Math Tools, and Games. The centers also lead students through center games using manipulatives, as well as math and science activities.

Every lesson offers a detailed Intervention Activity with full teacher support and student work shown. The accompanying Reteach to Build Understanding worksheet provides guided re-teaching as a follow-up to the Intervention Activity.

ASSESSMENT

The standards should be assessed in ways that require students to demonstrate the kind of thinking called for in the CCSS. **enVisionmath2.0** provides students with multiple ways to show what they have learned and embeds ongoing preparation for Next Generation assessments.

enVisionmath2.0 offers a variety of assessment tools that help teachers evaluate student understanding: Observation, Portfolio, Peer, Self, Performance-Based, and paper and online assessments that use various item types consistent with Next Generation assessments. These include the following:

- Selected response, e.g., single response, multiple response
- Constructed response, e.g., short or extended responses, sometimes using an on-screen symbols palette
- Technology-enhanced items, e.g., drag and drop, drop-down menus, graphing, and on-screen tools
- Performance tasks, hand-scored, or machine-scored items

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PEARSON REALIZE

With rich and engaging content, embedded assessment with instant data, and flexible classroom management tools, Pearson Realize provides the power to raise interest and achievement for every student. Realize is our newest learning management system (LMS). It is the online destination for standards-aligned content, flexible class management tools, and embedded assessments that deliver data to teachers instantly.

(e) Promotion and Graduate Policy

Promotion Retention Policy of the Academy Charter School Uniondale shall be consistent with the established policy of the education corporation and in practice at The Academy Charter School in Hempstead.

Promotion and Graduation Policy

Every child is assessed individually to monitor progress toward meeting grade level standards. Teachers will review available assessments such as student work and performance-based assessments to provide parent(s)/guardian(s) with detailed information about their child's academic progress. Teachers will maintain student work in order to document student progress towards meeting New York State Common Core Learning Standards. A variety of samples of the child's work in each subject will also be included in this folder. Students will receive report cards, which will be issued at the end of each marking period. Report cards will be distributed directly to parents/guardians during parent-teacher conferences.

Promotion

The Academy Charter School's Board of Trustees expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests, growth patterns, and capabilities of individual students. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Retention

Identification of students who should be retained and who are at risk of being retained in their current grade level should be made on the basis of the following:

1. Indicators demonstrating academic achievement and notable progress towards meeting the New York State Learning Standards for each grade level
2. Student Attendance

When a student is identified as being at risk for retention, the school shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include, but are not limited to Title I services, Academic Intervention Services (AIS), after school programs, Saturday school programs, and summer school.

Retention in Kindergarten, First and Second Grade

Although the normal pattern of progress is annual promotion to the next higher grade, retention of students in kindergarten, first, and second grade may be considered when a student is not progressing at an expected rate. In all instances, a committee comprising of the child's teacher(s), the Principal, and other school personnel will make retention decisions. Retention decisions should be made only after a careful and systematic review of a portfolio of student work including, but not limited to grades, standardized Reading/English Language Arts and Mathematics assessments and attendance in making the determination.

Retention in the Third – Fifth Grade

Although the normal pattern of progress is annual promotion to the next higher grade, retention of students in any grade may be considered when a student is not progressing at an expected rate. In all instances, a committee consisting of the student's teacher(s), the principal, and other school personnel officials will make retention decisions. Retention decisions should be made only after a careful and systematic review of a portfolio of student work including but not limited to grades, attainment of level 2 or higher on the New York State Assessments in English Language Arts and Mathematics, and attendance.

Criterion for Promotion:

- 90% Attendance

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- Attaining Reading Proficiency on Grade Level.
- A displayed mastery of the Common Core Learning Standards on grade level.
- Score a minimum of Level 2 on the New York State English Language Arts and Mathematics Assessments

CONSIDERATIONS REGARDING PROMOTION AND RETENTION:

General

- 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 comprising 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 the identified disability.
- Students in all grades will be promoted based on the promotional criteria listed on their Individualized Education Plan (IEP).

NOTIFICATION:

First notification to parents/guardians of students at risk of retention can occur as early as January 31st. Final notification of retention for grades K-8 students shall occur no later than the end of the second quarter. Parents/guardians of all students must be provided the opportunity to meet with the principal and the teacher to discuss the decision.

Parents may appeal the principal's decision to the executive director who will appoint a committee to review the decision.

PROMOTION/RETENTION APPEAL PROCESS

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.

To appeal the decision, the appealing parents/guardians shall submit a written request to the Board of Trustees specifying the reasons why the decision should be overruled. The appeal must be initiated by the appealing party and received by the principal within five (5) working days of the notification of the decision to retain the student. The principal and teacher(s) shall be provided an opportunity to state orally and/or in writing the reasons for the decision and provide supporting documentation related to the criteria on which the decision was based.

Within five (5) working days of receiving the written request for appeal, the Board of Trustees shall determine whether or not to overrule the school committee's decision. The decision of the Board shall be final.



Board of Trustees Resolution

INTENTION: To revise the K-8 English Language Arts and Mathematics curriculums for the 2017-2018 school year;

WHEREAS, the New York State Education Department have made revisions to update the English Language Arts and Mathematics curriculum to reflect the *Next Generation of Common Core Learning Standards* to be implemented during the 2017-2018 school year;

WHEREAS, the instructional staff including teachers and administrators have reviewed a series of commercially published materials as resources in English Language Arts and Mathematics to be included in the school's curriculum;

WHEREAS, the Pearson Inc., *Envision 2.0 Math* curriculum has been recommended for grades K-8; *Ready Gen* for grades K-5 English Language Arts; and *My Perspectives* for grade 6-8 English Language Arts.

RESOLVED: the Board of Trustees approves the recommended curriculum to take effect in the 2017-2018 school year.

Dated: June 8, 2017

16-17 Assessment Calendar

Month	Day	Event and Time
September		
	6th -12th	NYSESTELL
	6th - 16th	Renaissance Star Math and Reading BOY Diagnostic
	6th - 21th	F&P BOY
October		
		Renaissance Star Math and Reading Progress Monitoring
	14th	Progress Report Distribution
	25th – 26th	ELA IA # 1
November		
		Renaissance Star Math and Reading Progress Monitoring
	8th – 9th	MATH IA # 1
	4th	End of Marking Period 1
	18th	Progress Report Distribution
	10th – 13th	Report Cards Deadline Nov. 11th (COB- 4 p.m.)
December		
	1st – 16th	Renaissance Star Math and Reading MOY Diagnostic
	5th – 16th	F&P MOY
	22nd	Progress Report Distribution
January		
		Renaissance Star Math and Reading Progress Monitoring
	13th	Progress Report Distribution
	17th – 19th	ELA IA # 2
	27th	End of Marking Period 2
		Report Cards Deadline Feb. 3rd (COB- 4 p.m.)
February		
		Renaissance Star Math and Reading Progress Monitoring
	14th - 16th	MATH IA # 2
	24th	Progress Report Distribution
	28th	ELA IA # 3
March		
		Renaissance Star Math and Reading Progress Monitoring
	1st - 2nd	ELA IA # 3
	28th	Progress Report Distribution Date
	28th -30th	NYS ELA
	31st	Progress Report Distribution
April		
		Renaissance Star Math and Reading Progress Monitoring
	10th - May 19th	NYSESLAT: Speaking (ESL Students)
	11th -13th	MATH IA # 3
	28th	End of Marking Period 3
		Report Cards Deadline May 5th (COB 4 p.m.)
May		
		Renaissance Star Math and Reading Progress Monitoring
	2nd - 4th	NYS MATH
	5th	Progress Report Distribution Date
	8th - 19th	NYSESLAT: Reading, Writing and Listening (ESL Students)
	8th - 19th	Renaissance Star Math and Reading EOY Diagnostic
	8th - 19th	F&P EOY
	23rd - 25th	ELA IA #4
	24th - June 2nd	NYS Science Performance (Gr. 4 and 8 Only)
June		
		Renaissance Star Math and Reading Progress Monitoring
	5th	New York State Science Written Assessment (Grade 4 & 8)
	13th -15th	MATH IA # 4
	16th	End of Marking Period 4
		Report Cards Deadline June 23th (COB 4 p.m.)
	13th	US History and Government Regents (AM), Algebra 1 Regents (PM)
	14th	Living Environment Regents

Fountas and Pinnell Benchmark Assessment System (1 and 2): The Research Base

The Fountas and Pinnell Benchmark Assessment System consists of a series of carefully designed benchmark books that measure the level of difficulty at which a student is able to read fiction and nonfiction texts.¹ The books range in difficulty from those for beginning readers (A) to those for advanced readers (Z). They are accompanied by an extensive document, *The Continuum of Literacy Learning, Grades K–8: Behaviors and Understandings to Notice, Teach, and Support*, which lists text characteristics, reading behaviors, and features of comprehension along a grade-by-grade developmental continuum. Included are diagnostic assessments for the following components of reading ability:

- Comprehension within, beyond, and about the text
- Writing about reading
- Fluency
- Phonemic awareness
- Letter names
- Early literacy behaviors
- Phonics and word analysis
- High frequency word reading
- Vocabulary knowledge

Based on empirical research. The assessment is based on empirical research on language development, vocabulary expansion, reading acquisition, and reading difficulties. In particular, the F&P Benchmark Assessment System assesses the five elements of reading that are described by the National Reading Panel—phonological awareness, phonics, vocabulary, fluency, and comprehension.² In addition, it addresses issues of student motivation and interest in reading.

Engaging texts. A unique feature of the F&P Assessment System (1 and 2) is the collection of fiction and nonfiction texts that are designed to interest and engage the readers while at the same time yielding important information for the teacher. When the system was field tested, it was discovered that the children liked to read, talk about, and write about these books, and often asked to take them home.

Instruction does not work if children think that reading is “skill and drill” or drudgery. Assessment need not be a boring and tedious process. Motivation is important for both students and teachers. In fact, the National Reading Panel Report cautions that “the motivation of both students and their teachers is a critical ingredient of success.”³

A gradient of difficulty. A major goal of the assessment system is to estimate students’ reading levels in order to provide appropriate instruction. Matching books to a reader’s

¹ This assessment has been extensively field-tested with students from a large and diverse group of schools across the U.S.

² National Institute of Child Health and Human Development (2000a).

³ National Institute of Child Health and Human Development (2000a).

abilities means that progress can be made along a gradient of text. Research indicates that fluent reading “develops as a result of many opportunities to practice reading with a high degree of success.”⁴ With careful assessment of a student’s current reading level, the teacher knows where to begin. Each level brings new challenges in the form of vocabulary, words to decode, high frequency words, concepts, and syntax. Supportive teaching enables students to expand their reading strategies by gradually increasing the level of challenge and at the same time assuring that they are successful each day.

The gradient of text that forms the foundation of this benchmark assessment system has been created and refined as a teaching and assessment tool over the past twenty years.⁵ First published in 1996, these text levels were adopted by the New Standards Project of the National Center on Education and the Economy and the University of Pittsburgh for the purpose of establishing national primary literacy standards⁶. The levels on the Fountas and Pinnell gradient are cited by most major publishers of leveled books for children.

The Continuum of Literacy Learning. The Fountas and Pinnell Benchmark Assessment Systems (1 and 2) are accompanied by an extensive document that lists text characteristics, reading behaviors, and understandings to notice, teach, and support to help students think within, beyond, and about the text. *The Continuum of Literacy Learning* provides specific guidance for teaching students at each grade level and text level in a variety of instructional contexts. There are seven different continua: (1) Interactive Read Aloud; (2) Shared and Performance Reading; (3) Writing About Reading; (4) Writing; (5) Oral, Visual, and Technological Communication; (6) Phonics, Spelling and Word Study; and (7) Guided Reading (small group instruction). Once teachers assess their students, they can consult the continuum for specific direction in teaching key strategies across instructional contexts.

Determining text reading level. The process of administering the benchmark text reading level assessment is:

1. The assessor reads a standardized introduction.
2. The student reads orally while the assessor observes, codes, and analyzes reading behavior.
3. The assessor and student engage in a conversation about the book. The assessor uses a standardized set of prompts to assess comprehension level.
4. As an option, the teacher may have the student write to a prompt to provide further information about his or her comprehension and ability to express understanding of a text.
5. The assessor scores accuracy, fluency, and comprehension.
6. Based on these scores, the assessor determines the student’s *instructional*, *independent*, and *placement* level (for small group instruction).

⁴ Armbruster, Lehr, & Osborn (2001), p. 27.

⁵ Fountas & Pinnell (1996).

⁶ National Center on Education and the Economy and the University of Pittsburgh (1999).

At the *instructional* level, a student is given the opportunity to read new and more challenging texts. The teacher provides an introduction that makes the new text accessible. This introduction includes discussion about vocabulary as well as about the meaning of the text. Research indicates that “teaching specific words before reading helps both vocabulary learning and reading comprehension.”⁷ Conversations about books are also very important in helping children learn new words and concepts, which they must relate to prior knowledge and experience.⁸ Moreover, the talk is centered on literary texts, giving students opportunities to use the new words and new language structures that they encounter in the books they are reading.⁹

At the *independent* level, children are able to read with only minimal teacher support. The teacher supports the readers, demonstrating and prompting for fluency and rapid word solving. This activity helps the student develop fluency and phrasing. Fluency is an essential component of reading instruction. Teachers can have students reread instructional level and independent level texts to build fluent processing. Research provides evidence that “repeated and monitored oral reading improves reading fluency and overall reading achievement.”¹⁰ Research indicates that “children need opportunities to use what they have learned in problem-solving unfamiliar words that they encounter within continuous text. They use word-solving strategies to take words apart while keeping the meaning in mind. Reading words accurately and automatically enables children to focus on the meaning of text.”¹¹

Diagnostic assessments of reading skills. The F&P Assessment System provides for the diagnostic assessment of an extensive set of reading skills.

Differentiated comprehension assessment. The comprehension score is differentiated by the *kind* of thinking the student exhibits; for example, the score for the following:

1. Thinking *within* the text involves the extent to which the student has decoded the words, searched for and used information, and reached a literal understanding of the fiction or nonfiction text.
2. Thinking *beyond* the text involves making inferences; synthesizing new information; making connections with content knowledge, background experiences, and other texts; and making predictions.
3. Thinking *about* the text involves analyzing the text for aspects of the writer’s craft or critiquing the quality or objectivity of the text.

The teacher can look at these scores for an individual student over time or profile the whole class and small groups to see where the instructional emphasis should be. Then, using *The Continuum of Literacy Learning* for several different areas (for example, Guided Reading, Interactive Read Aloud, Writing About Reading), teachers can provide

⁷ Armbruster, Lehr, & Osborn (2001), p. 36.

⁸ Armbruster, Lehr, & Osborn, (2001), p. 35.

⁹ Snow, Burns, & Griffin (1998).

¹⁰ Armbruster, Lehr, & Osborn (2001), p. 22.

¹¹ Armbruster, Lehr, & Osborn (2001), p. 18.

specific and systematic instruction on comprehension. Research supports instruction in specific comprehension strategies as a means to helping children gain the meaning of texts.¹²

Writing About Reading Assessment. For each benchmark text, a standardized Writing About Reading prompt is provided. The student may complete this assignment alone. The writing prompts are designed to be similar to those that students will encounter on standardized tests. The results of this assessment give the teacher evidence of a student's ability to express key understandings and analytic thinking in writing. Then, using *The Continuum of Literacy Learning for Writing About Reading*, teachers can provide specific and systematic instruction on how to use writing to express and extend thinking about reading. When readers have had ample time to process instructional text, comprehension strategies are reinforced through writing, which often involves simple charts or graphic organizers to help readers focus on concepts and their relationships.¹³

In-depth Fluency Assessment. In addition to the basic evaluation of fluency included in the text reading assessment, the F&P System includes a six-dimension fluency assessment that will help teachers be more specific in their teaching of phrasing, pausing, appropriate word stress, intonation, reading rate, and integration. Integration involves the way the reader consistently and evenly orchestrates pausing, phrasing, stress, intonation, and rate. The reader moves smoothly from one word to another, from one phrase to another, and from one sentence to another, incorporating pauses that are just long enough to perform their function.¹⁴

Fluency is given close attention in the F&P systems because fluency is critical for reading comprehension: "Fluent readers are able to read orally with speed, accuracy, and proper expression. Fluency is one of several critical factors necessary for reading comprehension" but "is often neglected in the classroom."¹⁵

At benchmark reading levels A and B, children are just gaining control of voice-to-print matching, so fluency is not assessed. In all levels beyond B, fluency is assessed either with the standard four-point scale or with the six-dimension scale because "fluency is not a stage of development at which readers can read all words quickly and easily. Fluency changes depending on what readers are reading, their familiarity with the words, and the amount of their practice with reading text."¹⁶

Both scales are based on a scale developed for and published by the National Assessment of Educational Progress (NAEP).¹⁷ This study found a strong relationship between

¹² Armbruster, Lehr, & Osborn (2001), p. 49.

¹³ Armbruster, Lehr, & Osborn (2001), p. 50–51.

¹⁴ Pinnell & Fountas (2007).

¹⁵ National Institute of Child Health and Human Development (2000a), p. 11.

¹⁶ Armbruster, Lehr, & Osborn (2001), p. 23.

¹⁷ "A recent large-scale study by the National Assessment of Educational Progress (NAEP) found that 44% of a representative sample of the nation's fourth graders were low in fluency. The study also found a close relationship between fluency and reading comprehension. Students who score lower on measures of fluency also scored lower on measures of comprehension, suggesting that fluency is a neglected reading

reading fluency and reading comprehension, agreeing with the National Reading Panel that “if text is read in a laborious and inefficient manner, it will be difficult for the child to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge.”¹⁸

Phonemic Awareness Assessments. The F&P System 1 (grades K–2) provides four assessments of phonemic awareness: Initial Sounds, Blending Words, Segmenting Words, and Rhyming. Phonemic awareness is one of the best predictors of how well children will learn to read. Research supports phonemic awareness instruction as an essential foundation for learning to read and has been found to be very effective in preventing reading difficulties.¹⁹ Kindergarten and first grade teachers will want to use these assessment results to inform phonemic awareness instruction, which involves manipulating sounds in speech and working with rhymes, words, syllables, and onsets and rimes. Initially this is done without letters, but after children have learned the task of hearing, identifying, segmenting, and blending phonemes in words, they can work with sounds and letters together.

Letter Name Assessment. A Letter Recognition Assessment is provided in F&P System 1 (grades K–2). Teachers will want to administer this part of the assessment to test the child’s knowledge of the relationships between letters and sounds. Research provides evidence that “using letters to manipulate phonemes helps children make the transfer to reading and writing.”²⁰ In addition, “teaching sounds along with the letters of the alphabet is important because it helps children to see how phonemic awareness relates to their reading and writing.”²¹

Early Literacy Behaviors Assessment. An Early Literacy Behaviors Assessment is provided in F&P System 1 (grades K–2). This assessment (linked to *The Continuum of Literacy Learning*) provides information about ways to teach young children how to look at print. Critical early concepts help them understand how to look at letters, how letters are put together to make words, and how print is arranged from left to right. These basic understandings are important as foundations for using letter-sound relationships.²² The students are taught to distinguish letters by their features, to read left to right with word-by-word matching, and to return to the left after reaching the end of the line. Using easy early books, using magnetic letters to make words, and writing are important activities at this stage of reading development.

Phonics and Word Analysis Assessments. Including the phonemic awareness, high frequency word, and letter name tests, the F&P System 1 (grades K–2) includes 22 Phonics and Word Analysis Assessments; System 2 (grades 3–8) includes 18. These

skill in many American classrooms, affecting many students’ reading comprehension.” (Armbruster, Lehr, & Osborn (2001). p. 23, citing Pinnell, G.S., Pikulski, J.J., Wixson, K.K., Campbell, J.R., Gough, R.B., & Beatty, A.S. (1995).

¹⁸ National Institute of Child Health and Human Development (2000a), p. 11.

¹⁹ National Institute of Child Health and Human Development (2000b), p. 2–11

²⁰ National Institute of Child Health and Human Development. (2000b), p. 2–33.

²¹ Armbruster, Lehr, & Osborn (2001), p. 6.

²² Clay (2001).

assessments focus on key areas such as a wide variety of letter-sound relationships (vowels, consonants, letter clusters, phonograms), word patterns, and elements of word structure. Also included is an innovative Word Features Test for each grade level, which provides a measure of the kinds of words children are able to decode (for example, short and long vowel sounds, phonogram patterns, prefixes and suffixes, multisyllabic words). Some assessments are individual and some can be used with groups of students. These assessments have been successfully used since 2002 as part of the Phonics and Word Study Lessons and are based on the phonological and orthographic systems of the English language.²³ Research supports systematic phonics instruction as more effective than nonsystematic instruction or no instruction.²⁴ The information from these assessments will help teachers target phonics and spelling instruction by using the Phonics and Word Study continuum. Concepts are organized along a continuum of difficulty, with one principle building on another. Daily phonics lessons may be planned to provide systematic steps in learning letter-sound relationships (consonants, vowels, digraphs, and blends) as well as spelling patterns (phonograms). Within each thirty-minute lesson, ten minutes is allocated to phonemic awareness/discrimination and phonics.

High Frequency Word Assessments. In F&P Benchmark Assessment System 1 (grades K–2), four High Frequency Word Assessments are provided to account for the 200 words appearing most frequently in print. In System 2, two High Frequency Word Assessments are provided to account for the 300 words appearing most frequently in print. Word lists were constructed from established word lists and tested over several years as part of the Phonics and Word Study Lessons.²⁵

Children must learn to take words apart to decode them, but it is also important for them to develop a core of words that they know automatically and rapidly. Often, after a word is decoded several times, it becomes a known word. But other words (such as *the*) are remembered more for their visual features. The information from these assessments can help teachers plan effective teaching of high frequency words. Rapid word recognition frees attention for thinking about the meaning of the text.²⁶

Vocabulary Assessments. System 1 (grades K–2) includes 39 Vocabulary Assessments. The first 11 focus on concept words, synonyms, antonyms, and homophones. The next 27 provide an innovative Vocabulary in Context test for each level (A to L)—fiction and nonfiction. This assessment provides information about the reader’s ability to derive the meaning of words from contextual information. System 2 (grades 3–8) includes 40 Vocabulary Assessments, adding homographs, Greek and Latin word roots, and analogies, as well as two Vocabulary in Context tests for every text level L to Z.

Information from the Vocabulary Assessments, using *The Continuum of Literacy Learning*, can guide instruction in several areas, including interactive read aloud, phonics

²³ Pinnell & Fountas, 2002a, 2002b, 2003, 2004.

²⁴ Armbruster, Lehr, & Osborn (2001), p. 13.

²⁵ Pinnell & Fountas, 2002a, 2002b, 2003, 2004.

²⁶ Armbruster, Lehr, & Osborn (2001), p. 18.

and word study, and guided reading. Through conversations with “expert others,” children expand their ability to use language and solve problems.²⁷ This process is especially important for children who are struggling with the reading process, including English language learners.

In summary, the Fountas and Pinnell Benchmark Assessment System provides valuable information on reading accuracy, fluency, and comprehension as well as data to support a broad range of reading, writing, phonics, and vocabulary instruction. It can be used to monitor the progress of individual students over time; it can also be used to assess program outcomes. Through participating in the assessment, students can learn to be more articulate about the understandings that they have gained from reading. You can also gather documentation on their ability to respond to texts in writing. In addition, students who participate in this assessment will be thinking, talking, and writing about what they read—all activities that have instructional value as well as yielding important assessment data.

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²⁷ Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA; Harvard University Press.

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(5)(f) Programmatic Audit

At the time of the 2014 charter renewal, the education corporation contracted with Victory Schools, Inc. (“Victory”) for programmatic audit purposes. The charter management organization (CMO) met with committees of the board and with senior staff to review instructional programs, professional development plans, and senior administration plans and progress toward goals. On the operations side, our finance committee met with the CMO to determine financial goals, craft policies and procedures, review financial controls and assess fiscal soundness.

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

First, schools will submit an Accountability Progress Plan Report to our authorizer. The Accountability Progress Plan Report provides essential information, data and analysis of performance which includes, but is not limited to enrollment, student proficiency, academic growth, effect size, average daily attendance, and our action planning.

Second, schools submit annual reports to the New York State Education Department (NYSED). Each year, these reports gather information on student performance, student and staff retention, academic scheduling, trustee oversight, as well as on preliminary and approved budgets.

Third, schools will obtain annual independent financial audits. External financial audits provide trustees, our Authorizer and the public with a baseline assurance about the fiscal soundness of the school. Our finance committee meets throughout the year with school-based staff and external consultants to ensure our mission-aligned budgeting practices are consistent with sound fiscal management.

The information gathering and data analysis is completed throughout the year by teachers, instructional coaches, principals and our chief academic officer. Our leadership teams and staff review quantitative and qualitative information, and subject findings to a process of confirmation and progress monitoring. Our Accountability Progress Plan Report provides our authorizer with the results of that process – an Action Plan derived from the shared input of diverse stakeholders.

Our governance and fiscal oversight is supported by the work of the executive director and director of operations. Trustees review monthly data dashboards of the operational and fiscal condition of the school. Committees set priorities annually and track performance at regular intervals.

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

(6)(a)(c) Calendar and Schedules

This request is incorporated by reference. Please see the attached calendar for the 2016-2017 school year. The reviewer may also refer to the 2014 Renewal Application, Exhibit 9.

The education corporation will provide, at minimum, the statutorily required amount of instructional time.

The first day of school will be Tuesday, September 4, 2018.

The last day of school will be Friday, June 21, 2019.



TACS UNIONDALE

UNIONDALE, NY 11550

TELE: (516) 408-2200 • FAX: (516) 292-2329 • UNIONDALE, NY 11550

Elementary School
Daily Schedule

Period 0: 8:00 – 8:30

Period 1: 8:30 – 9:15

Period 2: 9:15 – 10:00

Period 3: 10:00 – 10:45

Period 4: 10:45 – 11:30

Period 5: 11:30 – 12:15

Period 6: 12:15 – 1:00

Period 7: 1:00 – 1:45

Period 8: 1:45- 2:30

Period 9: 2:30-3:15

Period 10: 3:15-4:00

Dismissal 4:00



Charter School

2016 - 2017 School Calendar

Tuesday	September 6	First day of School
Wednesday	September 14	Early Dismissal 2PM
Wednesday	September 14	High School Curriculum Night / 6pm to 7pm
Thursday	September 15	Elementary & Middle School Curriculum Night 6pm to 7pm
Wednesday	September 28	Early Dismissal 2PM
Mon - Tue	October 3 - 4	Rosh Hashanah - School Closed
Monday	October 10	Columbus Day - School Closed
Wednesday	October 12	Yom Kippur - School Closed
Wednesday	October 26	Early Dismissal 2PM
Tuesday	November 8	Election Day (Students are not in Attendance) Professional Staff Development Day
Wednesday	November 9	Early Dismissal 2PM
Wednesday	November 9 -10	Parent Teacher Conference Elementary, Middle School & High School
Friday	November 11	Veteran's Day - School Closed
Wednesday	November 23	Half Day 12noon Dismissal
Thurs - Fri	Nov 24 - 25	Thanksgiving Recess
Monday	November 28	School Reopens
Wednesday	December 7	Early Dismissal 2PM
Wednesday	December 21	Early Dismissal 2PM
Mon- Monday	Dec 26-Jan 2	Holiday Recess - School Closed
Tuesday	January 3	School Reopens
Wednesday	January 4	Early Dismissal 2PM
Monday	January 16	Dr. Martin Luther King, Jr. Day - School Closed

Wednesday	January 18	Early Dismissal 2PM
Wednesday	February 1	Early Dismissal 2PM
Wednesday	February 15	Early Dismissal 2PM
Wed - Thurs	Feb 15 - 16	Parent Teacher Conference Elementary, Middle School & High School
Mon - Friday	Feb 20 - 24	Winter Break – School Closed
Tuesday	February 27	School Reopens
Wednesday	March 1	Early Dismissal 2PM
Wednesday	March 15	Early Dismissal 2PM
Wednesday	March 22	Early Dismissal 2PM
Mon-Monday	April 10 -17	Spring Break – School Closed
Tuesday	April 18	School Reopens
Wednesday	April 26	Early Dismissal 2PM
Wednesday	May 10	Early Dismissal 2PM
Wed - Thurs	May 10 - 11	Parent Teacher Conference Elementary, Middle School & High School
Wednesday	May 24	Early Dismissal 2PM
Fri - Mon	May 26 -29	Memorial Day – School Closed
Wednesday	June 7	Early Dismissal 2PM
Wednesday	June 21	Early Dismissal 2PM
Friday	June 23	Last Day of School (1/2 Day) 12noon

Total school days that students are in session 182 days

Please Note: Any day that the Hempstead School District closes schools, we will be closed.

Snow Days

May -26th 1st Snow Day (Otherwise Closed)
 April -10th 2nd Snow Day (Otherwise Closed)
 April -11th 3rd Snow Day (Otherwise Closed)

Last update 8/16/2016

SAMPLE CLASSROOM SCHEDULES

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

SAMPLE SPECIALS SCHI

MUSIC	Monday
8:00	MM
8:30	
9:15	304
10:00	K-1
10:45	101
11:30	Lunch Duty
12:15	102
1:00	
1:45	302
2:30	K-4
3:15	204
4:00	

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

STEM	Monday
8:00	MM
8:30	202
9:15	
10:00	K-2
10:45	102
11:30	Lunch Duty
12:15	Lunch Duty
1:00	
1:45	301
2:30	103
3:15	201
4:00	

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

ART	Monday
8:00	MM
8:30	203
9:15	
10:00	
10:45	403
11:30	K-3
12:15	K-2
1:00	303
1:45	
2:30	104
3:15	202
4:00	

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

8:00	MM
8:30	204
9:15	302
10:00	402
10:45	103
11:30	
12:15	K-3
1:00	
1:45	303
2:30	401
3:15	Dismissal
4:00	Dismissal

EDULE

Tuesday	Wednesday	Thursday	Friday
MM	MM	MM	MM
	301	302	303
	401	402	403
102	103	104	Lunch Duty
Lunch Duty	K-3	K-4	Lunch Duty
Lunch Duty	Lunch Duty	K-3	K-2
303	304		301
K-1	K-2		
103	201	202	203

Tuesday	Wednesday	Thursday	Friday
MM	MM	MM	MM
203	204		201
401	402	403	
103	104		101
	K-1	K-3	K-1
Lunch Duty			K-4
	401	402	403
302	303	304	
104		101	102
202	203	204	K-2

Tuesday	Wednesday	Thursday	Friday
MM	MM	MM	MM
204		201	202
		301	302
		401	
101	102	103	402
304	Lunch Duty		Lunch Duty
K-3	K-4	K-1	K-1
			K-4
	101	102	103
203	204	K-2	201

Tuesday	Wednesday	Thursday	Friday

MM	MM	MM	MM
	201	202	203
303	304		
403			301
104		101	102
K-1	K-2	K-4	204
402	403		401
304	202	301	302
201	104	203	101
Dismissal	Dismissal	Dismissal	Dismissal
Dismissal	Dismissal	Dismissal	Dismissal

K-1 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	Prep	ELA	ELA	ELA	ELA
10:00	Prep	Prep	ELA	Prep	ELA
10:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:30	ELA	ELA	SS	ELA	Prep
12:15	ELA	Sci Lab	Prep	Prep	Prep
1:00	Math	Math	Math	Math	Math
1:45	Math	Math	Math	Math	Math
2:30	SS	Prep	Fund	Sci	Sci
3:15	Fund	Fund	Prep	Fund	Fund
4:00					

K-2 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	Prep	ELA	ELA	ELA	ELA
10:00	ELA	Prep	ELA	ELA	ELA
10:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:30	ELA	ELA	Fund	Fund	Fund
12:15	Prep	Prep	Sci Lab	Prep	Prep
1:00	Math	Math	Prep	Math	Math
1:45	Math	Math	Math	Math	Math
2:30	Fund	Fund	Math	SS	Sci
3:15	Sci	SS	Sci	Prep	Prep
4:00					

K-4 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:30	Prep	Math	Science	Span	Fund
12:15	Sci Lab	Prep	Prep	Prep	Prep
1:00	Math	Math	Math	Math	Math
1:45	Math	Prep	Math	Math	Math
2:30	Fund	Fund	Fund	Fund	Prep
3:15	Sci	SS	Prep	SS	Sci
4:00					

K-3 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	Prep	ELA	ELA	ELA
10:45	Lunch	Lunch	Lunch	Lunch	Lunch
11:30	Fund	ELA	Math	Prep	Fund
12:15	Prep	Prep	Prep	Sci Lab	Prep
1:00	Math	Math	Prep	Math	Prep
1:45	Math	Math	Math	Math	Math
2:30	Prep	Fund	Fund	Fund	Math
3:15	Sci	SS	Sci	SS	Sci
4:00					

101 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	Prep	ELA	ELA
10:45	Prep	Prep	ELA	Sci Lab	Prep
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Math	Math	Math	Math	Math
1:00	Math	Math	Math	Math	Math
1:45	Fund	Fund	Fund	Fund	Fund
2:30	Prep	Prep	Prep	Prep	Sci Lab
3:15	SS	Sci	SS	Sci	SS
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

102 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	ELA	Prep	ELA
10:45	Prep	Prep	Prep	ELA	Sci Lab
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Prep	Math	Math	Math	Math
1:00	Math	Math	Math	Math	Math
1:45	Math	Fund	Fund	Fund	Fund
2:30	Fund	Prep	Prep	Prep	Prep
3:15	SS	Sci	SS	Sci	SS
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

103 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	Prep
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Sci Lab	Prep	Prep	Prep	ELA
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Math	Math	Math	Math	Math
1:00	Math	Math	Math	Math	Math
1:45	Fund	Fund	Fund	Fund	Fund
2:30	Prep	Sci	Prep	Prep	Prep
3:15	SS	Prep	SS	Sci	SS
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

104 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	Prep	ELA	ELA	ELA	ELA
10:45	ELA	Sci Lab	Prep	Prep	Prep
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Math	Math	Math	Math	Math
1:00	Math	Math	Math	Math	Math
1:45	Fund	Fund	Fund	Fund	Fund
2:30	Prep	Prep	Sci Lab	Prep	Prep
3:15	SS	Sci	SS	Sci	SS
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

201 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	Prep	Prep	Sci Lab	Prep	Span
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Sci	SS	Sci	SS	Sci
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Fund	Fund	Fund	Fund	Fund
1:00	Math	Math	Math	Math	Math
1:45	Math	Math	Math	Math	Math
2:30	ELA	Sci Lab	ELA	ELA	ELA
3:15	Prep	ELA	Prep	Prep	Prep
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

202 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	Span	Prep	Prep	Sci Lab	Prep
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Sci	SS	Sci	SS	Sci
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Fund	Fund	Math	Fund	Fund
1:00	Math	Math	Math	Math	Math
1:45	Math	Math	Sci Lab	Math	Math
2:30	ELA	ELA	ELA	ELA	ELA
3:15	Prep	Prep	Fund	Prep	Prep
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

203 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	Prep	Span	Prep	Prep	Sci Lab
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Sci	SS	Sci	SS	Sci
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Fund	Fund	Fund	Fund	Fund
1:00	Math	Math	Math	Math	Math
1:45	Math	Math	Math	Math	Math
2:30	ELA	ELA	ELA	Sci Lab	ELA
3:15	Prep	Prep	Prep	ELA	Prep
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

204 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	Sci Lab	Prep	Span	Prep	Prep
9:15	ELA	ELA	ELA	ELA	ELA
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Sci	SS	Sci	SS	Sci
11:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:15	Fund	Fund	Math	Fund	Sci Lab
1:00	Math	Math	Math	Math	Math
1:45	Math	Math	Prep	Math	Math
2:30	ELA	ELA	ELA	ELA	ELA
3:15	Prep	Prep	Fund	Prep	Fund
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

301 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM

302 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM

8:30	ELA	ELA	ELA	ELA	ELA
9:15	Prep	Prep	Prep	Prep	ELA
10:00	ELA	ELA	ELA	ELA	Sci Lab
10:45	Math	Math	Math	Math	Math
11:30	Math	Math	Math	Math	Math
12:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	ELA	ELA	ELA	ELA	ELA
1:45	Prep	Prep	Prep	Sci Lab	Prep
2:30	SS	Sci	SS	Sci	SS
3:15	Math	Math	Math	Math	Math
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

8:30	ELA	ELA	ELA	ELA	ELA
9:15	Sci Lab	Prep	Prep	Prep	Prep
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Math	Math	Math	Math	Math
11:30	Math	Math	Math	Math	Math
12:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	ELA	ELA	ELA	ELA	ELA
1:45	Prep	Prep	Prep	Prep	Sci Lab
2:30	SS	Sci	SS	Sci	SS
3:15	Math	Math	Math	Math	Math
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

303 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	Sci Lab	Prep	Prep	Prep
10:00	ELA	ELA	ELA	ELA	ELA
10:45	Math	Math	Math	Math	Math
11:30	Math	Math	Math	Math	Math
12:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	Prep	ELA	ELA	ELA	ELA
1:45	Sci Lab	Prep	Prep	Prep	Prep
2:30	SS	Sci	SS	SS	Sci
3:15	Math	Math	Math	Math	Math
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

304 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	Prep	ELA	Sci Lab	Prep	Prep
10:00	ELA	Math	ELA	ELA	ELA
10:45	Math	Math	Math	Math	Math
11:30	Math	Prep	Math	Math	Math
12:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	ELA	ELA	ELA	ELA	ELA
1:45	Prep	Sci Lab	Prep	Prep	Prep
2:30	SS	Sci	SS	SS	Sci
3:15	Math	Math	Math	Math	Math
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

401 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	Prep	Span	Prep	Prep	Prep
10:45	Math	Math	Math	Math	Math
11:30	Math	Math	Math	Math	Math
12:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	SS	Prep	Span	Prep	Sci Lab
1:45	ELA	ELA	ELA	ELA	ELA
2:30	Math	Sci	SS	Sci	SS
3:15	Sci	Math	Math	Math	Math
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

402 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	Sci Lab	Math	Span	Prep	Math
10:45	Math	Prep	Math	Math	Prep
11:30	Math	Math	Math	Math	Math
12:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	Prep	Sci Lab	Prep	Span	Prep
1:45	ELA	ELA	ELA	ELA	ELA
2:30	SS	Sci	SS	ELA	SS
3:15	Math	Math	Math	Sci	Math
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

403 - [REDACTED]					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	MM	MM	MM	MM	MM
8:30	ELA	ELA	ELA	ELA	ELA
9:15	ELA	ELA	ELA	ELA	ELA
10:00	Math	Sci Lab	Prep	Span	Prep
10:45	Prep	Math	Math	Math	Math
11:30	Math	Math	Math	Math	Math
12:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:00	SS	Prep	Sci Lab	Prep	Span
1:45	ELA	ELA	ELA	ELA	ELA
2:30	Prep	Sci	SS	SS	Sci
3:15	Math	Math	Math	Math	Math
4:00	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

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

35

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

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

34

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

35

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

42

33

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

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(7)(ad) – Specific Populations

Response 7(a).

The proposed charter school will adhere to the policies and practices of the existing school and education corporation to identify and support struggling students who are at-risk of academic failure. Please refer to Response R-07ad -1 – Special Populations (RTI Manual) for an extensive discussion of:

- Our methods of identifying students who are struggling, generally and/or within the context of our RTI program. For purposes of our interventions, students are deemed to be struggling based on multiple factors including performance on benchmark assessments provided to all students at the beginning of the year; classroom engagement and behavioral indicators of ongoing or emerging challenges; daily observations by teachers and support staff; and communication with parents and families.
- Our strategies, programs and resources devoted to assisting struggling students.
- The research base for our approach to RTI.
- Processes for program evaluation. The RTI program is the center of a data-rich, ongoing research program wherein our administrators and teachers are engaged in deep collaboration to identify, support and progress monitor consistently. Our child study teams meet regularly to discuss individual students, and set aside time to discuss program implementation and design. This programmatic evaluation is supported by external consultants and a team of professionals that include a dean of student services, counselors, and social workers.

Our policies are mission-aligned and data-driven.

Response 7(b).

The Inclusion Classroom

The Academy Charter School Uniondale will replicate the model at The Academy Charter School Hempstead, and will provide education to students with disabilities in inclusion classrooms. Inclusion is the educational practice of educating children with disabilities in classrooms with children without disabilities. The Education of All Handicapped Children Act established two important legal concepts based upon the Equal Protection Clause of the 14th Amendment, FAPE, or Free and Appropriate Public Education, and LRE or Least Restrictive Environment. FAPE insured that public schools are providing a free education that is appropriate for the child's need. LRE insured that the least restrictive placement was always sought. This ensures that schools place as many children with disabilities in general education classrooms for all or part of the day. There are two models for inclusion: (a) **Push- In** has the certified special education teacher enter the classroom to provide instruction and support to children. The push in teacher will bring materials into the classroom. The teacher may work with the child on math

Response R-07ad – Specific Populations
Academy Charter School Uniondale

during the math period, or perhaps reading during the literacy block. The special education teacher also provides instructional support to the general education teacher with differentiation of instruction. (b) The **Full Inclusion**" places a certified special education teacher as a full partner in a classroom with a general education teacher. The general education teacher is the teacher of record, and is responsible for the child, even though the child may have an IEP. Both teachers collaborate in the planning and delivery of instruction for the whole class. They engage in differentiation which is an essential practice to help children with disabilities succeed in an inclusive classroom. Differentiation involves providing a range of activities and using a variety of strategies for children with different abilities, from learning disabled to gifted, to successfully learn in the same classroom.

A child receiving special education services may participate fully in the same program as the general education children with supports from the special education teacher, or may participate in a limited way, as they are able. In some rare occasions, a child may work exclusively on goals in their IEP in a general education classroom alongside typically developing peers.

Research in an Inclusion Model

Collaboration is a style of interaction professionals use to undertake shared responsibilities. Collaboration refers to HOW professionals interact. One of the earliest definitions for collaboration is as follows, "Collaboration is a style for direct interaction between at least two parties voluntarily engaged in shared decision-making as they work toward a common goal." (Friend & Cook, 1989) The term inclusion is often associated with collaboration. Inclusion is a philosophy or set of beliefs based on the idea that "everyone belongs, is accepted, supports, and is supported by his or her peers and other members of the school community in the course of having their educational needs met." (Stainback & Stainback, 1990). The IDEA makes it imperative that students with disabilities, no matter what their level of functioning, access the general curriculum to the maximum extent possible.

Evidence of Cooperation in an Inclusion Classroom

Co-Teaching can be approached in numerous ways. In each approach listed below, both teachers take on teaching and supportive roles. Determining the best approach depends on student needs, the subject being taught, the teachers' experience, and practical considerations such as space and time for planning.

- Team Teaching
- Station Teaching
- Parallel Teaching
- Re-Teaching
- Supplemental Learning Activities
- One Teach, One Observe
- One Teach, One Monitor

Benefits of an inclusion classroom

Educators and researchers have often described inclusion as “a great idea done badly”. This thought has sparked volumes of conflicting research and case studies on inclusive programs. What is evident is that inclusive programs that utilize effective collaborative practices do produce positive results. Some of the benefits of these practices are:

- All students benefit from the expertise of numerous individuals.
- Collaborative teams share leadership and responsibilities.
- Students and teachers learn from each other and problem solve together
- Instruction is geared to match students at all levels of achievement.
- Instruction is active, creative, and collaborative among members in the classroom.
- Activities are designed to facilitate participation by all students in the classroom.
- The classroom teacher, special education teacher, related services staff, and families assume shared ownership for educating all students.
- Students are evaluated by individually appropriate standards.

Elements of an Inclusion Classroom

The literature describes seven features that are fundamental to appropriate and effective inclusion programs (Walther-Thomas, Korinek, McLaughlin, Williams, 2000). They are the following:

- Collaborative culture
- Shared leadership
- Coherent vision
- Comprehensive planning
- Adequate resources
- Sustained implementation
- Continuous evaluation and improvement

Resources

Walther-Thomas, C. S., Korinek, L., McLaughlin, V.L., & Williams, B.T. (2000).

Collaboration for inclusive education: Developing successful programs. Boston: Allyn and Bacon.

http://iris.peabody.vanderbilt.edu/info_briefs/share/collaboration.pdf

www.ldonline.org/Ld_indepth/teaching_techniques/tec.coteaching.html

www.ped.state.nm.us/se0/library/qtrly.0404.coteaching.lcook.pdf

www.powerof2.org

In replicating the policies of the education corporation, it shall be the policy of The Academy Charter School Uniondale to provide services as follows for students with disabilities:

The procedures outlined below constitute the Academy Charter School policy and protocols for the provision of special education services to students from the various school districts from which students are enrolled.

Legal Status

A charter school is deemed an independent and autonomous public school within which the charter school is located. For purposes of special education, charter schools are viewed as schools within a local educational agency ("LEA"). However, the New York Charter Schools Act allows charter schools to arrange to have special education services provided by the various school districts from which they enroll students, or by the charter school directly or by contract with another provider. New York Education Law § 2853(4).

For purposes of special education, disabled students attending a charter school are deemed public school students, and must be served in the same manner as students with disabilities including providing supplemental and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services to its other public schools. 34 C.F.R. §300.209.

Evaluation Process

Responsibilities of the Committees on Special Education.

Committees on special education (CSEs) are responsible for the evaluation and placement of all students who attend a charter school in accordance with Section 2853(4) of the Charter Schools Act, are New York State residents and have, or are suspected of having a disability. Each CSE shall exercise that responsibility in accordance with an approved service model.

During any stage of any type of evaluation (initial, annual, requested) of a student attending a charter school in accordance with Section 2853(4) of the Charter Schools Act, the student shall be treated by the CSE in the same manner as a student attending school in the home district: s/he is to be evaluated in accordance with the same regulatory/judicial mandates and established procedures that apply for students attending a school in the home district (e.g., consent, timelines, team membership, etc.). In addition, the eligibility criteria for special education services are the same as those used for students attending all other public and non-public schools.

Responsibilities of charter school:

When referring a student to the CSE, the Academy Charter School will use the referral form available from the home district of the student. The referral will:

Response R-07ad – Specific Populations
Academy Charter School Uniondale

- A. indicate the reasons for the referral including any test results, records or anecdotal reports on which the referral is based;
- B. describe the attempts (e.g. academic intervention/prevention services) made to remediate the student's performance prior to the referral or the reason no such attempts were made; and
- C. describe the extent of parental contact or involvement prior to the referral. The evaluation process will begin when the referral is completed and submitted to the CSE.

The Academy will fully cooperate with the evaluation process, allowing for classroom observations, records exchange, and the participation of the student's teacher or teachers and/or related service providers or school nurse in the CSE review meeting.

The Academy Charter School will not, in any way, unilaterally amend a student's Individualized Education Program (IEP), but may seek to amend an IEP to better align with the programs and/or services offered by the school.

Since a charter school is considered a public school for purposes of the provision of special programs and services, the same rights and responsibilities regarding records transfer and access to records under the federal Family Educational Rights and Privacy Act (FERPA) as between the home district apply to records transfer and access between the Academy Charter School and the CSE. The Academy charter school will maintain full confidentiality of records in accordance with the federal Individuals with Disabilities Education Act (IDEA) and FERPA and the implementing federal regulations. (34 C.F.R. §§ 300.560— 300.577; 34 C.F.R. Part 99).

Recommendation Process

Determination based on student's needs.

The identified individual needs of a student attending a charter school, in accordance with the IDEA and its charter agreement, must drive his/her program/service recommendation(s), regardless of the availability of services at the charter school. While the development of an IEP should be a consensus driven process, the CSE has ultimate responsibility to ensure that the IEP recommends the services that the student needs in order to receive a free appropriate public education (FAPE).

If it is determined that the student is eligible for special programs and services, the CSE shall recommend the type and intensity of required programs and services, subject to III.(b).

Consideration of charter school's educational program.

Unlike a district school, charter schools are exempt from all State requirements relating to class size and instructional groupings, and are not required to follow or to provide

program and services in accordance with a continuum. Thus, the CSE should consider whether that school's innovative general educational program and approach to the delivery of special education services (one that is consistent with the IDEA, Section 504 of the federal Rehabilitation Act of 1973 and federal regulations) can appropriately meet the student's identified individual needs. If the CSE determines that the Academy Charter School's programs and settings can appropriately meet those needs, the CSE team may recommend those programs and settings and draft them into the IEP.

Placement Recommendations.

Initial Placement. Pursuant to state law, a charter school's admissions process is based on a blind lottery system. (The charter school has no knowledge of an applicant's educationally related disability until after the lottery selection). Therefore, the CSE *cannot* recommend student's initial placement in a charter school.

For students attending a charter school in accordance with Section 2854(2) of the Charter Schools Act:

The CSE may recommend the program provided by the charter school for the student if the IEP team has determined that the program at the charter school would meet the student's identified educational needs. In all cases, the IEP team must determine educational needs of the child consistent with the IDEA (FAPE and least restrictive environment) and inform the charter school of its IEP determination. If the IEP requires a program or services not currently offered by the charter school, the charter can opt to offer the program or services at the charter school, or have the home district provide some or all of the program or services. In very rare cases (e.g. autism, visual impairment), the child's identified educational needs may only be met by a specialized program in the home district.

Academy Charter School Responsibilities.

After a student is admitted to the school in accordance with Section 2854(2) of the Charter Schools Act, the school will review the student's IEP to determine what services are recommended for the student and whether the school is capable of providing the special education services as set forth on the IEP. If the school determines that it is unable to provide (or contract to provide) some or all of services as recommended on the student's IEP, the school will either: a) request that the CSE meet to review and if appropriate, amend the IEP; or b) request through the CSE that the home district provide those services that the Academy Charter School is unable to provide. The school will make best efforts to develop innovative and flexible special education service models that will allow for the student's needs to be met at the school. If the school is unable to provide the services and has accordingly requested an IEP team meeting to amend the IEP, the school will continue to educate the student with services as per the IEP until the student has been otherwise placed. The Academy would not attempt to suspend such students other than for disciplinary reasons.

As LEA for the purposes of IDEA, the various school districts must collect information regarding the provision of special education services for students with disabilities. As public schools, charter schools are required to provide this data.

Provision of Services

Generally.

In educating a student with a disability, the school may provide the services directly, may provide services indirectly by contracting with a third-party provider, or arrange with the home district for the provision of special education services. Education Law § 2853(4).

In complying with such a request, the Department may, in its sole discretion, exercise any one of the options listed below.

For **special education teacher support services** ("SETSS"), the Academy will provide onsite service during the school day. The school district must assume the full cost of these services.

Remedies

Parent's rights.

The parents of disabled students attending a charter school may request mediation and/or a due process hearing, in accordance with applicable federal laws and regulations, relating to the identification, evaluation or educational placement of their child.

Parents shall not have the right to request mediation or a due process hearing in order to attempt to circumvent the provisions of Section 2854(2) of the Charter School Act to obtain initial enrollment in a charter school.

Charter school's rights: Pursuant to federal and state law, because a charter school is a school within an LEA, a charter school seeking to bring an impartial hearing must file such a request with the CSE. Thereafter, it is the CSE's responsibility to contact the Impartial Hearing Office to request the hearing, and to work with the charter school to the extent necessary.

Section 504 Plans

Section 504 of the Americans with Disabilities Act provides that:

"No otherwise qualified individual with handicaps in the United States ...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...."

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Academy Charter School Uniondale

The definition of disabled under Section 504 is broader than the definition of a child with a disability under IDEA and NYS Education Law. Under the Rehabilitation Act, a disabled person includes anyone who

- has a physical or mental impairment which substantially limits one or more major life activities,
- has a record of such an impairment, or
- is regarded as having such an impairment

A student may be referred to the building 504 committee by school personnel, the parent(s)/guardian(s), or by the CSE, if the student is found ineligible for special education.

The school has a designated 504 team. The members include the principal, child's teacher, parent, and additional staff as appropriate. The parent must sign consent for evaluation. Upon completion of the evaluation(s), a meeting convenes to determine eligibility as per 504 and a 504 Accommodation Plan is developed. Each 504 Student Accommodation Plan is reviewed by the committee and the parent(s)/guardian(s) on an annual basis to determine continuing needs, modifications, or additions.

The child may receive modifications and/or accommodations including, but not limited to, assistive technology, extra time for tests, preferential seating, oral tests, frequent breaks, modified class schedule, visual aids, taping lectures, and behavior intervention plans. The actual accommodations recommended will be based on the individual's specific needs.

Response 7(c).

The Academy Charter School provides English As a Second Language (ESL) instruction to our population of Limited English Proficient (LEP), and English As a New Language (ENL) students. The program is aligned and provides the necessary services to enable students to attain the New York State Standards in ESL and English Language Arts. The school meets the needs of students by offering the Freestanding English As a Second Language program. Students in freestanding ESL programs come from different native language backgrounds, and English is the only common language among students (Cazden 1992). This includes the following three models: (a) *Push-in model* – an ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time; (b) *Pull-out model* – ELLs who spend the majority of their day in all-English content instruction but are brought together from various classes for English-acquisition-focused instruction using specified curriculum materials; and (c) *Self-contained model*: ELLs are grouped together in an ESL class for the entire school day for all content instruction – the classroom teacher has certification or bi-lingual extension. The program includes two

components: (a) a language arts instructional component which is delivered through instruction in language arts, and (b) a content area instructional component. The program immerses students in content area instruction in English for most of the school day while providing English language instruction through ESL methodologies. ESL certified teachers focus on developing and improving all four areas of modalities of the language – speaking, listening, reading and writing. Teachers use student performance data on multiple assessments including the New York State English As a Second Language Achievement Test (NYSESLAT) and NYSITELL to plan instruction, differentiate learning and teaching to meet the needs of ELL students.

The education corporation will continue to use programs designed to serve English language learners. We anticipate an increase in the number of Latino/Hispanic students seeking seats at Academy Charter School. Last year, 26 percent of enrolled students were Latino. Preliminary projections indicate this number could increase considerably due to the aforementioned impact of immigration to the Town of Hempstead, as well as to Uniondale. We further anticipate an increase in students of continental African ancestry with varying linguistic backgrounds. We know that ethnicity is not equivalent to language status. Nonetheless, we are cognizant of the broader conditions under which students arrive in the community.

To embrace and meet the needs of a diverse and increasingly Spanish-speaking population, our strategy has been to add bilingual staff to our instructional and operational teams. The instructional team is continuing its review of best practice regarding push-in and pull-out for English language learners. In the beginning of the 2017-2018 school year, The Academy Charter School will adopt a more intensive and purposeful push-in strategy to encourage collaboration between our ENL teachers (2 schoolwide) and classroom teacher.

To remain mission-aligned and centered on the task of empowering students to be thoughtful and committed leaders, we have prioritized both adding staff with whom students connect and identify; and, educating students within the larger fabric of the school. We anticipate that the shift to increase push-in programming will increase collaboration, strengthen our teachers' knowledge of student needs, improve progress monitoring of student growth, and create better co-teaching and re-teaching design by our teachers.

Response 7(d).

Instructionally, our emphasis is on educating students in the least restrictive environment possible, and providing an inclusion and egalitarian opportunity for students to learn. Gifted students benefit from our two cornerstones of our model: co-teaching and differentiated instruction. In each classroom, individual and small groups of high-

performing students have ongoing opportunities to do relevant and meaningful work in each subject across the curriculum.

Another instructional focal point of the past year has been increasing peer talk in classrooms with academic language and probing questions. This emphasis provides a real opportunity for students with a clear grasp of new and/or complicated material to support their peers and intensify their own knowledge by leading conversations. At this point, we have not begun to collect data on this practice, but anecdotal feedback from students and independent observers affirm the practice may be worth extending. Students reported feeling a strong sense of responsibility for their work and ownership for their academic outcomes.

The prospective TACS hiring of directors of data and assessment, education technology, and curriculum and instruction may provide the latitude to quantify the impact of this practice over the next several years.

ACADEMY CHARTER SCHOOL

Response to Intervention (RtI)

&

Child Study Team (CST)

Manual

2018 - 2019

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Introduction to Response to Intervention/Instruction (RTI)

Response to Intervention (RtI) has been defined by the National Association of State Directors of Special Education (NASDSE) as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions” (Batsche et al., 2005, p. 3).

There are eight non-negotiable essential components of RtI:

1. Evidence-based Curriculum and Instruction
2. Ongoing Assessment
3. Collaborative Teaming
4. Data-Based Decision Making
5. Fidelity of Implementation
6. Ongoing Training and Professional Development
7. Community and Family Involvement
8. Strong Leadership

Each element is part of an interrelated process, which should be applied to *every* student. Essentially, instructional practices are evaluated and adjusted based on results of reliable, valid, and sensitive indicators of important student outcomes. If any component is missing, the process breaks down.

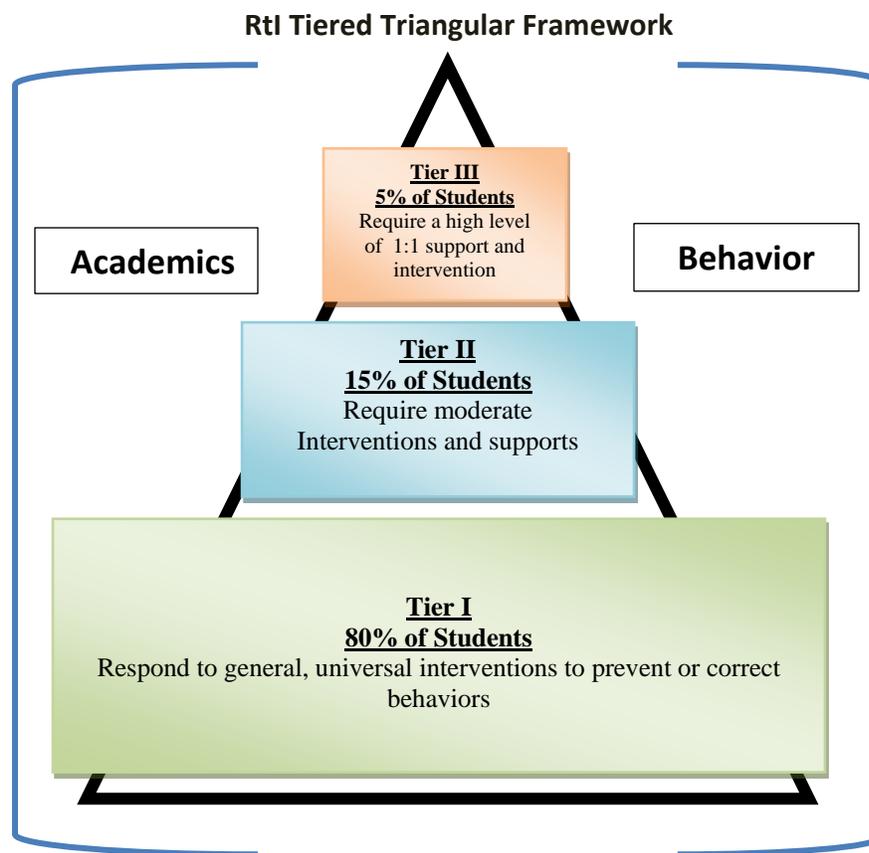
The RtI is an instructional, assessment, and intervention process for systematically delivering instruction, monitoring student progress, and making decisions about the need for intensifying instruction. The RtI is a proactive process that enables learning for all students by providing both prevention and intervention services. The fundamental question that RtI addresses is: “Under what conditions will a student successfully demonstrate a satisfactory response to the curriculum?”

The RtI creates an integrated and seamless continuum of service that encompasses all staff through a multi-tiered service delivery model. It requires effective building leadership and ongoing collaboration among educators with a motto of “*all educators for all students.*” RtI is the practice of: (a) providing high-quality instruction/ intervention matched to all students' needs and (b) using assessment to determine a student's learning rate and level of performance to (c) make important educational decisions to guide instruction. The RtI practices incorporate both prevention and intervention activities and are effective at all levels.

What is Response to Intervention and Child Study Teams (CST)?

Here at the Academy the Response to Intervention “Rti” program is designed to insure the needs of all learners are met using appropriate methods and researched based best practices.

The Child Study Teams sometimes referred to as “CST”, are committees or teams that include a variety of professionals that may include a general education teacher, learning specialist, social worker, school director, art director, special education director, dean of student support, literacy coach, reading or math specialists, parents/students, and any other important professionals that will be able to give insight to assisting a student in reaching his/her potential. CST’s are designed to support students without Individualized Education Plans (IEP) to achieve success and to prevent students from over identification of special needs testing.



What is the goal of the Response to Intervention and Child Study Teams ?

Response to Intervention and Child Study Team is designed to provide assistance to teachers as they work with students who are struggling academically and/or behaviorally.

Once a teacher identifies an area of need for a student and refers a student to the CST (see Appendix), team members use a collaborative process to discuss the student's strengths and needs, identify positive academic/behavioral interventions and supports that the teacher may implement to help the student achieve.

The goal of the response to intervention program and CST is to provide all students with opportunities to learn and progress successfully in the general education curriculum. In order to understand and support individual learners the RtI/CST process is "data driven" and team members will consider evidence that the teacher or other school personnel collects to identify specific concerns.

Once the data has been collected and thoroughly analyzed, the team can design an individualized action plan (see Appendix) that will include monitoring and evaluative components to help determine the effectiveness of the interventions.

The IAP will include the specific strategies that can be used by the teachers and the team to support the student and the parent. Accommodations will be used, and evaluations are designed to monitor progress. There is an area for all parties to sign the agreement and a statement that explains what each person is committing to accomplish.

What issues does RtI/CST address?

The Response to Intervention and Child Study Team processes can address but are not limited to, the following issues: learning difficulties, poor attendance, and discipline/ behavior challenges.

RTI Guiding Principles at TACS Uniondale

- Use a team approach to make data- based decisions for individual students to increase student achievement.
- Utilize data from universal screenings and ongoing assessment practices to make informed decisions about student needs.
- Strong leadership is essential to improving teaching and learning.
- Students should be taught all skills necessary for success: academic, social, behavioral, and emotional.
- TACS Uniondale and the community must work together to meet the diverse needs of students and honor the traditions and contributions of both family and community members.
- Provide ongoing training for staff.
- All teachers believe in and are invested in helping all students to be successful.

How does intervention begin?

Intervention is ongoing depending on what Tier of intervention students require to be successful. The majority of students should respond to universal Tier I interventions, where are basically general, universal preventative teaching and classroom management techniques (See Rtl Triangle).

However, some students may require a higher level of support and additional interventions in in order to be successful. These students will receive Tier II and III level interventions.

Tier II and III referrals are triggered by specific criterion in behavior or academics. Please see respective sections regarding these criteria.

Once the Special Education Director or Dean of Student Support receives an Rtl/CST referral form, the team will:

1. Contact the parent/guardian to schedule the meeting considering the family schedule when possible.
2. Review all the data submitted by teachers, staff, families, and other pertinent personnel.
3. Identify the student's strengths, abilities, and needs in all areas of learning.
4. Develop an Intervention Action Plan (IAP) or Behavior Intervention Plan (BIP) to address the targeted concerns.
5. Monitor and document the student's response the interventions through identified data measurement tools, anecdotal and student work.
6. Based on the Rtl Decision Tree Flow Chart, data and interventions will be monitored on a time interval basis. Data will be analyzed to see if interventions are proving effective.

What RTI *Is* and What It *Is Not*

The RTI represents a fundamental shift in how schools go about identifying and responding to students' academic difficulties; therefore, it is essential to be very clear about what RTI *is* and what RTI *is not*.

Rtl Truths

Rtl Myths

RTI is an initiative that supports general education school improvement goals	RTI is a stand-alone special education initiative
RTI is intended to help as many students as possible meet proficiency standards without special education	RTI is a means for just getting more students into special education
RTI is a method to unify general and special education in order to benefit students through greater continuity of services	RTI is a method for just increasing or decreasing special education numbers
RTI is focused primarily on effective instruction to enhance student growth	RTI is focused primarily on disability determination and documented through a checklist

The Rtl is a significant opportunity for educators to come together to resolve children's learning problems by focusing first on students' instructional needs and only secondly on a student's possible need for special education assistance. In this light, RTI is more about *what* will be done than *where* it will be done. The RTI is also about *how* the job will get done and less about *who* will get it done. The RTI requires educators to change how they view student difficulties and disabilities. The RTI procedures turn attention away from identifying deficits within the student (e.g., processing difficulties) and toward evaluating child progress over

time, through age-based comparisons, and rates of learning. Therefore, students' academic performance is compared to the performance of other students in their school or district (normative expectations for minimum proficiency) and student learning is evaluated based on how quickly that student acquires instructed material (learning rate). The effect is that educators are able to focus on how much and what types of instruction students need, which increases accountability for student learning.

RTI and Special Education

The RTI is intended to ensure that all students are provided high-quality instruction with fidelity. By using RTI, schools can provide interventions to students as soon as a need arises. This is very different, for example, from the methods associated with the aptitude-achievement discrepancy models traditionally utilized for specific learning disability (SLD) identification which have been criticized as a “wait to fail” approach. The reauthorized Individuals with Disabilities Education Improvement Act (IDEA 2004) allows school districts to use scientific, research-based interventions as one component of the eligibility determination process.

ACADEMIC RTI

Multi-tiered System of Support

A multi-tiered system of support provides guidance for delivering comprehensive, quality instruction for all students. An RTI framework is designed to provide evidence-based instruction and targeted interventions that lead to student success.

ALL: Core Classroom Instruction (Universal Interventions)

All students should receive core classroom instruction utilizing scientifically based curriculum and methods to teach critical elements of a subject (reading, math, written expression), e.g., 80-90 percent of students will have a sufficient response to instruction by demonstrating subject proficiency with effective Tier 1 instruction. Students who score at the higher level of Tier 1 should be receiving instruction that will continue to keep them challenged.

SOME: Strategic Targeted Instruction

Some students will receive strategically targeted instruction in addition to core instruction. Strategic Instruction addresses the specific needs of students who do not make sufficient subject progress in Tier 1. Tier 2 interventions are targeted to teach specific skill needs, are scientifically based, and align with core classroom instruction. Approximately 5-10 percent of students will require Tier 2 instruction. Instruction is generally provided in a small group (3-5 students) format with similarly skilled students. The duration of this instruction varies based on student assessment and progress monitoring data that measures student response to intervention.

FEW: Intensive Targeted Intervention

Intensive targeted instruction is provided to the most at-risk students who have not responded sufficiently to Tier 1 and Tier 2 instruction. This small percentage (1-8%) of students usually have severe skill difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs. Intensive instruction should take place in addition to Tier 1 instruction; however, it may, in a few instances, replace core instruction. Students needing targeted Tier 3 interventions will have additional instruction daily. Tier 3 intervention may replace Tier 2 instruction and should be provided by the most qualified teacher within a small group of two to five students. The duration of this intervention is extended over a longer period of time and varies based on student assessment and progress monitoring data.

Student Movement Through the Tiers

Student movement through the tiers is a fluid process based on student assessment data and collaborative team decisions about students' response to instruction. A goal of the process is to accelerate learning so that students exit intervention. At any time during this process, a student may be referred for consideration for a 504 Plan and/or special education evaluation.

TIER 1 Universal Interventions

Tier I refers to classroom instruction for *all* students that utilizes evidenced-based materials and practices to teach core subject areas (e.g., reading, written expression, and math). Assessment data is used to monitor and maintain the ongoing cycle of skill success. Screening or benchmark assessments are administered within the first four weeks of the school year to *all* students to identify students at risk for skill difficulty. Screening or benchmark assessments are administered at least two other times during the year (winter and spring) to determine if students are making progress, need extra support, and instruction is planned accordingly. Differentiated instruction occurs in flexible small groups within the instructional time. Outcome assessments are also administered to *all*

students to determine student growth/gain over time

Tier 2 Strategic Targeted Intervention

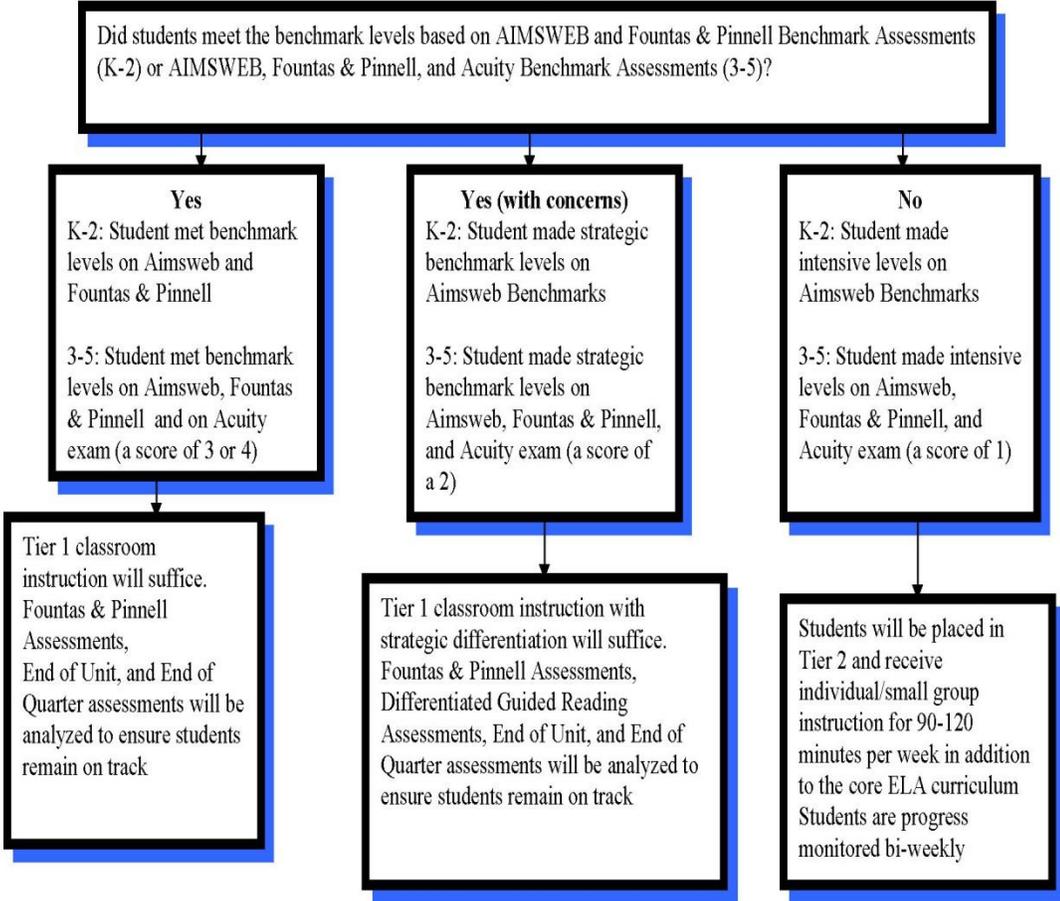
Tier 2 refers to evidence-based targeted supplemental skill-building intervention. This instruction is matched with the specific skill deficits of students who fail to meet Tier 1 benchmarks in core subjects. Tier 2 instruction is systematic, explicit, and aligned with Tier 1 instruction. Instructional interventions are typically delivered in small groups of students with similar skill building needs. Instruction is scaffold and based on the needs of individual students as determined by assessment data.

Tier 3 Intensive Targeted Intervention

Tier 3 refers to evidence-based intensive targeted interventions for students who have not responded adequately to Tier 1 or Tier 2 supplemental, targeted instruction. This small percentage of students usually have severe and multiple skill difficulties and require instruction that is more explicit, more intensive, and specifically designed to meet individual needs. Diagnostic and weekly or bi-weekly progress monitoring assessments are utilized extensively with this group of students to inform instruction and to provide appropriate, targeted intervention, materials, and strategies. Tier 3 instruction takes place in addition to Tier 1. If progress monitoring and diagnostic assessments indicate that a student is not making adequate progress, a student may need a replacement of the core program (Tier 1 instruction) or be referred for further evaluation.

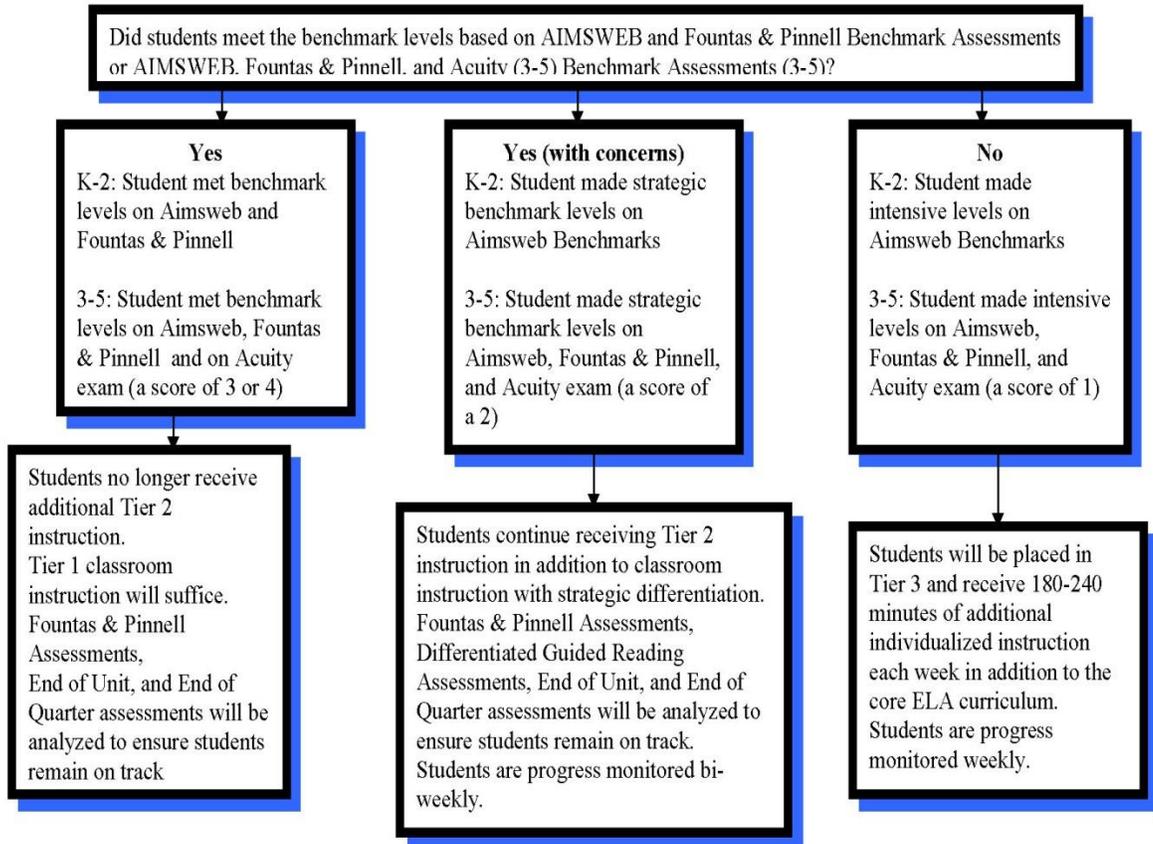
Academic Tier II Decision Tree

**RI Tier 2 Decision Tree
Bronx Charter School for the Arts
Bronx, NY**



Academic Tier III Decision Tree

**RtI Tier 3 Decision Tree
Bronx Charter School for the Arts
Bronx, NY**



BEHAVIOR RtI

Behavior Response to Intervention will follow a similar framework to academic RtI and will be driven by data such as discipline referrals, reflection pool logs, attendance, ABC charts, scatter plots, observations and rating scale assessments.

However due to the fluid and often unpredictable nature of behavior, a behavior Tier II CST referral will be on an ongoing “rolling admissions” cycle when specific behavior criterion is met so that interventions can be provided soon after we see behavior issues.

Behavior RtI mirrors a diagnostic medical model since behavior can be a complex, multifaceted issue. Consider this example:

Two people frequently have headaches, which are symptoms of an underlying medical issue causing the headaches. A doctor will order a battery of tests and assessments to find the underlying cause. For one person the cause of the headaches is a brain tumor; the other, tension from eye strain.

Obviously the course of treatment will be different for these two people.

In addition, the doctor did not just give them painkillers and call the headaches cured.

Yes, he may have given them painkillers temporarily but only by finding the cause of the headaches can they really be addressed.

Our Behavior RtI model will share a similar course. Behavior is the symptom of a deeper issue that is causing a student to behave in a certain way. Behavior is a form of communication by which the person is trying to tell us something. It is through the RtI process we investigate and figure out why a student is behaving a certain way, what is motivating them to behave and what underlying needs are not being met. In this way we can target interventions to address the specific needs of an individual student.

Again, we will not just give a consequence or quick intervention to address the behavior and consider it fixed. We may have to provide in the moment interventions and quick fixes to calm a student (painkiller) but RtI then continues the process to assess and keep the cause of the behavior.

Consider how the following example is similar to the medical example above:

Two students are showing aggression in class. The team does a battery of assessments and collects data. From the results the team makes the following hypotheses: that one student is being aggressive due to being bullied and is fighting back and the other student is showing aggression due to a lack of coping skills to deal with feelings of frustration in reading.

**These two students need different types of intervention to address the root cause of the aggression in order for the aggression (symptom) to decrease.*

Behavior is a complex issue that will require assessment and investigation to understand. However it is obviously not an exact science and even with assessments etc. some hypothesis and subsequent interventions may not result in the change in behavior we want. The RtI team and teachers will require patience and diligence to keep going, trying different interventions and assessment methods until we see a change in behavior.

Overview- Behavior RtI Stages of Interventions

Tier I- Primary Interventions: 80% of students

- School Wide PBIS reward and recognition program
- Morning Meeting
- Character Counts Program
- Active Supervision
- Class Color Chart with graduated in class interventions, referral sheets, DOS referral
- Weekly meetings
- Staff coaching and support
- co-teaching- split instruction and behavior when possible

Tier II- Secondary Interventions: %15 of students

- Core team meeting
- Individual point/reward plans
- check in/out
- Daily parent contact book
- Specific data tracking
- Modifications to instruction, classroom, seating etc.

Tier III- Tertiary Interventions: 5% of students

- Child student team meeting including parent
- Referral 1:1 consult school social worker.
- Full -Functional Behavior Assessment & Behavior Intervention Plan (FBA/BIP)=
More intensive modifications and support.

SECONDARY INTERVENTIONS

Criterion for referral for Tier II Interventions:

Any ONE of these will satisfy criterion

- 3 Reflection Logs a week for two consecutive weeks
- 3 Minor Dean Referrals a week for two consecutive weeks
- 2 (Behavior Level III) Major dean referrals in one week
- Attendance- absent 3+ days a week for two consecutive weeks. (Unexcused or no contact with parent)

Core Team Meeting/ Teacher Team Meetings:

Held every two- three weeks for student that have met criterion for Tier II referral. Meetings will identify goals; assign data to be tracked and assign responsibilities for providing interventions and collecting data. Core team members include Teachers, Dean of Students, Director of Special Education, Director of Instruction and Social worker. Teacher Team Meetings will include the teachers and Dean. At least two Secondary interventions from below will be utilized. A motivation and/or behavior ratings scales will be given to teachers to complete to explore possible motivations for behavior and define behaviors to target.

Individual Point/ reward Sheets

Student will use individual tool for targeted behaviors. Behaviors are rewarded per subject block. Chart can be located on students' desk, cubby or other location in the classroom. Student will not be on class color chart, however will still continue to receive PBIS tokens and rewards. Student can earn extra tokens based on positive progress on their mini chart. Targeted behavior should be clearly written or shown on mini chart

Check in/Out-

Student will check in with assigned teacher/staff in the morning and after lunch. Student will check out with assigned teacher or staff before leaving for lunch and dismissal.

Daily Parent Contact Log Book

Include information on students' progress that day, positive behaviors and rewards. Suggest rewards at home. Try to keep in positive terms or at least balanced with problems. Parents should sign book and return to school the next day.

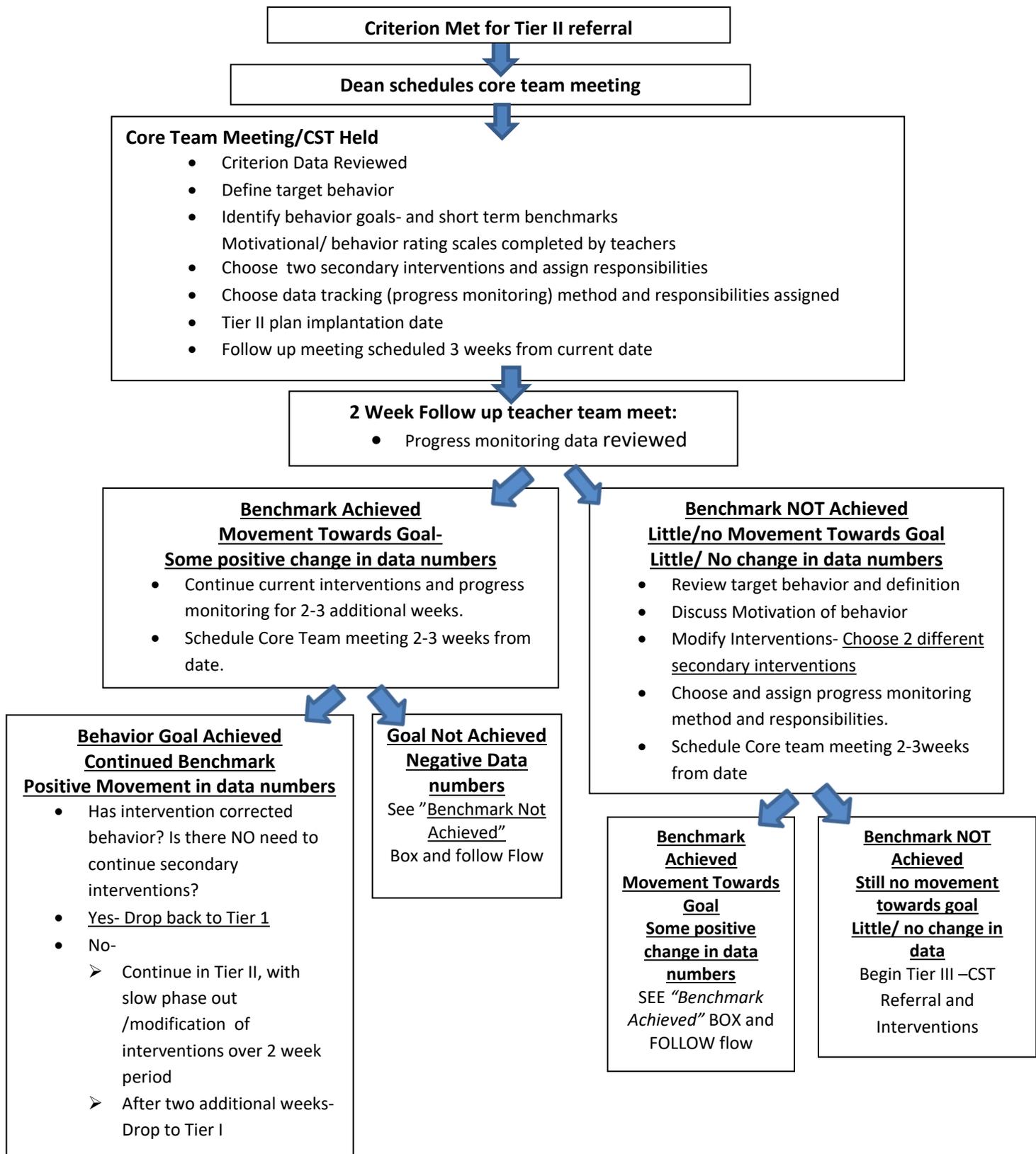
Specific Data Tracking

To see if interventions are being effective, specific data based on target behavior will be collected by teacher and/or Dean of Students. The can include, scatter plot, ABC, point sheets,

Specific Interventions/Modifications to classroom, instruction, student seating etc.

Specific interventions can include modification of level of instruction, addition of the use of manipulative, preferential seating, proximity, buddy system, pre-planned breaks, re-teaching of behavior, pre- correction of behavior etc.

Behavior RtI Tier II Decision Tree



TERTIARY INTERVENTIONS

Criterion for referral for Tier III Interventions:

Either one can satisfy requirement

- Student has been in Tier II intervention cycle for at least 6-8 weeks, with little/no improvement
(As seen by little no change in data)
- One Level IV Behavior Major Dean Referral

Tier III Interventions:

1:1 consult/assessment session with social worker or Dean

Core Team Meeting with parent attendance

Core Team #1 meeting will begin a full Functional Behavior Assessment- in depth data and assessment collection

Core Team #2 meeting (within 1-2 weeks) to develop Behavior Intervention Plan based on the results of the FBA, which will include an array of intensive interventions which may include:

- Mandated 1:1 and/or group counseling
- Individualized, time interval behavior monitoring in classroom
- Individualized incentive program at home and school
- Individualized corrective actions with focus on teaching activities
- Individualized differentiated instruction
- Significant modification to classroom structure (seating, built in breaks, individualized schedule etc.)
- 1:1 assistance in classroom
- Weekly conference call with parent

At Core Team meeting 2, progress monitoring methods will be determines and roles and responsibilities assigned.

Follow up with teacher Teams every week with Dean to track data.

Follow up Core Team Meeting held 2-3 weeks after Core Team Meeting #2

Student Meets Tier III referral Criterion

Dean schedules Core Team meeting #1 and begins to collect data and assessments for FBA

- Core Team Meetings 1 & 2 held with parent attendance:**
- FBA is completed by team(w/ behavior goals and benchmarks)
 - Past Interventions & Data reviewed
 - BIP developed
 - Progress monitoring data tracking method decided
 - Roles and responsibilities assigned
 - Implementation Start Date determined
 - Core Team meeting scheduled in 2-3 weeks

Teacher Team meets weekly with Dean to review

Benchmark Achieved
Movement Towards Goal-
Some positive change in data numbers

- Continue current interventions and progress monitoring for 2-3 additional weeks.

Benchmark NOT Achieved
Little/no Movement Towards Goal
Little/ No change in data numbers

- Review FBA/BIP
- Discuss Motivation of behavior
- Modify BIP change or alter interventions
- Choose and assign progress monitoring method and responsibilities. Monitor for 2 weeks.

Behavior Goal Achieved
Continued Benchmark
Positive Movement in data numbers

- Has intervention corrected behavior? Is there NO need to continue tertiary interventions?
- Yes- Drop back to Tier II
- No-
 - Continue in Tier III, with slow phase out /modification of interventions over 2 week period
 - After two additional weeks- Drop to Tier II

Goal Not Achieved
Negative Data numbers
 See "Benchmark Not Achieved"
 Box and follow Flow

Benchmark Achieved
Movement Towards Goal
Some positive change in data numbers
 SEE "Benchmark Achieved" BOX and FOLLOW flow

Benchmark NOT Achieved
Still no movement towards goal
Little/ no change in data

- Hold Core Team Meeting
- Full detailed review of FBA/BIP- Do another round of Tier III.
- Other issues/ideas/options
- Outside referral /assessment?
- Determine if CSE referral is warranted at that time

APPENDIX

**Academy Charter School Response to Intervention Tier II & III Child Study Team
Teacher Referral**

***** Reminder*****

*Referral should be filled out ONLY if student has met required Criterion for Tier II or III
referral Please complete all sections this form.*

Date of Referral: _____

Student _____ Date of Birth _____

Teacher/Team _____ Grade _____

Academic RtI: _____

Behavioral RtI: _____

Tier referring to: II III

List all those you wish to attend initial CST meeting (beyond the core team members):

DOS or D.SpEd Use Only:

Date guardian was contacted about CST referral. _____ by _____

Does student have consent forms signed: _____

*** Date of scheduled CST meeting:** _____

Location of Meeting: _____

CST meeting members notified _____

**Current Levels of Performance
(Record evidence)**

	Below Grade Level	On Grade Level	Above Grade Level
Reading			
Writing			
Spelling			
Math			

Please list *three (3)* strengths of the student, what they do well:

1. _____
2. _____
3. _____

**Please DEFINE in detail the area of concern.
Try to operationally define the target deficit or behavior of concern:**

Area(s) of Academic Concern: (required for Academic RtI referral)

<input type="checkbox"/> Reading Decoding ___ Comprehension ___ Vocab/Language ___ <input type="checkbox"/> Writing Grammar ___ Spelling ___	<input type="checkbox"/> Math Computation ___ Concepts ___ Basics ___ ___ Retention ___ Lack of Motivation	<input type="checkbox"/> Organization <input type="checkbox"/> Task Completion <input type="checkbox"/> Fine Motor <input type="checkbox"/> Speech <input type="checkbox"/> Listening <input type="checkbox"/> Time on Task <input type="checkbox"/> Other-Write IN: _____ _____
--	--	--

Area(s) of Behavioral Concerns: (required for Behavior RtI referral)

Level of Behavior(s): I II III IV Dignity Act Behavior: Y N	<input type="checkbox"/> Aggression <input type="checkbox"/> Bullying <input type="checkbox"/> Lack of Attention <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Sleeping <input type="checkbox"/> New behavior/ recent change	<input type="checkbox"/> Verbal Threats <input type="checkbox"/> Cursing/Innap. Language <input type="checkbox"/> Severely Withdrawn <input type="checkbox"/> Attendance <input type="checkbox"/> Family Issues/Concerns <input type="checkbox"/> Crisis Behavior <input type="checkbox"/> Unsafe behaviors
--	--	---

Where is Behavior occurring: (circle all that apply)

Classroom Hallway Cafeteria Playground Bus Bathroom

When is it MOST likely to occur (i.e., mornings, early week, late week, art etc.)

When is behavior LEAST likely to occur?



**PLEASE ATTACH WORK SAMPLES OR OTHER DATA THAT
FURTHER DOCUMENTS THE PROBLEM**

TIER I or Previous TIER Interventions

What accommodations have you tried?

Academic Interventions	Frequency (X per day, week period etc.)	Duration (1 week, day, cycle etc.)	Comments
Adjusted assignments			
Adjusted instructional presentation			
Changed/ preferred seating			
Extra 1:1 assistance			
Extra time			
Small group			
Differentiation			
Peer Buddy Tutor			
Other:			
Other:			
Other:			

Behavior Interventions	Frequency (X, per day, week period etc.)	Duration (1 week, day, cycle etc.)	Comments
Verbal Redirection			
Non Verbal Cue Signals			
Changed/ preferred seating			
Extra 1:1 assistance			
Proximity			
Private Talks			
Token Incentive rewards			
Positive Praise/ Language			
Restate Expectations			
Re-Teach			
Modifications to enviro			
Modifications to Instruction			
Clip Chart			
Reflection Pool			

Planned Ignore			
Letter/contact home			
Other:			
Other:			

Please describe in detail the modifications have you done on a trial basis to date?

What, if any, interventions (supplemental instruction) have you put in place to target the student's specific skill deficits?

How did it work?

Do you have work samples or data to document and support this outcome?

Y N

(If yes, please attach)

**Please submit completed referral form
and attachments to:**

***Dean of Student Supports for
Behavioral CST referral***

***Special Education Director for
Academic CST Referral***

Sample Parent Letter

Date: _____

Student: _____

Class: _____

Dear Parents,

At the Academy Charter School, services are available to provide support and instruction to those students who are experiencing difficulty learning or difficulty with behavioral functioning. A child's progress in these areas is monitored and these findings are used to make decisions about interventions and other learning supports. This process is referred to as "Response to Intervention (RtI)".

Recent assessments and observations indicate that your child is experiencing difficulty in the following area (s):

Your child's teacher is working with additional school staff to develop a plan which will address these concerns and your child's progress is being closely monitored.

Our goal is to ensure your child is fully supported and successful. Thank you for your continued support and cooperation. If you have any questions or would like additional information, please contact your child's teacher or staff listed below.

Sincerely,

Principal, Director of Special Education, Dean

Academy Charter School K-2 Accommodations and Modifications Resource List

Use this list as a resource for **strategies** to try in your classroom. Remember, these accommodations and modifications do not take the place of academic and behavioral interventions in the classroom.

PHYSICAL ARRANGEMENT OF THE ROOM

1. Seat student near the teacher or positive role model
2. Stand near the student when giving directions or presenting lessons
3. Avoid or remove distracting stimuli (fan, lights, high traffic area, etc.)
4. Increase the distance between the students' desks
5. Child's chair adjusted to allow feet to be flat on the floor and back rested
6. Child is seated facing the board or lesson area
7. Other Strategies: _____

LESSON PRESENTATION STRATEGIES

8. Pair students to check work
9. Write key points on the board
10. Provide peer tutoring
11. Make sure directions are understood- check for understanding
12. Include a variety of activities during each lesson
13. Break longer presentations into shorter segments
14. Provide written outline
15. Allow student to tape record lessons
16. Have child review key point orally
17. Teach through multi-sensory modes
18. Use computer-assisted instruction
19. Stress major points in the regular assignment
20. Pre-teach content area vocabulary
21. Use of manipulatives
22. Provide outlines for lectures
23. Highlight books/materials
24. Use adapted textbooks
25. Pre-teach concepts
26. Cooperative learning groups
27. Increase activities' interest
28. Utilize small group instruction
29. Copy/provide lecture notes
30. Change reading strategies and/or approach
31. Adapt tasks to the student's learning style
32. Additional Strategies: _____

ASSIGNMENT STRATEGIES

33. Provide extra time to complete tasks
34. Simplify complex directions

35. Hand worksheets out one at a time
36. Have teacher check homework sheet
37. Provide written list of homework assignments in advance
38. Allow student to tape record assignments/homework
39. Provide a structured routine in written form- post in classroom
40. Give frequent short quizzes and avoid long tests
41. Shorten assignments; break work into smaller segments
42. Allow typed assignments
43. Monitor closely as student begins work to monitor understanding
44. Assign peer tutor
45. Utilize a home-school notebook to facilitate communication
46. One on one instruction or tutoring help
47. Use of incentive plan
48. Avoid assignments requiring copying
49. Stress major parts in writing
50. Provide graphic organizers
51. Use self-monitoring devices/rubrics
52. Reduce homework assignments
53. Allow use of a word processor
54. Allow use of a calculator
55. Allow use of math tables
56. Allow use of spell checker
57. Provide visual/verbal prompts
58. Have student dictate work
59. Ask questions requiring short answers
60. Have student, type, record, or give answer orally
61. Assign tasks at the student's level (instructional level)
62. Reduce reading level of regular assignment
63. Reduce length of regular assignment
64. Provide books on tape
65. Provide student with a written copy of notes from board/overhead
66. Accept alternate forms of assessment (demonstration, exhibits, art, charts, etc.)
67. Provide alternate methods of completing assignments
68. Buddy system within classroom
69. Older students helping within the classroom
70. Group assignments
71. Teacher assistant or aide to provide one on one or small group assistance
72. Allow classmate to make a copy of notes for student
73. Check/adjust pencil grasp, provide a pencil grip if struggling
74. Additional Strategies: _____

CLASSROOM ASSESSMENT STRATEGIES

75. Administer tests in several sessions
76. Include some take home tests
77. Give frequent short quizzes, not long exams
78. Allow extra time for exam
79. Administer test in separate, quiet location
80. Consider alternative assessment (portfolios, etc.)
81. Ask questions requiring short answers
82. Allow students to give test answers on tape recorder
83. Additional Strategies: _____

ORGANIZATIONAL STRATEGIES

84. Provide peer assistance with organizational skills

85. Color coordinated folders, notebooks, and binders- one for each subject
86. Assign volunteer homework buddy to help with agenda and getting materials together at the end of the day
87. Send daily/weekly progress reports home
88. Develop a reward system for schoolwork completion (including handing it in)
89. Develop a reward system for homework completion (including handing it in)
90. Provide student with a homework assignment notebook/agenda
91. Provide a written list of assignments in advance
92. Utilize a home-school notebook communication tool
93. Provide extra space for organization of personal/academic things
94. Provide an organized area/boxes for personal and/or academic things
95. Develop a highly structured daily routine for organization
96. Additional Strategies: _____

CLASSROOM MANAGEMENT/BEHAVIOR STRATEGIES

97. Reward positive behavior
98. Post classroom schedule and stick to it
99. Classroom rules are simple and clear- they explain what to do, not only what not to do
100. Classroom rules are posted
101. Simplify and clarify rules and expectations
102. Behavior expectations are consistent
103. Ensure that routines are posted and reviewed- ex: morning routine
104. Review classroom rules frequently and hand out reinforcers for remembering them
105. Use negative consequences sparingly
106. Allow for short breaks between assignments
107. Avoid long "wait" periods (in line, etc.)
108. Give warnings, reminders, and times for upcoming transitions (in five minutes, in two minutes...)
109. Utilize movement breaks between assignments
110. Play soft music
111. Home-school notes and/or communication log
112. Reorganize classroom layout to address problems
113. Keep lessons active- use a hands-on, multi-sensory approach as much as possible
114. Give choices (ex: You can either do this math worksheet or this reading center)
115. Physical activity or stretching allowed routinely
116. Errand breaks for those students who need more movement (ex: trip to the office to get something)
117. Praise specific behaviors of individual students even if they "should know how to do it" (ex: walking in line correctly, remaining quiet in the hall, raising your hand)
118. Use self-monitoring strategies
119. Cue student to stay on task (non-verbal signal)
120. Mark student's correct answers, not their mistakes
121. Develop and implement an individual behavior plan using rewards or incentives (FBA or BIP)
122. Allow student time to be out of seat to run errands
123. Ignore some inappropriate behaviors
124. Implement a passive/active program which allows for a period of time away from the classroom (walks, getting a drink, etc.)
125. Allow legitimate movement- ex. A need to fidget
126. Contract with the student
127. Increase the immediacy of reinforcers
128. Increase the frequency of reinforcers
129. Give behavioral choices
130. Use a 3 step warning system and follow through on reinforcers and consequences
131. Adjust student's instructional levels/methods
132. Visual cues to stay on task

- 133. Auditory cues to stay on task
- 134. Use of manipulatives for sensory/distractibility needs
- 135. Preferential seating
- 136. Use of an assistant/volunteer
- 137. Small group instruction/work time
- 138. Loss of privileges
- 139. Removal of visual distractions
- 140. Use of separate area of the classroom
- 141. Earned free time or privileges
- 142. Increased peer/adult/other faculty members in the building attention
- 143. Peer mentoring
- 144. Adult mentoring
- 145. Use of a "cool off" space
- 146. Specify expectations (avoid phrases like "be good") - say exactly what to do and what not to do, review what "good" means
- 147. Teach problem solving with situational strategies- create "teachable moments"
- 148. Teach social skills
- 149. Use of proximity or gentle touch, such as a hand on the shoulder
- 150. Redirection
- 151. Use visual boundaries (rug, use of tape, carpet square, etc.)
- 152. Removal or change of location for child
- 153. Enhance self-esteem
- 154. Make child a class "assistant"
- 155. Anger control strategies
- 156. Detention
- 157. Modeling, role playing
- 158. Heavy work for calming- consult with the OT
- 159. Additional Strategies: _____

CONSULTATION WITH SCHOOL PERSONNEL

- 160. Nurse (illness, fatigue, diet, other)
- 161. Social Worker/Guidance Counselor- can assist with outside agencies
- 162. Administrator/Principal
- 163. Child Study Team (CST)
- 164. Neighboring Teachers/Special Education Teachers
- 165. Literacy Coach/Math Coach
- 166. Psychologist
- 167. Speech and Language Therapists
- 168. Occupational Therapist
- 169. Physical Therapist
- 170. Other Personnel: _____

Academy Charter School Individualized Action Plan

DATE: _____

By signing this document I agree to adhere to all components of the plan outlined above and

<i>Area of need</i>	<i>Goals</i>	<i>Strategies</i>	<i>Evaluation</i>	<i>Evaluator</i>	<i>Resources</i>	<i>Timeline</i>	<i>Evidence of Progress</i>

implement the strategies with fidelity to the best of my ability.

Parent

Student

Teacher

Dean of Student Services

Special Education Director

Executive Director

Other

Other

Functional Behavioral Assessment - Behavior Intervention Plan (FBA-BIP) Protocol

Student Name _____ Age: _____

Teacher/Class: _____ Grade: _____ Date: _____

STEP 1: Answer the following questions by:

LOOKING AT EXISTING INFO & HAVING A FORMAL DISCUSSION WITH YOUR TEAM

Student Profile

What is the student good at or what are some strengths that the student brings to school?

What does the student find reinforcing or motivating?

Description of the Behavior

What does the problem behavior(s) look like? Describe it in a way so that even a stranger would know it if they saw it.

How often does the problem behavior(s) occur? Be specific.

How long does the problem behavior(s) last when it does occur? Be specific.

How disruptive is the problem behavior on a scale of 1-10? How dangerous is the problem behavior on a scale of 1-10?

Choose a behavior to target. Define the behavior in Observable/Measurable terms so that everyone knows it when they see it and so that data collection will be accurate.

_____ : _____

(behavior) (definition)

Examples:

Non-examples:

What situations seem to trigger the problem behavior? (difficult tasks, transitions, structured activities, small group settings, teacher’s request, particular individuals, etc.)

When is the problem behavior most likely to occur? (times of day and days of the week)

When is the problem behavior least likely to occur? (times of day and days of the week)

Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse? (missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)

Description of the Maintaining Consequence

What usually happens after the behavior occurs? (what is the teacher’s reaction, how do other students react, is the student sent to the office, does the student get out of doing work, does the student get in a power struggle, etc.)

What do you think the student may gain from the problem behavior?

Things that are Obtained	Things Avoided or Escaped from
___ adult attention	___ Hard tasks
Other _____	Other _____
___ peer attention	___ reprimands
_____	_____
___ preferred activity	___ peer negatives
_____	_____
___ items/objects	___ physical effort
_____	_____
_____	___ adult attention
_____	_____

Are there appropriate behaviors that the student could use that would make the problem behavior unnecessary?

Summary of Behavior and Functional Hypothesis

When _____ (antecedent),
the student _____ (behavior) in order to
_____ (maintaining consequence/function)
Because they lack _____ (motivation, skill, or both).

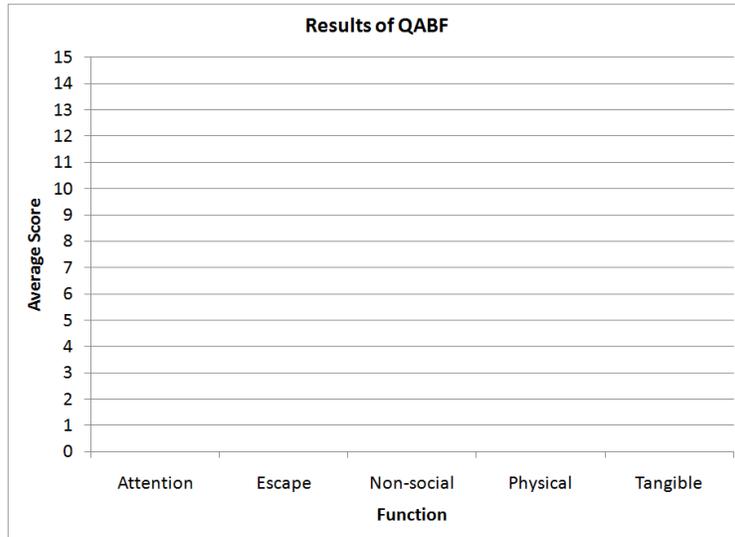
How confident are you that your hypothesis is accurate?

Not very confident					Very confident
1	2	3	4	5	6

STEP 2: Collect more data so you can be more confident in your hypothesis. If you're not confident about the function of the behavior, it means you need to do more assessment.

- ✓ **Direct Observation** – Use an ABC Chart or Functional Assessment Observation Chart
- ✓ **Rating Scales** – Use the Questions About Behavioral Function (QABF)

Summarize QABF



- ✓ **Frequency, Intensity, and Duration Data** – Use the Scatterplot Data Sheet, Interval Data Sheet, or create your own data sheet.

Copy and paste your visual graph of Frequency, Intensity, Duration data

✓ Other: _____

✓ Other: _____

STEP 3: Create a Behavior Intervention Plan by: USING ALL OF THE DATA AND INFORMATION YOU'VE GATHERED

When _____ (antecedent),

the student _____ (behavior) in order to

_____ (maintaining consequence/function)

Because they lack _____ (motivation, skill, or both).

Setting Events	Antecedents	Behavior	Maintaining Consequences/Function

Roles and Responsibilities

Tasks	Person Responsible	By When

Behavioral Goal (Use specific, observable, measurable descriptions of goal)

<p>What is the short-term behavioral benchmark?</p> 	<p>_____ Expected date</p>
<p>What is the long-term behavioral goal?</p> 	<p>_____ Expected date</p>

Evaluation Procedures

What data will be collected?	When and how will it be collected?	Who will collect it?	Who will summarize it?

**Initial Review of Plan will be in 15 / 30 / 60 days/Other _____
 (INITIAL REVIEW DATE) _____**

We agree to the conditions of this plan:

 Student (date)

 Parent or guardian (date)

 Teacher (date)

 Teacher (date)

 Aide (date)

 Aide (date)

Glossary

Accommodation

Change made to instruction and/or assessment that does not change the expectations for performance or change the construct that is being measured. Accommodations provide access to buildings, curriculum, and assessments.

Benchmark Assessment- Universal screening method is repeated 3 to 4 times per year.

Curriculum Based Measurement (CBM) – A “family” of assessment instruments that are designed to assess basic skills progress using tests with a number of common features. CBM tests are: (a) standardized, (b) short (i.e. usually less than 5 minutes), (c) easy to administer and score over time, (d) technically adequate, and (e) sensitive to improvement.

Data-Based/Data-Driven Decision Making

A process of collecting, analyzing, and summarizing information to answer a question and to guide development, implementation, and evaluation of an action. Data-based decision making is continuous and regular, and most importantly linked to educational/socially important questions.

Differentiated Instruction

Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences; differentiated instruction focuses on instructional strategies, instructional groupings, and an array of materials.

Individualized Education Program (IEP)

A written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Intervention

The systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by both special and general educators, and are based on training, not titles. They are designed to improve performance relative to a specific, measurable goal. Interventions are based on valid information about current performance, realistic implementation, and include ongoing student progress monitoring

Learning Disability

IDEA 2004 defines a Learning Disability/Specific Learning Disability in the following manner: The child does not achieve adequately for the child's age or to meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State-approved grade-level standards.

- (i) Oral expression
- (ii)** Listening comprehension
- (iii)** Written expression
- (iv)** Basic reading skill
- (v)** Reading fluency skills
- (vi)** Reading comprehension
- (vii)** Mathematics calculation
- (viii)** Mathematics problem solving

Multi – tiered early intervention system – Student scores on the universal screening tool are aligned with the level or “tier” of intervention that matches the students’ severity of need. As progress monitoring data indicates changes in the students’ severity of need, students can move flexibly to levels or “tiers” of intervention that match their need.

Progress monitoring – A system that is linked to a multi-tiered early intervention system, is specified explicitly (i.e. tools, timelines and processes), is continuous (i.e. the same assessment tools are used across the levels of severity) and is technically adequate (i.e. reliable and valid for the purpose for which they are being used).

Section 504

A student is eligible under Section 504 if the student has a mental or physical impairment that substantially limits one or more of the student’s major life activities and needs accommodations to access education.

Tiered Model

Common model of three or more tiers that delineate levels of instructional interventions based on student skill need.

Universal Screening – ALL students are tested on a standard test(s) for the purpose of determining which students may be sufficiently different from expectations to warrant more intensive intervention. (Universal screening differs from individual screening, which is based on testing a subset of student, usually one at a time, in a process that typically is initiated by teacher referral.)

RtI Recommended Websites

<http://www.rti4success.org>

<http://www.rtinetwork.org>

<http://www.nysrti.org>

<http://www.interventioncentral.com>

<http://www.aimsweb.com>

<http://www.pbis.com>

<http://www.ideapartnership.org>

(8)(ad) Instructional Leadership

(a) Instructional Leadership

The instructional leader of the educational corporation is Dr. Nicholas Stapleton. Dr. Stapleton is an educator with over 25 years of experience in the public, private and charter school sectors. As Chief Academic Officer (CAO) [REDACTED] he provides strategic direction and supervision of the instructional program. This includes oversight of the elementary, middle and high school curriculum development, teacher training and student support. Prior to joining to the [REDACTED], Dr. Stapleton worked as a teacher and an administrator in the [REDACTED] for several years. He has served as the school leader of [REDACTED] and the [REDACTED]. He also worked with [REDACTED] as a regional director for one year. Dr. Stapleton has been quite successful as an educational leader and focus intensely on student learning that drives growth in student achievement. He received a BSc in Management and Finance, and MA in Economics from Brooklyn College, and Ed.M and Ed.D from Teachers College, Columbia University.

At the school level, principals will provide instructional leadership and be supported by instructional coaches (at the education corporation level) and consultants throughout the year. See R-08ad -1 – Professional Development Overview for additional information on the structure of annual support for teachers. Principals within the education corporation are often developed internally. Our organizational practice elevates internal candidates as part of our commitment to strong mission alignment and operational immersion. Our leaders know our students, their families and the community on many levels beyond the perimeter of the classroom. We believe and affirm that a deep knowledge of students, families and community reinforces interpersonal connections and deepens learning for students. Principals emerge as strong candidates based on their execution across all four domains of the Danielson Framework, capacity to lead and encourage peers, and facility with managing larger institutional prerequisites with instructional leadership. We expect instructional leaders to model, daily, excellence across all four domains and to extend their ownership of the craft to teachers.

Principals are responsible for evaluating teachers and all academic programs across the school. Our model prioritizes a rich, meaningful RtI program, and inclusion for students with disabilities and English language learners. We structure these programs around mission-aligned and diverse staff members with the capacity to deliver instruction, evaluate student performance and behavior, and meaningfully intervene as individuals and in groups. Principal leadership is first directed to ensure all teachers have the

capacity to deliver high-quality instruction. Principals observe classrooms and provide regular feedback throughout the year. The senior leadership and board of trustees jointly expect that principals will have the latitude to spend much of their day in classrooms observing and impacting the quality of instruction. Teachers receive regular verbal and written feedback from principals that is specific and actionable. Principal candidates are evaluated on the capacity to deliver high-quality feedback to peers. High-quality feedback is mission-aligned, research-based, data-driven, reflective, specific and actionable. Principals follow up with teachers on feedback and monitor the progress made in collaboration with instructional coaches.

Our model provides for one coach in ELA and one in math supporting grades K through 2. As the school expands, additional instructional coaches will be added to meet the needs of an expanding faculty. Instructional coaches model instruction and address each of the four domains of the Danielson Framework with faculty. Coaches lead professional development sessions informed by requests from the Chief Academic Officer or Principal, observations of teacher practice, and feedback from teachers. Coaches may lead sessions on student engagement or strengthening the use of academic language in class. Faculty benefit from a multi-tiered approach to instructional leadership.

(b) On-going Teacher Leadership/Support

Different & Innovative Teaching Methods

In renewal, having staff that are armed and skilled with a toolkit of strategies and methods that they can execute with confidence continues to be a major goal (and focus of our professional development). Going forward The Academy builds teachers' capacity, through ongoing staff development, to use varied and innovative teaching methods. Innovative uses of strategies are intended to meet the academic needs of all children. The ability to employ teaching methods aligned to what is appropriate for students' learning styles and skill needs in the different subjects are critical to student success. Hence, in the next five years, it will refine the 'processes' for building teacher capacity. Ongoing professional development supports teachers' utilization of different methods that will demonstrate The Academy's ability to function on a quality level in the delivery of instruction. The teaching methods will continue to include inquiry-oriented instruction, explicit instruction, cooperative learning, individualized and small group instruction, and project-based learning. Teachers will engage in a system of continuous improvement including but not limited to:

- Professional Improvement Plans

- Strategic Achievement Plans
- Coaching & Modeling
- Grade team meetings
- Data meetings between teachers

As teachers expand proficiency in awareness and skill of a 'toolkit' of exemplary methods, they will concurrently learn when and how to use practices to insure the continuous improvement of every student.

Differentiated Instruction

Teachers create tiered assignments to address the needs of the diverse student population in the school. Teachers will differentiate coursework in terms of process/activities, content/topic interests, product and learning styles.

Our professional development priorities are designed to support our staff in a variety of areas to ensure that they feel supported and remain motivated, engaged, and focused on teaching and learning. To that end, we anticipate our teachers will need additional development around strategies for teaching adolescents, strategies to conduct an effective advisory program, strategies to support teaching reading and writing across all content areas, research based strategies to support English language learners and students with disabilities, strategies to support student development of habits and dispositions that support higher order thinking and problem solving, effective team planning, data analysis to inform instructional decisions, and differentiating instruction to meet the needs of all students.

The Academy provides specific training and professional development for all staff regarding ELL and special education. With regard to ELL, staff will be trained on identification and assistance, research based instructional strategies, evaluation standards and assessments, program exit criteria, and parent notification. Because our board expects a large number of English language learners, we focus additional time and attention to developing all staff members' capacity around effectively serving this population. In an effort to provide general information about special education, the special education/coordinator provide pre-service and on-going training to all teaching staff covering the referral process to the CSE, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and the CSE, the importance of confidentiality of student records and discipline of students with disabilities. A child's IEP would only be discussed with the teachers that would be supporting that student.

In addition to the school's professional development sessions, The Academy provides daily common planning time for teachers. The weekly focus of these sessions will include: one session committed to advisory focus; one session committed to student achievement; two sessions dedicated to data; and one session for curriculum planning.

Instructional Leadership

To ensure higher levels of student achievement and to produce students who exceed the New York State learning standards and Common Core Standards, The Academy will implement a professional development program that has three parts: 1) pre-service training, 2) in-service training and coaching, and 3) continuous professional development opportunities. The goal of the professional development program is to provide administrators, teachers, and staff with the knowledge and tools needed to effectively teach all students. In the initial year, staff will be exposed to content specific training and learning environment development. In subsequent years, the program will be modified utilizing student achievement and school data to identify areas in need of improvement. Teacher training in content and the learning environment will reflect the needs of the school. For instance, if student test scores are weak in manipulation of fractions, additional training would be given in instruction on fractions.

The board and the school's academic leaders work together to identify The Academy's professional development priorities. In general, our professional development priorities will be to support our staff in a variety of areas to ensure that they remain motivated, engaged, and focused on teaching and learning. To that end, our teachers typically require additional development around effective team planning, data analysis to inform instructional decisions, and differentiating instruction to meet the needs of all students. Our teachers are at different levels and need varying degrees of support throughout the year. For this reason, the principal works with the CAO and our coaches to provide differentiated professional development. This flexibility ensures that all our teachers have their professional development needs met.

The professional development structure is designed so that teachers have intensive professional development in the two weeks prior to the beginning of the school year and constant on-going professional development throughout the year. Pre-service professional development includes extensive training on school-based activities. While the pre-service provides a comprehensive introduction for new teachers and reinforcement for returning teachers to our school's curriculum and priorities (based on returning teacher input), it is this constant on-going support that will ensure meaningful

integration of our school's priorities and serve as a source of refreshment for teachers, keeping them motivated and inspired.

Throughout the year, teachers will benefit from the CAO's regular coaching and support. Instructional coaches and the CAO will be onsite weekly for team teaching, modeling, "lunch and learn" sessions, and/or data interpretation.

Please see below some professional development modules that have been customized for The Academy.

Training Area	Topic Area
Schools That Learn	Learning Environment
Classroom Management	
Establishing Standards Based Instruction	
Quality Instruction & Assessment	
Classroom Environment	
Using Data to Inform Instruction	
Lesson Plans	Content: General
Scott Foresman- Program Overview	Content: English-Language Arts
Components of Literacy	Content: English-Language Arts
Writing Across the Curriculum: Great Source	Content: English-Language Arts
EnVisions Math	Content: Mathematics
Interactive Read Alouds/ Reader Theatre	Content: English-Language Arts
Planning for Instruction	Content: General
Civic Projects	Content: Social Studies
Leadership Development	Content: Social Studies

Training Area	Topic Area
Core Knowledge Sequence/Core Virtues	Content: Social Studies
Making Science Fun: McGraw Hill Science	Content: Science

Pre-Service Training

The purpose of pre-service training is to prepare all staff for the new school year and to induct new professionals. There is ten days of pre-service professional development in August. Teachers receive training in classroom management techniques, instructional and intervention strategies, the New York State and Common Core learning standards, student data analysis, differentiation of instruction, and standards-based instruction, among others. Non-teaching staff will receive job specific training. New teachers and staff receive the introductory program training and returning staff receives professional development based on the needs of the school.

During the school's two week pre-service, all teachers receive training on evaluating individual student behavior, the behavior of groups of students, behaviors occurring in specific settings and behaviors occurring during specific time periods of the day. Our school emphasizes the use of nonviolent crisis *prevention*.

Continuous Professional Development Opportunities

The school actively encourages teachers to pursue outside professional development. Each teacher has a Professional Improvement Plan (PIP), developed in consultation with the Principal and the CAO, which allows the teacher to target areas of personal professional growth in need of improvement. Through regular walk-throughs, observations, and monitoring of the PIPs, the principal and CAO identify those teachers who would benefit from appropriate outside professional development meant to improve their performance and that of the school's. The budget allocates funds for tuition reimbursement and allows for small groups of teachers to attend workshops or conferences that address relevant educational issues and specific professional development topics. Upon return from outside professional development opportunities, teachers share their findings with the Principal and prepare a presentation for their grade and/or school in order to turnkey the information that would benefit the greater academic community.

(c) Professional Development

The professional development plan and approach at TACS Uniondale will replicate the existing professional development plan of the education corporation. Professional development at the Academy Charter School is geared towards the following:

- (a) Improved pedagogy – Best instructional practices in all subject with emphasis teaching English Language Arts (Reading, Writing, Mathematics, Arts)
- (b) Aligned instruction based on the Common Core Learning Standards

The school's professional schedule includes the following:

- (a) Pre-service – Scheduled 10-day onboarding sessions in August. This includes a two day induction plan for new staff plus eight days of training for all staff. This agenda includes training on the curriculum, Common Core Standards, review of data and unit planning.
- (b) Faculty Conference Time – Scheduled on Wednesdays two days per month from 4:15 – 5:00 p.m. The agenda varies and include specialized workshops on topics that are generic to the whole staff.
- (c) Offsite workshops – Focus academic and compliance. These workshops and conferences are scheduled at any point during the school year. This includes attendance at conferences sponsored by various organizations including the Nassau and Western Suffolk BOCES, NYC Special Education Collaborative, NYC ESL Consortium, and Association for Curriculum and Development amongst others.

The professional development model that the school utilizes includes the following:

- (a) In-house Support – In-house full time coaches provide support for teachers centered around curriculum mapping, lesson planning, and delivery of instruction. Teacher receive individualized and team support by grade level.
- (b) Daily Planning Sessions – Each grade level has two planning sessions one of which is usually used for grade level team meetings where all grade level teachers meet under the guidance of a grade level lead teacher who serves as a mentor to the rest of the team.
- (c) Contractual Services – This includes *Pearson*, *Center for Education Innovation*, *Project Lead The Way*, and several private contractors. Each service provider has a difference focus. *Pearson* provides training in the English Language Arts and Mathematics curriculums during pre-services in August. This year most of the focus

on curriculum training was mostly for the new teachers. Moreover, since the school is transitioned to the use of the Smartboards, all reading and mathematics teachers who utilized the curriculum needed extended training in using the curriculum with the smartboard technology. *Project Lead The Way* and *New York Institute of Technology* provide technology support with a focus on STEM. *Teachers College Writing Project*, at Columbia University provides offsite support for select teachers in writing. *The New York City Special Education Collaborative* and *New York City ESL Consortium* provide training via offsite workshops for our special education and ESL teachers. *America's Choice* is our most costly service provider. Additional contracted consultants work with the staff in the aligning the various curriculum materials to the Common Core Standards including unit planning, conducting demonstration lessons and by providing observation and feedback in delivery of instruction. Other publishers including Wilson Education provide support in *Foundations*, and Renaissance (STAR Reading and Math) and Heinemann (Fountas and Pinnell) in data systems.

For additional information on Professional Development, please see Response R-08ad -1 Professional Development Overview and Schedule and Response R-08ad -2 Pre-Service Schedule.

(d) Teacher Evaluation Accountability

Teachers are held accountable through several means. First, new teachers will be provided with pre-service training (Please see Response R08ad -2 – Pre-Service Schedule) based on the existing practices of the education corporation. During the pre-service trainings, new teachers receive an intensive introduction to the mission, values, key design elements and instructional methods of The Academy. The summer session is used to convey board, senior leadership and peer expectations around teacher performance and student achievement. The Academy Charter School in Uniondale will benefit from some overlapping training events with the Hempstead school. Current teachers will inform the planning and execution of the pre-service event planned for 2018.

Our instructional leadership uses of the Danielson Framework for Teaching (See below.) The Chief Academic Officer, principal and instructional coaches conduct observations of classroom instruction and provide regular feedback using this framework and the HEDI rating scale (**H**ighly Effective, **E**ffective, **D**eveloping, **I**neffective).

Teacher Name:

Grade: _____

Response R-08ad – Instructional Leadership
Academy Charter School Uniondale

Subject: _____

Date of Observation: _____

The Framework for Teaching (2011 Revised Edition)

Planning and Preparation:

- (a) Demonstrating Knowledge of Content and Pedagogy – A lesson plan was submitted for review. The Common Core Learning (Standards) and a stated performance task were inclusive and clear. The lesson plan was also an outgrowth of the unit plan based on the school's curriculum (*Expeditionary Learning, Eureka*). The written lesson plan follows the school's instructional framework.

- (b) Demonstrating Knowledge of Students – The lesson plan include information that demonstrates that the teacher is aware of student varied abilities (quantitative or qualitative data) able to differentiate using guided small group and individualized instruction. _____
- (c) Setting Instructional Outcomes – The lesson plan explains what students should be able to demonstrate understanding of the performance task (what students will learn). Students will be required to explain their responses orally and in writing.

- (d) Demonstrating Knowledge of Resources –The lesson plan specifically states what materials (curriculum, manipulates, instructional) will be utilized by the teacher and by the students and for what purpose(s).

- (e) Designing Coherent Instruction – The lesson plan is organized and structured to support student learning. The planned activities are designed to allow students to think deeply, organize information, practice and apply information to the real world setting.

- (f) Designing Student Assessment – The written lesson plan contains a variety of pre-planned questions, opportunities for discussion and other forms of formative assessments. Most are designed to encourage students to think critically including probing for understanding.

Classroom Environment:

- (a) Creating an Environment of Respect and Rapport – Evidence that the teacher has developed a working relationship with students. There is evidence of caring and respect for students. Students are respectful of each other. There is a high degree of student participation and all students are given the opportunity to participate.
-
- (b) Establishing a Culture of Learning – There is evidence of modeling and demonstration via a mini-lesson. Most students understand the concepts being taught. Students are attentive throughout the lesson. The teacher addresses students' needs by working with select students in targeted groups or individually.
-
- (c) Managing Classroom Procedures – The procedures of the lesson and classroom routines flowed smoothly (smooth transitions).
-
- (d) Managing Student Behavior – Students are attentive and well behaved. Teacher provided opportunities for disengaged students to refocus on lesson. Teacher use positive comments and gestures to manage students' behavior.
-
- (e) Organizing Physical Space – Teacher circulates the classroom to observe and work with students. Your classroom is organized with the various centers and relevant print environment (word walls and samples of student work) are evident. Students have easy access to classroom resources and the appropriate ambiance for learning was evident.
-

Instruction:

- (a) Communicating with Students – Does the lesson follows the school's instructional framework? Modeling and mini-lesson - quality and quantity of teacher directed instruction and explanation given to students.
-
- (b) Using Questions and Discussion Techniques – The relevance and quality of questions that the teacher asks students – (*Bloom's Taxonomy – Evaluation and explanation – Explain, how, why*).
-
- (c) Engaging students in Learning– The level of students' participation and engagement. Flow and pacing of the lesson. Are students engaged in turn-and-talk. Is there adequate time for guided and independent practice, and feedback to students. _____

- (d) Using Assessment in Instruction – The formative assessments utilized in the lesson - questioning, discussions, writing, demonstration including practice sample items. The quality of student responses – demonstration of students' understanding of the objective of the lesson (performance task).
-
- (e) Demonstrating Flexibility and Responsiveness – The teacher adjust instruction in response to evidence of student understanding. Opportunity for teacher to re-teach and cease on teachable moments to give clarity to students' misunderstanding or provide opportunities for students to share alternate methods/ responses.

Professional Responsibilities:

- (a) Reflecting on Teaching: lesson plans have been submitted in a timely manner. The lessons are well thought out, connected to the Common Core Standards and utilize much of the curriculum materials. Shared responsibility for instructional planning and delivery of instruction. Implementation of curriculum.
- (b) Maintaining Accurate Records: Evidence of keeping both academic and non-academic records. Evidence of working portfolios containing student work. You also utilize *PowerSchool* to take students attendance. Report cards for all the marking periods are completed and submitted in a timely manner.
- (c) Communicating with Families: Parent contact by email, phone, newsletter etc. Parental complaints. Attendance at scheduled parent teacher conferences and school sponsored events.
- (d) Participating in a Professional Community: Attendance at daily planning sessions during the common planning period. Attendance at school wide professional development activities.
- (e) Growing and Developing Professional: Openness in learning from others. Knowledge of Standard-based instruction.
- (f) Showing Professionalism: Adherence to school policies and procedures. Attendance and punctuality record.

Recommendations (Overall suggestion for improvement):

Response R-08ad – Instructional Leadership
Academy Charter School Uniondale

Overall Rating of the Observed Lesson

<input checked="" type="checkbox"/> Ineffective	<input type="checkbox"/> Developing	<input type="checkbox"/> Effective	<input type="checkbox"/> Highly Effective
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Employee's Signature _____ Date: _____

Rating _____ Officer's
Signature/ _____ Date: _____



Professional Development 2018-2019

Beginning in 2018-2019, teachers at The Academy Charter School Uniondale will participate in professional development with colleagues in The Academy Charter School Hempstead as follows:

- The plan includes the K-2 grade span in all core content subjects including English Language Arts, Mathematics, Science and Social Studies. The plan will also focus on cluster teachers, ESL teachers, academic intervention reading and math teachers; and special education and all support staff including guidance counselor, deans and instructional coaches.
- The plan will utilize in-house full time and part time instructional coaches, contractual part time consultants and coaches, and attendance at local, regional and national conferences and workshops sponsored by various entities (NYSED, BOCES, national charter school conferences).
- The plan will be effective July 1, 2018 and inclusive of all training done during the summer months and during preservice. The plan will be ongoing throughout the year and will end June 30, 2019.
- Strong focus will be placed on training teachers geared towards understanding and implementing the Common Core Standards in English Language Arts/ Literacy and Mathematics. This includes unit planning and pacing using the materials from the *EngageNY* as well as the use of supplementary curriculum materials.
- All professional development activities will be streamlined/ centralized with intensive planning and oversight of the Chief Academic Officer in consultation with the various principals, directors, coaches, and teachers.
- In-house coaches (2) provide support to teachers daily by planning, co-teaching and modeling. Coaches are assigned as follows: K-1; 2-4 (ELA and Math).
- Professional development will be ongoing throughout the school year and will be structured to occur daily. During the school year, sessions will take place during grade level planning periods, PD Wednesdays and scheduled professional development days.

- Teacher Academy – Support teachers by conducting select group sessions, individualized coaching and observation and feedback. We will also leverage support in locating offsite professional development activities for teachers, support staff and administrators including coaching.
- Mentoring – Select new and struggling teachers will work directly under the mentorship of a master teacher ((K-2) schedule to include working directly in classrooms on a daily basis. This includes planning and modeling lessons.

See Schedule Below.

Leadership Development 2018-2019

Staff	Focus	Date	Responsibility	Location	Cost	Status
Chief Academic Officer Elementary School Principals (2) Middle School Principal High School Principal Assistant Principal (Director)	Leadership Development	July 6 – July 13, 2018	National Principal Leadership Institute	NYC		
All K-8 English Language Arts and Mathematics Teachers	Curriculum Implementation	August 2018 – June 2019	<i>Pearson</i>	On – Site (10 days English Language Arts and 2 days Mathematics)		
Elementary K- 8 Coaches	Instructional Support – <i>Getting More from IXL</i>	July 18	Nassau BOCES			

Staff	Focus	Date	Responsibility	Location	Cost	Status
Principals (Elementary (2), Middle, High) Leadership Teams (Elementary Middle High) Coaches Deans Guidance counselors	TACS Leadership Academy	July 23- July 27	Chief Academic Officer Executive Director Board of Trustees Consultants Director of Operations	School Site		
3-8 Coaches (O. Williams, C. Best)	Instruction - <i>Teaching Excellence</i>	June 29 – July 1, 2018	ASCD Conference	Dallas, TX		
Technology Teachers (Elementary, Middle, High)	Instructional <i>Technology – Project Lead the Way Module Training</i>	Three weeks in July. Dates are TBD	Project Lead the Way Foundation	New Haven, CT Rochester, NY Baltimore, MD TBD		

Staff	Focus	Date	Responsibility	Location	Cost	Status
All Principals	Leadership Development	July – 3 rd week	Center for Educational Innovation Conference	Westchester County, NY		
Elementary Coach and Select Teachers	Instruction – <i>Getting Started with Fountas and Pinnell Classroom</i>	July 31- August 3, 2018	Heinemann	Baltimore		
Elementary Coach	Curriculum and Instruction - <i>Fundation</i>	July 1, 2018 – June 30, 2019	Wilson Language	TBD		
Principals Assistant Principals Coaches	Curriculum and Instruction – Various/ select	Jul 1, 2018 – June 30, 2019	Nassau BOCES Western Suffolk BOCES	Long Island		
K-2 English Language Arts Teachers and Coaches	Curriculum and Instruction – <i>Ready Gen and My Perspectives</i> Implementation (10 days)	July 1, 2018 – June 30, 2019	Pearson	On-site		

Staff	Focus	Date	Responsibility	Location	Cost	Status
K-2 Mathematics Teachers and Coaches	Curriculum and Instruction – <i>Envision 2.0</i> implementation (2 days)	July 1, 2018 – June 30, 2019	Pearson	Onsite		
K-2 Teachers	Technology – STEM Focus	July 1, 2018 – June 30, 2019	New York Institute of Technology			
K-2, and 3-5 Associate Principals	VADIR Training	August 24, 2018	School Safety	<i>New York State Education Department</i>		

9:00 am -12:00pm	<ul style="list-style-type: none"> • Handbook Highlights • Instructional Manual - 		
12:00pm -1:00pm	Lunch		
1:00pm -4:00pm	<ul style="list-style-type: none"> • PowerSchool Training 	■ [REDACTED]	

Wednesday August 21, 2018			
Time	Topic	Participants	Location
8:00 am -8:30 am	Welcome Breakfast	[REDACTED]	Middle School Gym
8:30 am-9:30am	<ul style="list-style-type: none"> • Board Chairman's Greeting • Executive Director's Greeting 	[REDACTED]	Middle School Gym
9:30am-11:00 am	<ul style="list-style-type: none"> • Staff Introduction • Review of Spring 2016 Data • 2016 – 2017 Goals 	[REDACTED]	Middle School Gym
11:00-12:00	<ul style="list-style-type: none"> • Teams Meetings 		
12:00pm -1:00pm	Lunch		

1:00pm -4:00pm	<ul style="list-style-type: none"> Human Resources (i.e., benefits) 	<ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted] [Redacted] 	Middle School
Thursday August 22nd			
Time	Topic	Participants	Location
8:00-9:00	<ul style="list-style-type: none"> Classroom Set Up K-2 	<ul style="list-style-type: none"> [Redacted] [Redacted] 	
9:00am -12:00pm	<ul style="list-style-type: none"> Fundation K-2 TC Writing 3-4 Standards-based Instruction and Curriculum Review 	<ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] 	<p>Library</p> <p>TBD</p> <p>Science Lab</p>
12:00pm -1:00pm	Lunch		

1:00pm -3:00pm	<ul style="list-style-type: none"> • Foundations K-2 • Unpack ELA Module 1 3-4 • Standards-based Instruction and Curriculum Review 	<p>██████████</p> <p>██████████</p> <p>██████████</p> <p>██████████</p>	<p>Library</p> <p>TBD</p> <p>Science Lab</p>
3:00-4:00	<ul style="list-style-type: none"> • Classroom Set Up K-2 • Classroom Set Up 3-4 	<p>██████████</p> <p>██████████</p>	

Friday August 23rd

Time	Topic	Participants	Location
8:00-9:00	<ul style="list-style-type: none"> • Classroom Set Up 	<p>██████████</p> <p>██████████</p>	
9:00am -12:00pm	<ul style="list-style-type: none"> • Fountas and Pinnell • Instructional Framework 	<p>■ ██████████</p> <p>■ ████████</p> <p>██████████</p> <p>██████</p> <p>██████████</p> <p>■ ████</p> <p>██████████</p> <p>██████████</p> <p>██████████</p>	<p>Elementary School Library</p> <ul style="list-style-type: none"> • Science Lab

12:00pm -1:00pm	Lunch
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1:00pm -3:00pm	<ul style="list-style-type: none"> Fountas and Pinnell Instructional Framework 	<ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] [Redacted] 	<p>Elementary School Library</p> <p>Science Lab</p>
3:00-4:00	Classroom Set Up		

Monday August 27 th			
Time	Topic	Participants	Location
8:00 am -9:00am	<ul style="list-style-type: none"> RTI Framework Title and AIS ESL Program 	<ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted] [Redacted] 	Library
9:00am-12:00 pm	STAR Math	<ul style="list-style-type: none"> [Redacted] [Redacted] [Redacted] 	Library
12:00pm -1:00pm	Lunch		

1:00pm -3:00pm	STAR Reading	██████████ ██████████ ██████████	Library
3:00pm -4:00pm	Classroom Set Up		

Tuesday August 28 th			
Time	Topic	Participants	Location
8:00 am -9:00am	<ul style="list-style-type: none"> PBIS- Positive Behavior Intervention Systems 	██████████ ██████████ ██████████ ██████████	Library
9:00am-12:00 pm	<ul style="list-style-type: none"> Teacher Evaluations Danielson's Model 	██████████ ██████████	

12:00pm -1:00pm	Lunch		
1:00pm -3:00pm	ELA Curriculum Map Roll Outs	██████████ ██████████ ██████████	Select Classrooms
3:00pm -4:00pm	Classroom Set Up		

Wednesday August 29 th			
Time	Topic	Participants	Location
8:00 am -9:30am	<ul style="list-style-type: none"> School Wide Policies Color Code and Dojo 	██████████ ██████████ ██████████ ██████████	Principal and Coaches
9:00am-12:00 pm	Epsom Board Training	██████████	TBD
12:00pm -1:00pm	Lunch		

1:00pm -3:00pm	Lesson Overview Planning – Math (Eureka) Module	██████████ ██████████ ██████████	Select Classroom
3:00pm -4:00pm	Classroom Set Up		

Thursday, August 30 th a			
Time	Topic	Participants	Location
8:00 am -11:00am	<ul style="list-style-type: none"> Power Teacher Gradebook/ Microsoft Office 365 	██████████ ██████████	Middle School Library
11:00am-12:00 Noon	<ul style="list-style-type: none"> TC Writing Overview 	██████████	Library

12:00pm -1:00pm	Lunch		
1:00pm -3:00pm	<ul style="list-style-type: none"> Teaching Literacy/ Differentiated Instruction 	 	Library
3:00pm -5:00pm	Meet and Greet		Classrooms

(9)(a) Culture and Discipline

The school will replicate the strong school culture model established at TACS. The anchors of the model are Character Development education and a Schoolwide Behavioral Management System. Please see Response R-09a -1 – Culture and Discipline System.pdf.

Character Development

All students are required to demonstrate appropriate behaviors and knowledge of core virtues. The *School-Wide Behavior Management System* is designed to reinforce and celebrate character development.

School-Wide Behavior Management System

At the Academy Charter School we believe in mutual respect, compassion for others and self-discipline. The following universal rules have been adopted to maintain an environment where scholars can develop academically and socially.

The Five B's

1. Be Here

- In order for scholars to progress academically, they need to come to school every day on time. In addition, scholars must be in class in order to learn.

2. Be Safe

- A safe and orderly environment is necessary for scholars to flourish academically and socially. Scholars and teachers must adhere to the behavioral expectations of the Academy.

3. Be Ready

- To get most out of one's education, one must have all of the materials needed to succeed and be willing to listen and participate in daily activities and complete assigned homework.

4. Be Respectful

- A culture of mutual respect between scholars and the Academy Staff is paramount for the success of the school. Scholars must learn to respect themselves and others.

5. Be Responsible

- There are many ways for scholars to demonstrate responsibility. Scholars are responsible for coming to school each day, completing daily and nightly assignments, and adhering to school-wide behavioral expectations.

School-Wide Behavioral Expectations

Respect yourself and others by:

Asking permission before you touch others and their belongings
Asking permission before you leave your designated area (i.e. classroom, special class, cafeteria)
Using "please", "thank you" and other kind words
Listening to others with your eyes and ears
Following directions of Academy Staff members the first time they are given
Sharing community property

At the Academy, we realize that different locations call for a different set of behavioral expectations. During the first two weeks of school, teachers will teach and model the behavioral expectations for the following locations:

Hallways

- Keep yourself and others safe by walking.
- Respect the learning environment of others by using a quiet mouth, hands and feet.
- Go straight to your destination- no loitering.
- Travel with a pass to indicate where you are going; do not travel in the hallway without permission.
- Keep all body parts off of the walls and bulletin boards.

Cafeteria

- Clean up after yourself.
- Walk in the cafeteria;
- Keep your hands, feet and other personal objects to yourself.
- Whisper-talk at your lunch table.
- Eat properly and use good manners.
- Do not share food with others.
- Stay seated while you are eating.
- Wait quietly on the lunch line.

Bathrooms

- Respect yourself and others by not looking under bathroom stalls.
- Wait outside quietly if there are more than three people in the bathroom.
- Use the bathroom quickly and quietly; flush the toilet when you are done.
- Wash your hands before you leave the bathroom.
- Keep the bathroom clean by throwing away towels, turning off the faucet and not spraying water when you are washing your hands.
- Tell a custodian when there is a mess or if equipment is broken.
- During academic times, travel to the bathroom with a pass.

Outside

- Do not leave the parking lot without permission (arrival, recess or dismissal times).
- Remain within your assigned area.
- Line up quickly and quietly.

The Academy is committed to recognizing and rewarding scholars that demonstrate good citizenship. Scholars will receive individual and group rewards for exhibiting good character. The Academy will use a color system and monetary system to monitor behavior. We would like all of our students to be an Academy S.T.A.R. (Scholars That Are Responsible).

Class Rewards

The ability to collaborate with colleagues will be one of the key ingredients to success in the 21st century workforce. Consequently, The Academy believes that instilling this quality in scholars early will help them succeed in the future. The following is a list of rewards scholars will receive for exhibiting teamwork:

- If the entire class remains on Green or receives a compliment from any Academy staff member, the class will receive a star.
- 15 Stars earns the class an extra recess period.
- 30 Stars earns the class a movie with popcorn.
- 50 Stars earns the class a party and a certificate of achievement.

Consequences

The Academy believes in a balance between consequences and rewards. The Academy will use a color system

to monitor behavior; this color system will help scholars regulate their own behavior as well. Scholars that do not adhere to the school’s behavioral expectations will progress through the hierarchy of consequences listed below. Scholars will receive up to three verbal warnings tied to specific behaviors before they receive a color change. All students begin on green at the start of each school day.

Color	Consequence
Blue	Effective after three (3) “Needs Work” point deductions on Class Dojo; 5 minute in class time out 5-minute time-out in class
Yellow 	Effective after three (3) additional “Needs Work” point deductions on Class Dojo; 10-minute out of class time-out
Orange 	Effective after three (3) additional “Needs Work” point deductions on Class Dojo; Detention or No Recess
Red 	Effective after three (3) additional “Needs Works” Point deductions on Class Dojo; Principal Conference and Red Letter

Detention

Scholars that move to Orange before recess will receive detention. He/she will spend time in the Dean’s Office. The Dean will monitor students during detention. The Dean will call the parent/guardian and inform them of the reason(s) for detention. Each scholar will have to explain his/her action in writing or by drawing as well as describe what he/she will do differently in the future. The detention form will be sent home for parents to sign; the form must be returned to school the following day. A mandatory parent meeting will be held after a scholar receives detention six times. Detentions will be factored into progress report and report card grades.

Severity Clause

Based on the severity of an infraction, the Academy reserves the right to bypass the color system. Scholars can receive one of the following consequences listed below for excessive Red Letters, detentions and other infractions (please refer to the *Code of Conduct* included in the *Parent/Student Handbook* for a detailed description of infractions and consequences).

- Loss of Privileges (i.e. field trips, special events and class celebrations)
- In-School Suspension
- Out-of-School Suspension

In addition, if a scholar’s behavior is severely disrupting the learning environment the Crisis Team will be dispatched to his/her classroom to remove him/her immediately and the parent/guardian of the scholar will be notified.

The *Crisis Team* will consist of the following individuals: the Dean and the Principal. In the event that you need a student removed from your class, we will adhere to the following protocol:

- The Teacher or Associate Teacher will call the main office and state the room number and a code.
- Someone from the main office will call out your room number and the code number on a walkie-talkie.
- The Individual (s) associated with the code will report to the designated classroom to remove the student out of your classroom.

Code One - Dean

Code Two - Dean and Principal

S.T.A.R. Pledge

To reinforce good character and behavior, Academy Scholars will begin each day by reciting the S.T.A.R. Pledge.

As an Academy S.T.A.R., I pledge to be here every day on time.

I will keep myself and others safe.

I will strive to have a positive attitude.

I will always try to do and be my best.

I will respect myself and others.

I will accept responsibility for my actions.

Today, I will learn.

Tomorrow, I will lead and serve.

(9)(b) Discipline Policy

The code of conduct and discipline policy for The Academy Charter School Uniondale is aligned to the existing policies of the TACS UNIONDALE, and shall be as follows:

Code of Conduct and Discipline Policy

The standards set forth in the Code of Conduct and Discipline Policy apply to behaviors that occur:

- In school during school hours;
- Before and after school—while on school property;
- At school-sponsored events
- When behavior demonstrated negatively affects the educational progress or health and safety of any member(s) of the school community
- When behavior is written, oral, or includes the use of electronic devices and social media outlets—including, but not limited to: texting, emailing, and social networking outlets.

Right to Due Process

Every student has the right to:

- Be provided with the Discipline Code and rules and regulations of the school;
- Know what is appropriate behavior and what behaviors may result in disciplinary actions;
- Be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare in the school;
- Know possible dispositions and outcomes for specific offenses;
- Due process with respect to disciplinary action for alleged violations of school regulations for which they may be suspended or removed from class by their teacher; students with disabilities, 504 plans, or who are “presumed to have a disability” have the right to certain protections under IDEA
- Be accompanied by a parent and/or representative at conferences and hearings;
- The presence of school staff in situations where there may be police involvement.

Student Responsibilities

The expectation of TACS UNIONDALE scholars is that they are responsible members of the school community.

Therefore, students have a responsibility to:

- Attend school regularly and punctually and make every effort to achieve in all

- areas of their education;
- Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
 - Follow school regulations regarding entering and leaving the classroom and school building;
 - Help maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
 - Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
 - Share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
 - Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
 - Show respect for school property and respect the property of others, both private and public;
 - Be polite, courteous and respectful toward others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, weight, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
 - Behave in a polite, truthful and cooperative manner toward students and school staff;
 - Promote good human relations and build bridges of understanding among the members of the school community;
 - Use non-confrontational methods to resolve conflicts;
 - Participate and vote in student government elections;
 - Provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
 - Work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
 - Refrain from obscene and defamatory communication in speech, writing and other modes of expression, including electronic expression, in their interactions with the school community;
 - Express themselves in speech, writing and other modes of expression, including electronic expression in a manner which promotes cooperation and does not interfere with the educational process;
 - Bring to school only those personal possessions which are safe and do not interfere with the learning environment;
 - Adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops;
 - Be familiar with the school Discipline Code and abide by school rules and regulations;
 - Provide leadership to encourage fellow students to follow established school policies and practices;
 - Keep parents informed of school-related matters, including progress in school,

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social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.

Code of Scholar Self-Discipline

The TACS UNIONDALE Code of Student Self-Discipline is grounded in the following beliefs:

1. All students deserve to be educated in a safe and welcoming community environment.
2. All students are responsible for the decisions they make and need to be held accountable for their actions.
3. All students can change and improve behavior. Students deserve an opportunity to wipe their slates clean through demonstration of long-term positive behavior.

Restorative Justice

TACS UNIONDALE will implement a restorative justice approach to discipline.

Restorative justice is a revolutionary program based on respect, responsibility, relationship building and relationship repairing. It focuses on mediation and agreement rather than punishment. It aims to keep kids in school and to create a safe environment where learning can flourish.

Restorative justice is a fundamental change in how we respond to rule violations and misbehavior. The typical response to bad behavior is punishment. Restorative justice resolves disciplinary problems in a cooperative and constructive way. If a student misbehaves and a restorative justice system is in place, the offending student is given the chance to come forward and make things right. He/she sits down and works together with the teacher and the affected parties to work it out.

In the restorative justice model, children play an integral part in creating the climate. They and their teacher create a classroom respect agreement and all agree to be held accountable (weareteachers.com).

Restorative practices implemented at TACS UNIONDALE include, but are not limited to the following:

- Conflict resolution
- Peer mediation
- Socio-emotional learning
- Behavior Intervention Plan
 - *Functional Behavior Assessment (FBA) for students with disabilities*

Penalties for Disciplinary Infractions

TACS UNIONDALE staff members will make determinations pertaining to consequences for negative behavior responsibly, with support and guidance from school administration. At all times, staff members will consider the principles of Restorative Justice in matters of misbehavior. Certain behavioral infractions will prompt immediately family contact. These infractions include, but are not limited to, behaviors that result in suspension, removal from the classroom, and repeated minor infractions.

With the support of the Guidance Counselor, and in keeping with the scholars will always be given an opportunity to reflect on the behaviors and identify the impact of their behavior and—when appropriate—make amends and apologize. Structures such as Academy Houses and the team building experiences offer direct opportunities to discuss issues of character, values, and behavior. On a regular basis within the school program and the curriculum itself, students are engaged in discussion of appropriate consequences for misbehavior, with consideration of the concept of Restorative Justice whenever possible. All penalties are meaningfully related to the infraction. Additionally, many factors will be considered when making determinations about consequences including, but not limited to, the student's age, history, and the presence of a disability. Generally speaking, there will be a gradual progression to discipline, such that repeat offenses will be dealt with more harshly than first time offenses.

Consequences for misbehavior may include a range of actions such as: oral warning to student, teacher conference with student, administrative conference with student, 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, imposition of Reflection Time including brief removal from class for opportunity to consider impact of behavior, public apology, Homework Detention, After-School Detention for disciplinary concerns, Extended Detention for reflection on behavior improvement, In-School Suspension, Out-of-School Suspension or Expulsion.

Disruptive and Violent Pupils

The Safe Schools Against Violence in Education (SAVE) Law requires that disruptive pupils and violent pupils be dealt with effectively for the sake of all pupils. A “disruptive pupil” is defined as one who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. A “violent pupil” is defined as one who:

- Commits an act of violence on a teacher, other school district employee, fellow student, or lawful guest;
- Possesses, displays, or threatens to use a gun, knife, or other dangerous weapon;
- Knowingly and intentionally destroys the personal property of a teacher, other

- school district employee, or lawful guest;
- Knowingly and intentionally destroys school district property.

In cases involving disruptive or violent pupils, the school leader has the authority to suspend pupils from the school, without board approval of that authority. Teachers have the authority to remove disruptive or violent pupils from the classroom along with notifying administration. Employees who report violent incidents are protected from any civil liability and may not be disciplined or fired for reporting these incidents.

The Removal Procedures, as listed in the SAVE Guidelines are as follows:

- Teachers report and refer violent pupil to administration for minimum suspension period
- Administration has authority to suspend for up to five days without delegation from the board of trustees
- School shall implement policies and procedures to provide for continued educational programming for removed pupil
- School leader must be informed of reason for student removal by teacher
- Sets time lines for negotiations of removal to student and parent
- Requires notification of charges and an explanation for suspension with timelines as required by legislation.

Searches and Interrogations

In order to achieve a safe and orderly school environment, school personnel are authorized to question students regarding alleged violations without invoking “Miranda” rights. Searches of students and their belongings, including lockers, are permitted if there is reasonable suspicion that the student is in possession of items that are relevant to an investigation and in violation of the school policies and the Code of Conduct. The search will be reported to the administration and a record of the results of the interrogation will be filed.

Suspension or Expulsion

TACS UNIONDALE administrative staff has the authority to impose penalties up to and including out of school suspension and expulsion. All expulsions will also require board approval. In the event that penalties include removal of students from instruction, alternative instruction will be provided. According to Section 3214 of NYSED regulations, any student facing suspension in excess of five school days is entitled to written parental notice, hearing notice provided to parent/guardian, Board of Trustees hearing, and a notice of the results of that hearing.

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. Appropriately certified personnel provide alternative instruction allowing the student to have access to free and appropriate public education. Per state regulations, two hours are provided for each day of missed instruction. If a hearing is held and a recommendation is made for expulsion, the family is provided with all necessary information to facilitate registration at another school within three days.

Discipline of Students with Disabilities

In addition to the guidelines stated above concerning suspensions of all students, students with disabilities or in consideration for classification by the CSE will be afforded additional due process protection beyond that of the general education population.

A student with a disability (a student who has an IEP or 504 Plan) who is suspended or removed from the classroom for disciplinary reasons may be entitled to a Manifestation Determination Review (MDR). An MDR is a proceeding that is held to ensure that a student is not being disciplined for behavior that directly results from (a) his or her disability and/or (b) the school's failure to implement his or her Individualized Education Program (IEP) or 504 Plan.

Students with disabilities are entitled to MDRs if the discipline imposed by the school is a disciplinary change in placement. A disciplinary change of placement occurs if the student will be removed from his/her current educational program for (1) more than 10 consecutive school days; (2) more than 10 cumulative school days in a 40-school-day period; or (3) more than 10 cumulative school days in a school year as a result of disciplinary actions that constitute a pattern of removals.

If the behavior is found to be a direct result of the student's disability or the school's failure to implement the IEP or 504 Plan, the student generally will return to his or her school. However, if the student was suspended for an incident related to weapons or drugs, or which resulted in serious bodily injury, the student may be removed to an Alternate Learning Center for up to 45 days. If the behavior that led to the disciplinary action is not found to be a direct result of the student's disability, then the student may be subject to disciplinary action. Whether or not the behavior is a manifestation of the student's disability, the school will take additional steps to examine the student's behavior and provide additional supports where needed. When a student with a disability is suspended for more than 10 consecutive school days, a suspension plan will be developed by the school that describes the special education supports and services the student will receive during the period of his or her suspension. (NYSED)

Additionally, if a CSE student is suspended for a cumulative total of ten days within an

academic year, TACS UNIONDALE will notify the home district of the need for CSE review to consider the impact of the disability upon the behavior and the possibility of a need for a change in program services. After ten days of suspension, special education services, as stated in the IEP, will be provided to the student along with alternative instruction.

Leveled Consequences

Consequences for infractions will be classified in three levels. Please note the following tables for student behaviors and staff interventions. It is important to understand that, while the interventions are listed next to the behaviors, they are not necessarily connected to any particular behavior. TACS UNIONDALE staff will make the determinations for appropriate interventions.

Level 1: In Classroom Intervention

Examples of Student Behavior	Possible Staff Interventions
<ul style="list-style-type: none"> • Disruptive behaviors including: interrupting, calling out, using a loud volume • Leaving seat without permission • Being out of uniform • Refusing to comply with teacher instructions • Arriving late to class and without a pass • Eating or drinking without permission • Inappropriate use of school equipment/supplies • Rough housing • Bullying • Disengaged/sleeping • Unprepared for class (i.e., no pencil, paper, notebook, etc.) 	<ul style="list-style-type: none"> • Verbal warning • Verbal reprimand • Parent contact • Lunch Detention/After school detention • Student teacher conference • Individual Counseling • Short-term behavioral progress reports • In School suspension (1-2 days)

Level 2: Teacher and Dean of Students/Principal Intervention – *Parents are immediately contacted for a level 2 behavior.*

Examples of Student Behavior	Possible Staff Interventions
<ul style="list-style-type: none"> • Chronic Level 1 infractions • Refusal to meet uniform compliance • Unauthorized possession or use of prohibited electronic devices • Inappropriate use of school technology equipment (accessing inappropriate or offensive material) • Possession of inappropriate or offensive material • Entering another classroom without permission • Using profane, obscene, vulgar, or lewd language, gestures, or behavior • Inappropriate public displays of affection • Skipping class • Skipping required detention • Walking in the hallway (or other school location) without the appropriate pass • Engaging in or causing disruptive behavior on school bus • Lying to, giving false information to, and/or misleading school personnel • Engaging in verbally rude or disrespectful behavior 	<ul style="list-style-type: none"> • Verbal reprimand • Parent contact and conference • Lunch Detention/After school detention • Student teacher conference/restorative conference • Individual Counseling • Short-term behavioral progress reports • Peer mediation • Removal from classroom • In School or Out of School Principal-approved suspension (1-5 days)

Level 3: Principal Intervention – *Parents will be immediately contacted by the Principal.*

Examples of Student Behavior	Possible Staff Interventions
<ul style="list-style-type: none"> • Chronic Level 2 infractions • Using gang-related language or gestures • Intentionally defacing or damaging school property • Theft • Making false 	<ul style="list-style-type: none"> • Verbal reprimand • Parent contact and conference • Lunch Detention/After school detention • Student teacher conference/restorative conference

<p>accusations/allegations</p> <ul style="list-style-type: none"> • Making threats to the well being of other students, staff members, or other TACS UNIONDALE guests • Using slurs based on actual, or perceived, race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability • Shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards • Engaging in gang-related behavior • Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules • Engaging in Academic Dishonesty, which includes but is not limited to: cheating and plagiarizing 	<ul style="list-style-type: none"> • Individual Counseling • Removal from classroom • Student personal contract including parent, student, staff conference • Out of School Principal-approved suspension (1-5 days) • Out of School Board-approved suspension (6-10 days) • Board-approved expulsion, after hearing
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TACS UNIONDALE seeks to provide a safe learning environment for all students. As a result, the Academy reserves the authority to immediately require an expulsion hearing for pupils who engage in certain behaviors. If found to have willfully commit the following infractions during an expulsion hearing, students will be expelled from the school:

- Engaging in sexual conduct on school premises or at school-related functions
- Engaging in physically aggressive behavior other than minor altercations which creates substantial risk of or results in minor injury
- Engaging in an act of coercion or threatening or instigating violence, injury or harm to any student, staff member, or TACS UNIONDALE guest
- Engaging in harassing, intimidating and/or bullying behavior—including the use of electronic communication to engage in such behavior (cyber-bullying).
 - This behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass

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and/or using an object that appears capable of causing physical injury (i.e., lighter, belt buckle, umbrella, or laser pointer)

- Using controlled substances or prescription medication without appropriate authorization, or using illegal drugs, synthetic hallucinogens, and/or alcohol
- Smoking, of any kind, on school property or during school functions
- Possessing or selling any weapons
- Inciting or causing a riot
- Starting a fire
- Threatening to use, or using, force to take or attempt to take property belonging to another
- Using force against, or inflicting or attempting to inflict serious injury against school staff
- Selling or distributing illegal drugs or controlled substances and/or alcohol

Note: For all high-level infractions such as possession of or use of illegal drugs, alcohol, weapons, explosives, non-consensual sexual contact, or the selling of illegal drugs, local law enforcement will be contacted and the investigation will be conducted at their discretion.

Dignity For All Students Act (DASA)

The New York State Education Department has issued updated expectations for the Dignity for All Students Act effective July 1, 2013. All aspects of the law and guidelines for implementation are found at www.p12.nysed.gov/sss/seedl/SEDLguidelines.pdf.

At TACS UNIONDALE, the necessary steps have been taken to ensure that families can send their child (ren) to school knowing everything possible is being done by staff to provide a safe, supportive, welcoming, and nurturing school environment. Not just because NYSED says it is the law, but because that is what TACS UNIONDALE believes in. A safe, welcoming environment was envisioned when the Academy was created, and the founders of the Academy held this goal dear to their hearts when establishing this scholastic institution.

All children have a right to attend school without the threat or occurrence of bullying, harassment, or discrimination of any type. Staff works diligently to ensure all of our students have an educational experience that is free from these distractions.

Everyone has a part to play in the prevention of these types of problems, and in the intervention process leading to solutions, if and when incidents may occur such as:

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Physical Bullying

- Physical bullying includes hitting, kicking, tripping, pinching, and pushing or damaging property.

Verbal Bullying

- Verbal bullying includes name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Covert or Hidden Bullying

- This sort of bullying is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Covert bullying includes:
 - Lying and spreading rumors.
 - Negative facial or physical gestures, menacing or contemptuous looks.
 - Playing nasty jokes to embarrass and humiliate.
 - Mimicking unkindly.
 - Encouraging others to socially exclude someone.
 - Damaging someone's social reputation or social acceptance.

Cyber Bullying

- Cyber bullying can be overt or covert bullying behaviors using digital technologies, including hardware such as computers and smartphones and software such as social media, instant messaging, texts, websites and other.
- Cyber bullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the person bullying. It includes:
 - Abusive or hurtful text messages, emails, posts, images or videos.
 - Deliberately excluding others online.
 - Nasty gossip or rumors.
 - Imitating others online or using their login.

A commitment from the entire Academy community is sought to ensure that the above-mentioned offenses are addressed immediately if they are observed or reported. Students, parents, faculty, staff, and administration must work as a team and demonstrate a zero tolerance policy for any behavior that violates any one person's right to be treated with respect and dignity when attending school, and establishing values that will extend beyond our school environment.

Incident Report forms are available in administrative offices. Once submitted officially to a staff member, an investigation and administrative action will occur within one school day. Students and families are encouraged to speak to an administrator or professional staff if an incident is suspected. Incident resolution and student safety and comfort are

top priorities.

www.stopbullying.gov/what-is-bullying/definition/index.html

Restorative practices implemented at the Academy Uniondale include, but are not limited to the following:

- Conflict resolution
- Peer mediation
- Socio-emotional learning
- Behavior Intervention Plan
 - *Functional Behavior Assessment (FBA) for students with disabilities*

Behavior Expectations

Respect for Adult Authority

Though all individuals young and old in the Academy community are deserving of respect, it is understood that adults are in a position of authority. Adults would include staff members, as well as other adult guests or individuals involved in the community functioning. Staff members in particular are required by law to provide an appropriate atmosphere for learning and have the right and responsibility to respond to student behavior in the service of that requirement. Restorative Justice Principles would guide students to understand the necessity of an orderly environment and the importance of behaving with respect toward others, including adults. Examples of behavior that challenges authority would be arguing with a teacher in response to a request, refusal to leave a classroom if asked to go to the office, walking away from an adult when being addressed. Challenging authority constitutes insubordination and at the least would require apology. Continued challenging of authority can be grounds for serious consequences up to and including suspension and expulsion.

Hallway Expectations

Students are expected to travel safely and quickly to their next class following these expectations:

- Appropriate volume in the hall;
- Keep your hands to yourself;
- Stay to the right;
- Walk safely.

Failure to meet these expectations is a Level 1 infraction and will be dealt with accordingly. Repeated violation of hallway expectations becomes a Level 2 infraction and will be dealt with accordingly.

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Voice, Language, and Hall Behavior

Scholars are required to use “professional voice” at all times during the school day, whether out on fieldwork or in the school building. Though there is a time and place for appropriate expression of enthusiasm, school is rarely an acceptable location for loud voices. Teachers will give one reminder to use “professional voice.” If a student does not comply, behavior would be considered insubordinate and would be subject to the discipline policy.

Profane language can be offensive and is disruptive to the atmosphere of academic rigor established at the Academy. Even if used in the context of informal conversation or joking, it is unacceptable in the school setting. Those who use profanity will be reminded to stop. Failure to stop as requested is insubordinate. A student can be called to a disciplinary hearing for use of profanity.

Hall Passes

During the daily periods, all students going to the bathroom must be in possession of a classroom bathroom pass. Students must have a classroom or written pass to go to other locations, including the nurse, front office, library, or other errand locations.

If a student is found in the hallway without a pass, staff will escort the student back to the classroom and inform the teacher that the student was in the hall without a pass. The teacher whose classroom the student was supposed to be in will then issue the appropriate discipline procedure.

Students may not use the bathroom pass for any other reason except to go to the bathroom. Bathroom use is assigned by classroom location. If students are not using the pass system appropriately, it will be considered a Level 1 infraction and the Dean of Students will be notified.

Candy/Food/Snacks

To preserve and maintain clean and sanitary conditions throughout the building, eating of any kind is reserved for the dining hall during designated meal or event times. Eating food and beverages is not permitted in the dining hall during class periods, including academic supports. Students may carry clear water bottles in the building, but may not have beverages other than water outside the dining hall. Food and beverages in open containers or being consumed outside of the dining hall will be confiscated by staff and discarded. Violation of the eating or drinking policy will be considered a Level 1 infraction generally, but a Level 2 infraction in the science rooms.

Bathroom Use

Students are not expected to use the bathroom during classes. If students must use the bathroom during class, they are only permitted to leave the room one time per class and they must use the classroom bathroom pass. Only one student may leave a class at a time. Failure to meet these expectations is a Level 1 infraction and will be dealt with accordingly. If a student is believed to be misusing the pass privilege, with use of the pass more than two days in a week, it will be considered a Level 1 infraction and the privilege may be withdrawn after a call to the parent. If a student needs to go to the nurse due to illness or injury, they will ask the teacher for a nurse's office pass. This is to be used for health issues only, not to get a tissue or cough drop. If a student has business to address in the front office, this must be done before or after school.

Harassment – Identification and Reporting (refer to DASA)

The staff is committed to assuring each and every individual student a safe and respectful environment in which to attend school. Though the aim is to create a positive, welcoming and supportive environment, at a minimum RESPECT means an environment that is free from harassment of any kind. Harassment is conduct or speech that is unwelcome, intimidating, derogatory, hostile, and/or offensive. Bullying and put-downs are forms of harassment. Harassment can occur online through the posing of messages that target individuals in a cruel manner. Harassing behavior can unreasonably interfere with an individual's ability to learn and to work, and it will not be tolerated within the Academy community. Offensive behavior—even online—can result in disciplinary action within the school, or may be grounds for legal action.

In addition to critical behavior of a general nature, members of the school community may not use any language or behavior that ridicules or criticizes anyone because of his or her gender or sexual orientation. The use of suggestive, rude, or offensive sexual words, gestures, or actions is strictly prohibited. Persistent unwelcome advances are also prohibited. Sexual harassment is considered a serious offense and can result in disciplinary action by school administration. It may also be grounds for legal action.

Students who feel that they are being harassed should report the situation to a trusted staff member immediately. Incident report forms are also available in administrative offices. The situation will be investigated with sensitivity and thoroughness. Harassing behavior is subject to disciplinary penalty, up to and including expulsion. Harassment may also provide grounds for legal action and fines through the civil justice system.

Fighting

Scholars are asked to keep their hands to themselves at all times. Even when interacting in a friendly or playful manner, physical contact can get “out of hand” quickly and lead to unexpected difficulty. When disputes arise, students are asked to use non-violent

means to resolve problems, with no use of physical means for demonstrating or retaliating in a dispute. If a fight occurs that results in physical contact, as determined by a staff member, penalties for Disruptive and Violent pupils will apply. Suspension is likely for both parties (an expulsion hearing may also be a consideration). A reconciliation meeting will be conducted before students may return to classes, and will include students and family members in a meeting of apology and future planning.

Gambling

Gambling within the school setting is deemed to be a disruption to the educational atmosphere and to pose a risk for long-term harm to individual students. If a student is discovered to be placing bets on games or other activities within the school setting, the game materials will be confiscated, and student will be warned. Parent/Guardian will be notified.

Visitors

Although we welcome both young people and adults to view all dimensions of our school, no student may invite a visitor without the written permission of the school administrators at least one day prior to the visit. Visitors who do not have permission will be asked to leave the premises and may be removed from campus or arrested for trespassing, depending on the circumstances. A student assisting an intruder in entering the building will be subject to disciplinary action. Visits including babies and young children are not permitted, except with special permission of the administration.

(9)(c) Special Education Policy

The discipline culture of the proposed charter school places priority on student agency and capacity building. In our model, students are encouraged to be leaders and seek their own solutions to complex problems, including those of an interpersonal nature. Our culture affirms the importance of students taking responsibility for their actions and for committing to restorative justice. Indeed, our operational practice is to use means other than suspension or expulsion to address concerns of student behavior and schoolwide safety.

We operate within the legal frameworks and regulations established under 34 CFR 300.530 and 300.536, as well as federal regulations in the Individuals with Disabilities Education Act (IDEA). To protect the dignity and rights of students with disabilities, we have developed the following policy, based on the existing laws and models established by existing charter school networks.¹

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

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

Suspension

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

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

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

¹ The policy is based on language developed by the Bronx Charter School for Excellence, as well as the NYS regulatory code.

because of all of the following:

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

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

Interim Alternative Educational Placement Due to Dangerous Behavior

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

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

The student's interim alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G), 34 CFR 300.531) On the date the decision to take disciplinary action is made, the student's parents/guardians shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530) A student who has been removed from his/her current

placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Manifestation Determination Review

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

1. On the date the decision to take disciplinary action is made, the student's parents/guardians shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

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

1. Caused by or had a direct and substantial relationship to the student's disability

2. A direct result of the district's failure to implement the student's IEP, in which case the district shall take immediate steps to remedy those deficiencies. If the manifestation review team determines that either of the above a conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavior intervention plan has already been developed, the IEP team shall review the

behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530) The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Principal or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530) As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

Due Process Appeals

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

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

Readmission

Readmission procedures for students with disabilities shall be the same as those adopted used for all students without disabilities. Upon readmission of a student with disabilities, an

IEP team meeting shall be convened to review and, as necessary, modify the student's IEP.

Decision Not to Enforce Expulsion Order

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

Notification to Law Enforcement Authorities

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 - Suspension and Expulsion/Due Process. When giving any required notification concerning a student with disabilities to any law enforcement official, The CAO, principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076) (cf. 5131.7 - Weapons and Dangerous Instruments)

Report to District Superintendent of Schools

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

Procedures for Students Not Yet Eligible for Special Education Services

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

1. The parent/guardian, in writing, has expressed concern to district supervisory or school personnel, or to a teacher of the student, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300-300.311.
3. (cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

4. The teacher of the student or other school personnel has expressed specific concerns directly to the district's director of special education or other supervisory school personnel about a pattern of behavior demonstrated by the student. However, the district shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed him/her to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300-300.311, the district determined that he/she was not an individual with a disability.

When the district is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behavior. (20 USC 1415(k)(5); 34 CFR 300.534) If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures pursuant to 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (20USC 1415(k)(5); 34 CFR 300.534)

SCHOOL UNIFORMS

UNIFORM DRESS CODE

Student Dress Code

The Academy Charter School (TACS) has a strict uniform dress code for its students. Each student must wear the school uniform throughout the entire school day unless otherwise instructed by an administrator.

Parents/guardians have the primary responsibility for ensuring that students are dressed in the school uniform every day. **Parents/guardians** are expected to give proper attention to personal and uniform cleanliness. When children grow out of uniforms, the uniforms should be updated to fit the child's appropriate size and original color. Teachers and all other TACS personnel will exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in a school setting.

School Uniform Violation Policy

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

- The first time a student is out of full uniform, they will be sent to the Dean's office. The parent/guardian will be contacted by phone and the student will be sent home with a pre-suspension letter. This letter will require the parent/guardian to accompany the child to school the following day, for a pre-suspension meeting.
- The second time a student is out of full uniform, the parent/guardian will be mandated to meet with the principal for a meeting to determine the consequences and to ultimately conclude if the Academy is the appropriate setting for the student.

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

The uniform must be worn every day, regardless of weather, unless parents and students have been advised otherwise in writing. The Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code during registration and at the beginning of the school year and any revisions to the dress code made during the school year. Failure to wear the uniform will be considered a violation of our school's discipline policy. The Academy has the right to dis-enroll students due to non-compliance with this program.

ACADEMY UNIFORMS

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

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

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

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

Girls K – 5th Grade:

Girls must be neatly styled

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



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

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



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

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



(10)(a)(b) Organizational Chart

(a) – Organizational Chart

The following organizational chart outlines the governance and administrative structure for the education corporation and the proposed school. The structure to govern and lead the school was developed as part of the natural evolution and maturation of The Academy Charter School (TACS) in Hempstead. The board of trustees comprises 10 members with experience in all aspects of charter school governance, including instructional oversight, fiscal oversight, facility development, organizational development, and community relations. The board oversees the operations, policy compliance and strategic planning priorities of the school through regular monthly meetings, committee meetings, and ongoing communication with school leadership.

Within the education corporation (the EC), the Executive Director and Chief Academic Officer report to the board of trustees. Written and oral reports are issued monthly. School leadership also has frequent informal communication. Instructional and operational items are introduced in committee when board action or review is required. Trustees typically determine items that should go before the full board for consideration. Agendas and board minutes are posted to the school's web site each month. Meetings are attended by parents and members of the public.

The EC will not utilize a management corporation or operate as a CMO. Rather, the managerial support approach will be to deploy a blended or shared services team to support both schools with fidelity. As TACS has grown to serve students in elementary, middle and high school grades, the education corporation has developed a critical mass of internal leaders and champions who embody the mission and culture. Since the founding of the school, trustees and the administrators have prioritized the cultivation of internal leadership. Teachers and young administrators are developed through diverse leadership opportunities that call for peer leadership, mentorship, initiative and demonstration of a commitment to personal growth. Presently, the education corporation has sufficient staffing and leadership to ensure a stable cultural transition for new hires in Uniondale. With the time to prepare for opening in August 2018, we anticipate broad organizational readiness to meet the challenge.

School personnel in Uniondale will receive support from the CAO as well as four academic directors (Curriculum & Instruction, Education Technology, Data & Assessment, and Student Services). Additional academic support will be provided by Instructional coaches at TACS, who will be deployed as needed. On the operations and finance side, the EC will provide oversight and support through the Director of Operations, who supervises the school-based operations teams. The staffing model in

Response R-10a – Organizational Chart
Academy Charter School Uniondale

Uniondale replicates the model used in Hempstead, and leverages the skills of newly-established leadership positions at the director-level.

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

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

Academy Charter School Uniondale
Organizational Chart, 2018-2019 (Year 1)

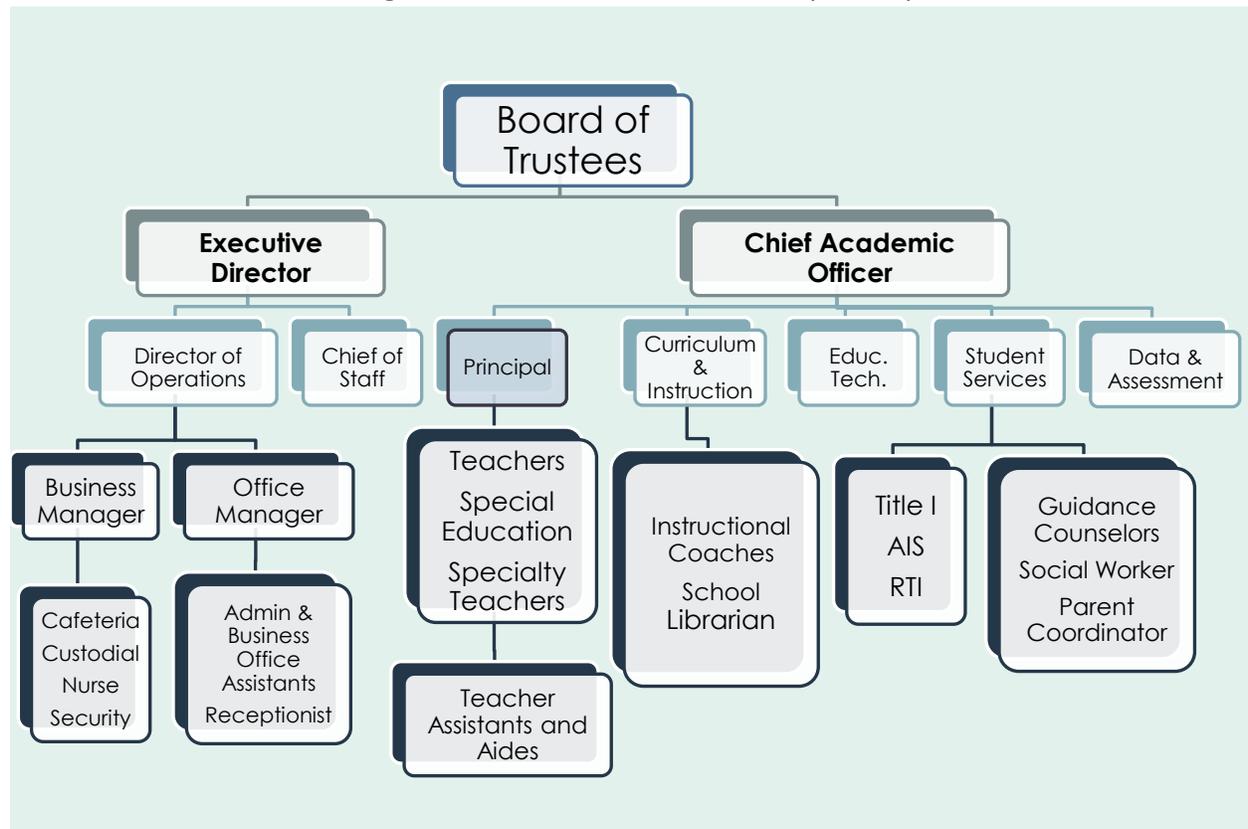


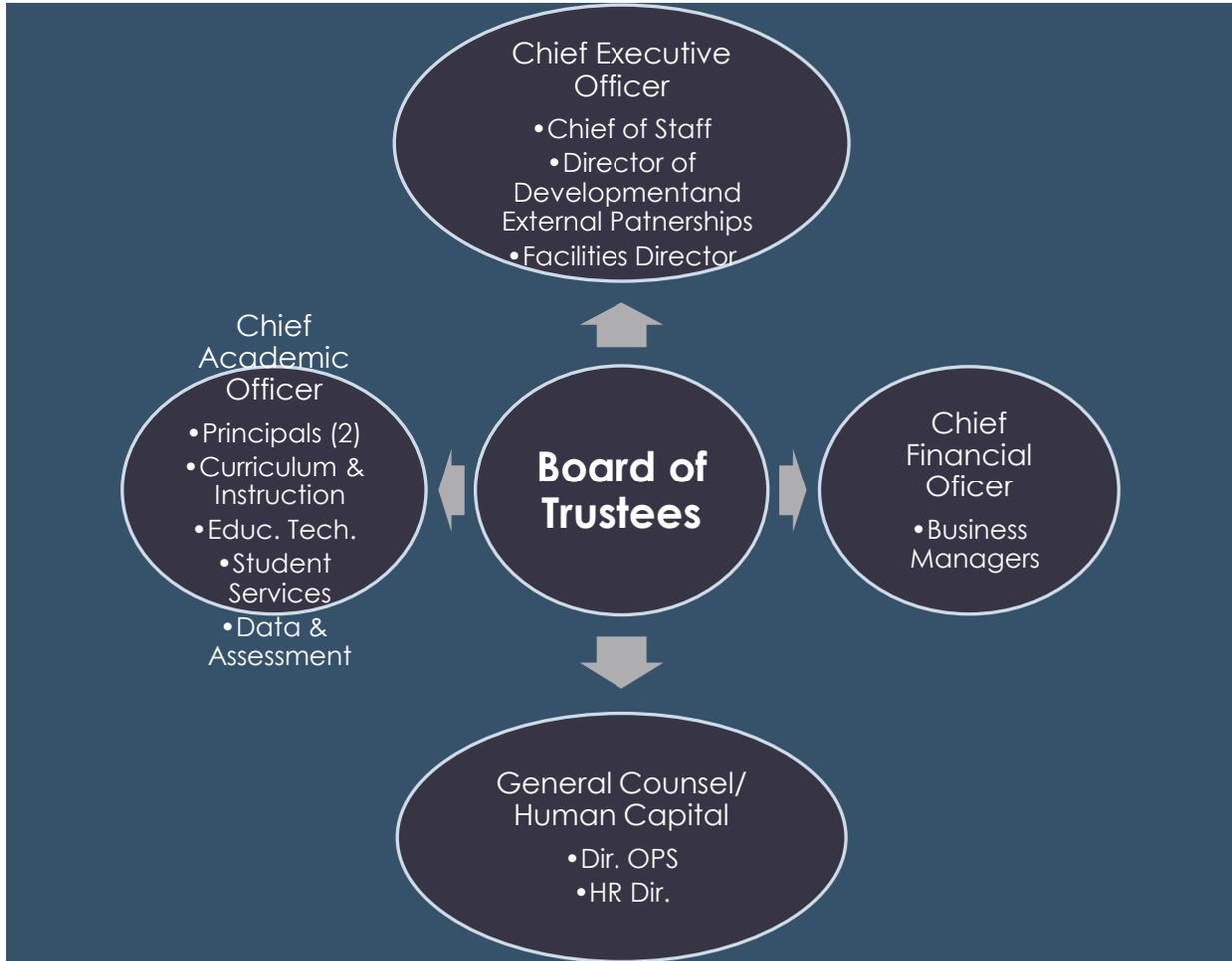
Figure 1: Organizational Chart - The Academy Charter School (Education Corporation)

Response R-10a – Organizational Chart
Academy Charter School Uniondale

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

In Years 2 and 3, new teachers will be added. They will receive support from the established Instructional Coaches and support teams currently working at TACS.

The Academy Charter School
Organizational Chart, 2022-2023 (Year 5)



As part of proposal development process, we solicited feedback from parents regarding the staffing plan. Parents strongly recommended that the new school offer a rich parental and community engagement program. To achieve that aim, we will hire dedicated personnel to direct those initiatives.

The Director of Student Services will engage in goal-setting activities for the position and solicit additional feedback from parents between now and the school's opening.

(b) – School Leadership and Management Structure

The building leader for the Academy Charter School Uniondale will be the principal. The education corporation does not operate with a charter management organization (CMO). The education corporation will utilize a shared services team structure to provide support directly to schools.

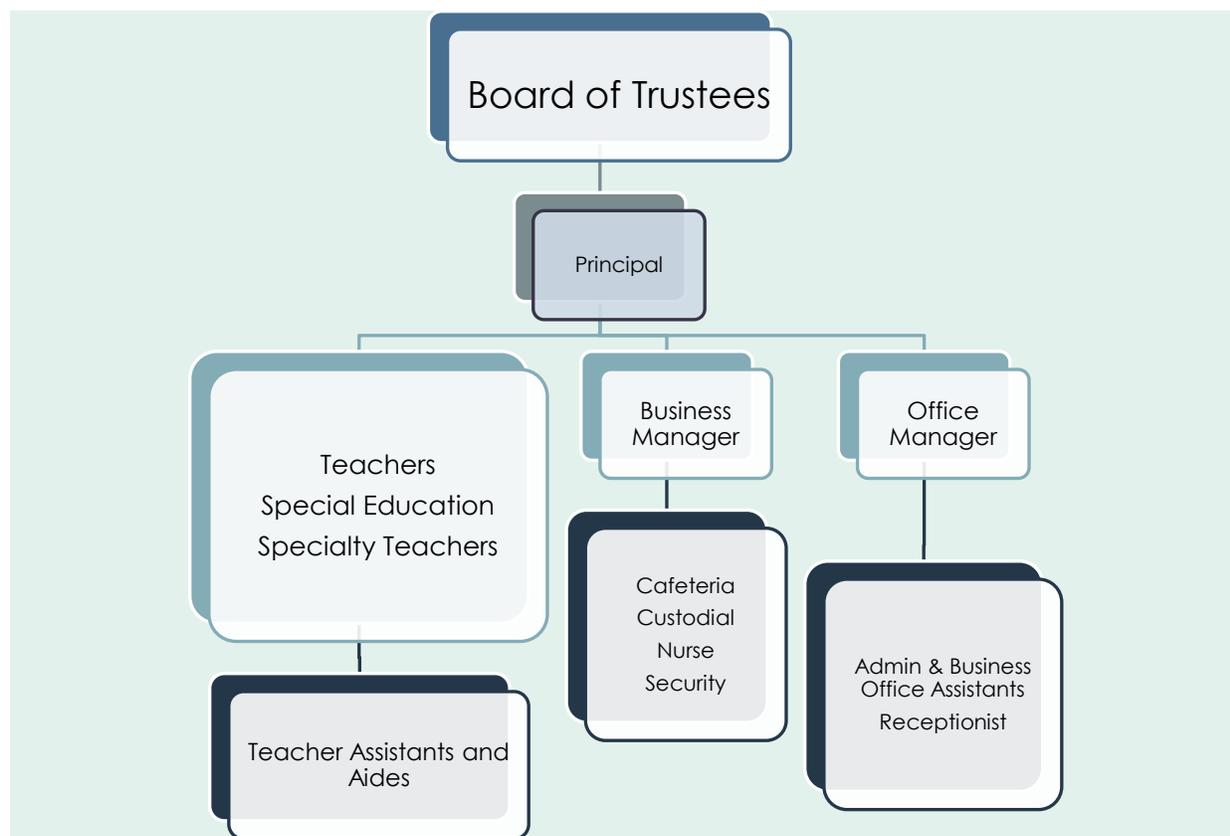


Figure 3: School-Level Leadership Structure

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

The principal will directly supervise the instructional staff presented above, and will collaborate with four directors (curriculum & instruction, education technology, student services, and data & assessment). The directors and principal will work as a single

instructional decision-making team with the support of the chief academic officer. Teacher and learning will be evaluated by this leadership team. This structure replicates the existing structure at The Academy Charter School.

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

Recruitment and Selection Plan – Should we require a larger search, our chief academic officer will provide institutional leadership. [REDACTED] is a former charter school principal and has decades of experience in hiring and leadership development.

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

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

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

Response R-10a – Organizational Chart
Academy Charter School Uniondale

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

Anticipated Timeline – The selection process for a new internal candidate will proceed on an expedited basis aligned to the approval of a new charter. The chief academic officer is developing a leadership development program for the accelerated cultivation of principal candidates. The education corporation anticipates the selection of a school leader by October 2017. An approval notification in August or September 2017 allows sufficient time for strong candidates to work as a principal-in-residence and assume modified instructional duties. The traineeship would run through the year and expose the candidate to the unique leadership requirements of the position. Beginning in spring 2018 through summer 2018, the new school leader would transition to setting routines and practices for opening by August 2018. We have utilized this approach with success in growing our middle and high school programs. Key lessons learned from this hiring processes are that culture matters a great deal, and it matters even more. It is important that school leaders be great teachers with a passion for imparting knowledge to individuals and across institutions. Throughout the winter and spring 2018, we will establish routines wherein the new school leader candidate(s) can demonstrate these high leverage skills in an environment where teachers have experience, ownership and success of very strong results.

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

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

School Leader Evaluation Method

The School Leader (Principal) will be evaluated based upon a tool that includes benchmarks from the Charter School Performance Frameworks and revised elements and domains from the 2013 Marzano School Leader Evaluation Model Rubric.

Quantitative and qualitative data will be collected from a variety of sources, including the following:

- Data from the annual New York State Education Department assessment program – English Language Arts, Mathematics and Science
- School level data from the school's testing program – Renaissance STAR Reading and Math assessments, Fountas and Pinnell Data
- Charter School Annual Reports – Progress towards Goal
- Charter School site visit reports
- The New York State Report Card a
- Board of Trustees dashboard reports
- School sponsored teacher and leadership team surveys and interviews, parent surveys and reports
- Incident reports from local, state and federal agencies
- VADIR and DASA Reports

Ratings will be based on performance in each element and domain as well as an overall composite rating as defined below:

Highly Effective: Clearly Exceed Performance

Effective: Meets Most of the Performance Benchmarks

Developing: Meets Some of the Performance Benchmarks

Ineffective: Does Not Meet Most of the Performance Benchmarks

Domain 1 – Student Achievement: A Measure of the School's Achievement Progress

Elements:

- New York State Department of Education Student Growth Rating
- New York State English Language Arts Assessment
- New York State Mathematics Assessment
- New York State Science Assessment
- Renaissance STAR Reading and Mathematics, Fountas and Pinnell
- Accountability Status
- Similar School Performance Comparison

Sample Evidence and Indicators:

- Evaluation rating based on student growth for all students
- The percentage of all students scoring at level 3 and level 4 in English Language Arts, Mathematics and Science.
- The percentage of students in each sub-group scoring at level 3 and level 4 in English Language Arts, Mathematics and Science.
- Aggregate Growth Percentile of all Students compared to district and state averages.
- Sub Group Growth Percentile- Mean Growth Percentile compared to district and state averages.
- Adequately Yearly Progress (AYP) Status for school in each sub-group.
- In Good Standing.
- Exceed Average for similar schools on the New York State Assessment.
- For Charter Specific Goals related to Reading, Language Arts and Mathematics, the percentage of all students in each grade level increase by an amount to be determined annually.

Domain 2 – Curriculum and Instruction Improvement

Elements:

- Instructional Planning
- Standards-Based Instruction aligned to the NY State Common Core Learning Standards

Response R-10a – Organizational Chart
Academy Charter School Uniondale

- Monitoring of Instruction
- Professional Development
- Academic Intervention Services

Sample Evidence and Indicators:

- Written documentation of the school's instructional program, instructional model, improvement plan, and new initiatives.
- Rigorous and coherent curriculum as determined by the New York State Common Core Learning Standards. Sound implantation of curriculum and learning standards including well designed unit plans, curriculum maps and pacing calendars are in place.
- System in place to monitor teaching and learning through formal observation and evaluation and written reports. School leaders frequently conduct walk throughs of classroom. Teachers constantly receive feedback in a timely manner including student progress on interim assessment data.
- The school has a written annual professional development plan which provides learning opportunities for all teachers regarding the school wide model for instruction and curriculum implementation. The annual professional development is ongoing throughout the year and provides opportunity for all instructional staff including the use of professional/ instructional improvement and or growth plans. The school's instructional schedule provides for time for the teachers to meet and plan together. The school evaluated the quality of professional development services and provides follow up action plans to improve the delivery of services.
- Assessment data is used to identify students in need of additional support services in reading and mathematics and inform instructional planning decisions. Data is used frequently to monitor student progress.
- The school utilizes the New York State Education Department, *Response to Intervention (RTI) model* during the school day to provide services to struggling students in Reading and Mathematics. The school provides high quality extended learning opportunities to struggling students including the after-school program.

Domain 3 – School Climate: A Measure of Customer Satisfaction

Elements:

- Goal Setting and Development
- Compliance
- Staff and Parent Satisfaction
- Student Services
- Student Attendance
- Safe and Orderly Environment
- Family Partnership and Parental Communication
- Community Outreach
- Teacher Collaboration

Sample Evidence and Indicators:

- The school leadership team sets annual goals for self and leadership team and articulates the goals orally and in writing. The school leader attends professional development activities geared toward improving teaching and learning and improving leadership skills.
- The school is in compliance with all Federal, State, and local mandates and regulations including filing report and developing school safety plans. The school leader responds promptly to all communication by the charter authorizer.
- The school leader prepares and presents reports including dashboard information at monthly Board of Trustees meetings.
- The school leader has instituted program and provided both mandated and non-mandated counseling services to students.
- Daily student attendance rate of 95% or higher and exceeding both district and city-wide averages.
- The school has a defined schedule of school sponsored parental involvement activities including parent teacher conferences, curriculum/standards-based workshops, and presentations and performances in the arts.
- The school leader is proactive in communicating with parents and uses various mediums including newsletters, attendance at Parent Teachers Organizations meetings, the school's website and robo calls. The school leader is accessible to parents and resolves parent complaints according to the school's complaint policy and in a timely manner.

- The school leaders solicit input from the community and works with appropriate community organizations and individuals including elected officials in seeking resources and programs that benefit the school and its students.
- The school leader solicits input from teachers in decisions related to curriculum, instruction and assessment.
- The school has a system in place to recognize faculty and staff performance including celebration.

Domain 4 – Operational Excellence

Elements:

- Utilization of Resources
- Operations Oversight
- Student Attrition
- Staff Attrition

Sample Evidence or Indicators:

- The school leader manages operational resources to support student achievement. Staff is provided adequate standards-based curriculum materials and technology resources in sufficient quantities to improve teaching and learning. School-assigned instructional support staff provides adequate training and support to teachers.
- The school is adequately and effectively staffed to support the instructional program including support for Students with Disabilities and English Language Learners.
- The daily instructional schedule maximizes the focus on the instruction time and student engagement.
- The school leader creates written annual goals for non-instructional operational staff including the management of the facility. The school leader monitors and provides feedback to operational staff including written reviews.
- Mobility attrition rate for student is no more than five percent.
- The school leader recruits and retains certified and effect instructional staff.

Domain 5 – Financial Management: Ability to Meet Financial Targets

Elements:

- Budget Development and Management
- Development

Response R-10a – Organizational Chart
Academy Charter School Uniondale

- Enrollment

Sample Evidence and Indicators:

- The school leader ensures that the school's finances are effectively managed to produce measureable results and improved student learning. School leadership works collaboratively with the Director of Finance on a daily basis and provides monthly financial reports to the Board of Trustees.
- The school leader actively participates in the monthly Finance Committee meetings.
- The school leader successfully accesses and leverages a variety of financial and other resources for the benefit of the students and faculty (example: corporate and foundations grants, and local, state, and federal funds).
- The school leader actively participates in monthly Development Committee meetings.
- The school maintains student enrollment as indicated in the approved annual budget.

(11)(ac) Personnel

11(a) Staffing Chart and Rationale

ADMINISTRATIVE PERSONNEL FTE	FTE				
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Executive Management	0.5	0.5	0.5	0.5	0.5
Instructional Management	1.0	1.0	1.0	1.0	2.0
Deans, Driectors & Coordinators	2.0	3.0	3.0	3.0	3.0
CFO / Director of Finance	0.4	0.4	0.4	0.4	0.4
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	4.0	5.0	5.0	5.0	5.0
TOTAL ADMINISTRATIVE STAFF	8.9	10.9	10.9	10.9	11.9

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	7.0	14.0	26.0	32.0	38.0
Teachers - SPED	1.0	1.0	1.0	1.0	1.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	3.0	3.0	3.0	3.0	3.0
Specialty Teachers	3.0	3.0	3.0	4.0	4.0
Aides	2.0	2.0	2.0	2.0	2.0
Therapists & Counselors	1.0	1.0	1.0	1.0	2.0
Other	3.6	3.0	3.0	3.0	3.0
TOTAL INSTRUCTIONAL	24.6	34.0	40.0	47.0	54.0

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	1.0	1.0	1.0	1.0
Custodian	2.0	2.5	3.0	3.0	3.5
Security	2.0	2.0	2.0	2.0	2.0
Other	4.5	4.5	5.5	5.5	5.5
TOTAL NON-INSTRUCTIONAL	8.5	10.0	9.9	10.5	12.0

TOTAL PERSONNEL SERVICE FTE	42.0	54.9	60.9	68.4	77.9
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Under the proposed staffing plan, the school's Executive Management comprises the Executive Director (.25 FTE) and the Chief Academic Officer (CAO) (.25 FTE).¹ We anticipate both [REDACTED] will allocate a balanced portion of their time to ensuring the smooth launch of the proposed school, while also maintaining cross-organizational obligations. At the school level, instructional leadership will be provided by the Principal (1.0 FTE in Years 1 through 4). As the school expands to serve grade 6, the school may add an Assistant Principal or a second Principal to lead a middle school patterned after our Hempstead school. This initial staffing plan and budget provides for a second principal in Year 5. The administration team will include a Director of Instruction (.5 FTE), Instructional Coaches (one in Year 1; and 2 beginning in Year 2), and two deans. We will begin with a Dean of Students (Year 1) and add a Dean of School Culture in Year 2.

The structured emphasis of the model is to provide deep, layered support for teachers to adopt our school culture, work collaboratively with peers and instructional leaders to build a challenging Common Core learning environment for students. Within this model, teachers benefit from content area specialists, behavioral management specialists and veteran teachers adept at identifying the needs of diverse learners, experienced at progress monitoring and familiar with best practices for reteaching or extending learning. Teachers benefit from working in classrooms with co-teachers who share the instructional load fully. We are cautious with education research on impacts² and rely largely on our learned experiences in Hempstead. The model calls for both teachers to share full responsibility for the classroom (a 100%-100% partnership rather than a 50%-50% partnership). Under this paradigm, both teachers can choose to collaborate and share the work, but each also assume full responsibility for the effectiveness of teaching and for student performance.

The faculty comprises two teachers per class in grades K through 5 (14 in Year 1 growing to 38 in Year 5). The school will hire one special education teacher initially. Given the resources at the existing school in Hempstead, we believe we will be able to leverage sufficient resources to support all needs in Uniondale. A second special education teacher may be added in Year 4 or 5. It will be within the fiscal latitude of the school to revisit that hiring consideration at the end of Year 3 and/or Year 4. As is consistent with the Hempstead school, the plan provides for three grade-level teaching assistants in Year 1 growing incrementally in Years 2, 3 and 5. Teaching assistants are critical to the leadership development model at the existing school in that they provide a deep pool of highly-skilled individuals who are mission-aligned and capable of filling emerging positions. We expect that these individuals will replicate the success of their peers who are classroom teachers and leaders in the Hempstead school.

¹ Note: Response R21e, Tab "Staffing Model 1st Year" refers only to the Executive Director (.5 FTE).

² https://education.ufl.edu/325t/files/2013/06/McDuffie_031612.pdf

The school will be staffed with a guidance counselor, two Title I teachers, a resource room teacher, Academic Intervention Services (AIS) teachers for English Language Arts and Math, and an English as a New Language (ENL) teacher. A second ENL will be added in Year 2, based on student enrollment and need. Teachers will have two schoolwide aides to provide essential support in classrooms throughout the day.

School operations will be overseen on a split FTE basis by the education corporation's Director of Operations (.025 FTE - .3 FTE in Year 1, growing incrementally to .5 FTE in Years 3 through 5). As the Hempstead school has developed mature systems for operational support, and the school will be staffed with a Business Manager (1.0 FTE) and an Office Manager (1.0 FTE), we envision the Director of Operations splitting time with Uniondale and the two Hempstead sites (elementary; middle/high school). The school's front office team will comprise two administrative assistants, a receptionist, and a business office administrative assistant. Back office support will be managed through the education corporation and may engage a third-party vendor. The Director of Operations and school-based Business Managers will also supervise non-instructional hires inclusive of the custodial team (2.0 FTE in Year 1, growing by .5 in Years 2, 4 and 5); the food and nutrition team (3.0 FTE in Years 1 and 2, 4.0 FTE in Years 3 and 4); the security team (2.0 FTE). The Director of Operations will also supervise and support the non-instructional work of the Parent Coordinator (.5 FTE) across both sites.

Within the facility, the Uniondale school will have a full-time nurse to meet the medical needs of students. The nurse, however, will be provided by the district. The school will hire a librarian as well, beginning in Year 2. To ensure students, families and our teaching community are safe, we will hire and deploy our own security personnel. In addition, the security team will safeguard the assets of the school during non-instructional hours.

As C-level personnel are added to the education corporation beginning in Year 3, we intend to place their respective salaries within the budgets of the education corporation.

Copies of the Proposed Year 1 and Year 5 Organizational Chart are included herein for the convenience of the reviewer. Please note that not all non-instructional positions are included on the Organizational Chart. Those positions are subsumed under the respective offices of the Office Manager and Business Manager.

Academy Charter School Uniondale
Organizational Chart, 2018-2019 (Year 1)

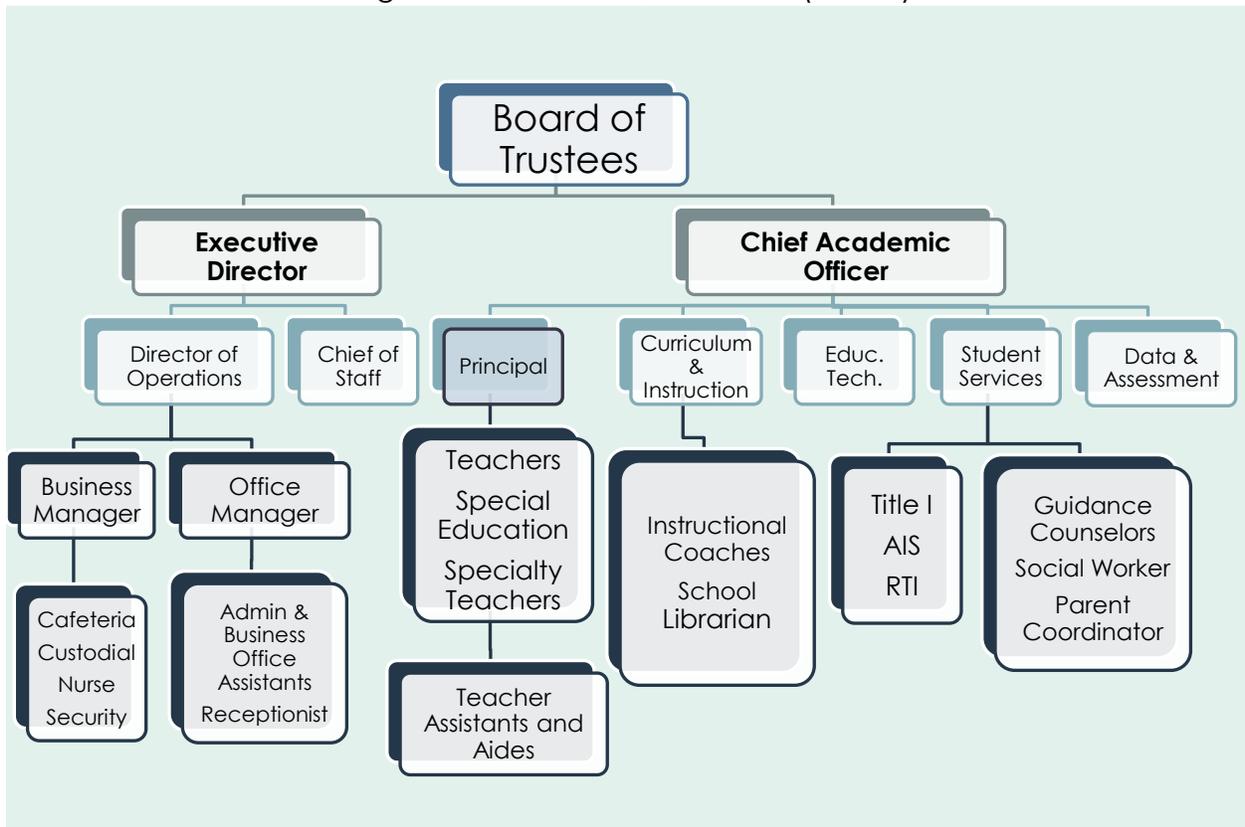


Figure 1: Organizational Chart - The Academy Charter School education corporation (Year 1)

The Academy Charter School
Organizational Chart, 2022-2023 (Year 5)

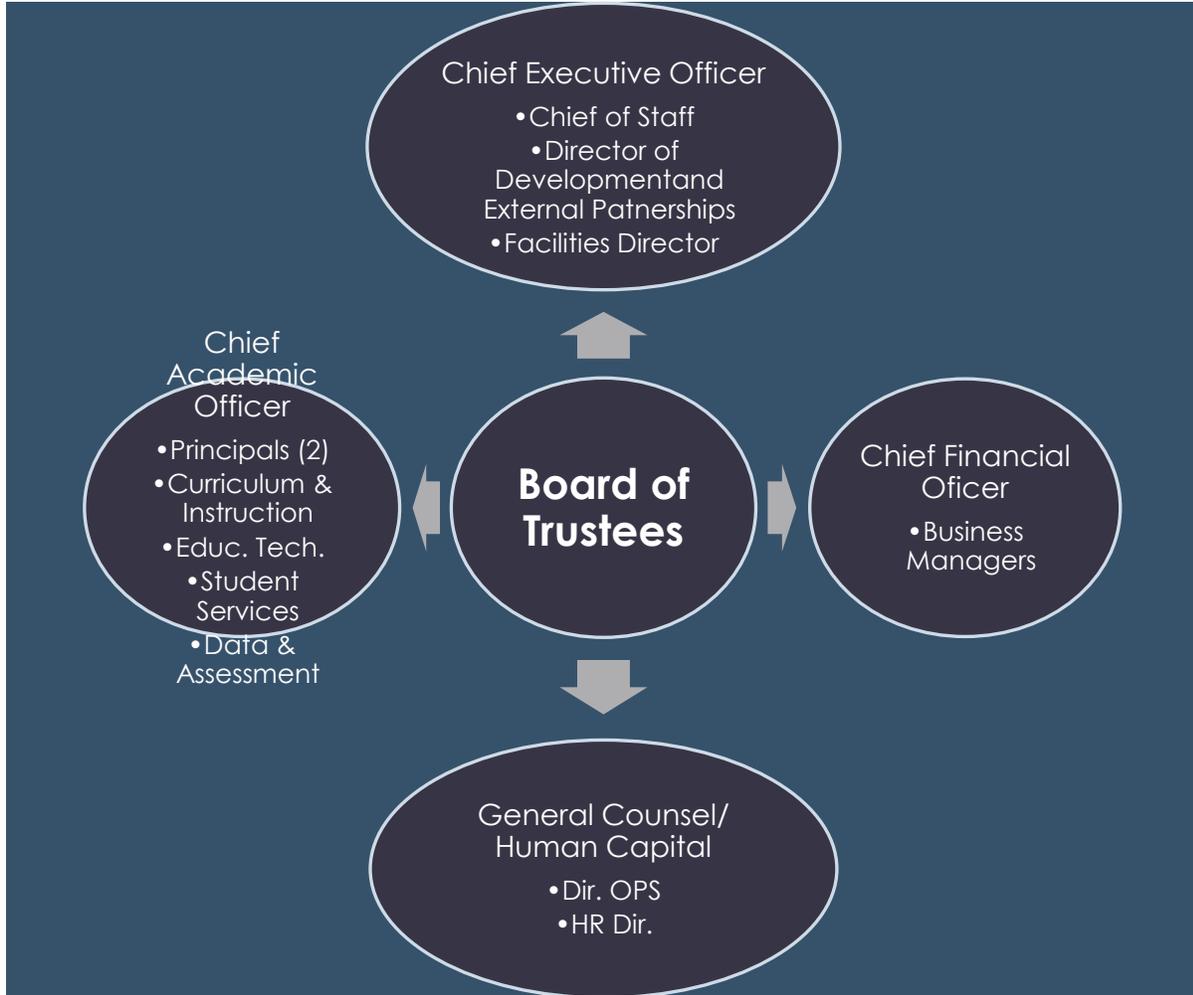


Figure 2: Organizational Chart - The Academy Charter School education corporation (Year 5)

11(b) Qualifications and Responsibilities

Structurally, the education corporation will be adding significant senior capacity over the next few years. We believe that many of the people we will require are already in various roles throughout the existing school. As has been our pattern, we will look to hire from within and provide new opportunities to grow and lead for our staff. We will make new hires in more junior positions and focus on building continuity across both buildings and all grade levels.

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The chart posted above provides for a number of new positions including: chief executive officer, chief financial officer, and general counsel/human capital officer. director of student services and interventions, curriculum & instruction, education technology, and data & assessment. The framework for these respective positions has been established over the past several years of our collaboration with BoostED Financial. The general roles are discussed substantially within the Business Plan section on Network Management.

Chief Academic Officer

Position Overview

The Chief Academic Officer is responsible for both sustaining and improving the culture of high academic excellence through growth achievement, college and career readiness, citizenship, and closing the achievement gap. The Chief Academic Officer provides leadership, and executes the vision and strategic direction for the Academy Charter Schools' curriculum, instruction, assessment and school improvement initiatives.

The ideal candidate should not only be a model of our core values, but have a passion for student success and extraordinary leadership and managerial abilities.

Essential Responsibilities

- Provide scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment and improvement across all programmatic areas.
- Assist the Executive Director in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards as the schools expand to serve more students.
- Provide for the optimum use of staff at the Regional Office. See that the Regional Office is staffed with competent people, who are delegated authority to commensurate with their responsibilities. Define the duties of all personnel.
- See that appropriate in-service training is conducted. Mandate employees of the Regional Office to attend such regular meetings as are necessary to carry out the educational programs for the schools.
- Lead the implementation of the strategic plan to meet and exceed the measurable goals for the Academy Charter Schools
- Maximize the use of data in informing instruction, making decisions about student learning and access, and ensuring systems are in place for all principals to empower their teachers with data driven conversation
- Lead a strategy that will increase parent engagement and investment within the school community ultimately in a way that improve culture and student learning
- Oversee professional development for all school leaders and supervise academic management of the schools.
- Hold regular meetings with Principals, Directors and all other administrators to discuss progress and educational problems facing the schools.

- Approve the vacation schedule for administrators; and be personally responsible for all evaluations of administrators.
- Oversee and evaluate the effectiveness and quality of all academic programs with particular attention to outcomes of the most vulnerable student population (English learners, students with disabilities, Latino students, and African-American boys)
- Supervise principals and academic team leaders in ensuring the alignment of the school programs with the Academic Charter's mission, goals, beliefs, and priorities.
- Support principals and academic team leaders to develop and implement long-term plans for curriculum, assessment, and school improvement and to share current educational trends and State requirements impacting the schools.
- Responsible for both sustaining and improving the culture of high academic excellence.
- The academic school leaders, as well as the curriculum and instructional support staff, will report directly to the CAO who will have primary authority and accountability for the academic performance of the schools.
- The CAO will also collaborate with the Director of Instruction and other academic school leaders in the evaluation, modification, and development of instructional best practices that lead to higher student achievement and character development.
- Promote continuous high-quality assessment as a means for evaluating student achievement.
- Keep current with educational developments and the literature in the field of education and participates in affairs of state and national professional societies devoted to the advancement of education.
- Apprise the Board of Trustees on matters related to administration, instruction, events and activities.
- Make formal reports to the board of trustees and charter entity on student academic performance.
- Assume responsibility for observance of Board policies and regulations.
- Initiate and engage in funding opportunities including grant writing and fund raising.
- Participate on the student recruitment and admissions team.
- Develop an effective school community by working with parents to better serve students.
- Oversee the After-School, Saturday, School and Summer programs in making sure that the programs meet the academic needs of the students.
- Willingness to do whatever it takes to assist Academy Charter Schools students' academic excellence and ensure the schools' success.
- Adhere to the appropriate code of ethics.
- Performs other duties consistent with the position assigned as may be requested by the Executive Director.
- This position reports to the Executive Director

Qualifications

1. Minimum a Master's degree in Education Leadership from an accredited university.
2. New York State School Leader Supervisory Certificate (SAS, SDA, SBL or SAL) or out of state equivalent.
3. Experience in urban and high poverty schools; preferable in the charter sector.
4. Combination of at least eight years of successful experience as a classroom teacher and as a supervisor of a high-performance K-12 school
5. Previous experience as a Principal or a School Leader required.
6. Deep experience in the design, integration, implementation, and management of a school including knowledge of curriculum, instructional practices, school operations and management, and leadership.
7. Demonstrated success leading school improvement initiatives that close student achievement gaps between racial, ethnic, and economic groups.
8. Experience in analyzing student data and using data to inform instruction with demonstrated success leading strategic educational initiatives that result in measurable improved student achievement.
9. Strong organizational, communication, public, interpersonal, and collaboration skills.
10. Ability to handle conflict resolution both internally and externally.
11. Exemplary oral and written skills.

Director of Student Services and Intervention

Position Overview:

The Director of Student Services provides leadership to coordinate and supervise the effective delivery of special education services, state, and federal grants, and testing.

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

The Director of Student Services shall exemplify strong moral values, high standards of ethical conduct, a commitment to the Charter philosophy of education, and excellent interpersonal, communication, and administrative skills

Essential Responsibilities:

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- Act as a liaison for the Chief Academic Officer regarding issues of concern related to Special Education and Student Services.
- Oversee the special education and ESL services of the Academy Charter Schools
- Collaborate with teachers, principals, parents/guardians and other school personnel in sharing information about students, consistent with legal requirements, and recommends appropriate interventions for students in need of support services.
- Oversee the placement of individual students with special needs in those educational situations best suited to their need.
- Ensure the implementation of state and federal regulations related to special education policies and procedures.
- In conjunction with principals, monitor performance of special education & ENL professional and support staff.
- Establish effective liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents/guardians and serves as the referral agent to those offices and agencies.
- Hold responsibilities for the Special Education and ENL Plan, Special Education reporting, Special Education Advisory Committee (teachers and administrators) and Special Education Parent Advisory Committee.
- Supervise in cooperation with building principals, the following staff: • Guidance Staff and Services • School Nurses and Health Services • Special Education staff and program • ESL staff and program • Intervention Specialist • Special Programs staff.
- Maintain comprehensive awareness of K-12 special education teachers' assignments, with the goal of increasing capacity and efficiency as a priority.
- Maintain awareness of documented caseloads for Special Education teachers
- Coordinate K-12 guidance services, such as suicide awareness and prevention, group counseling, and special education initiative.
- Remain knowledgeable about and provide leadership for student referrals and cases, and act as an advisor to Tier II and Tier III Response to Instruction and Intervention.
- Coordinate and supervise services provided to identified gifted students.
- Coordinate and monitor Safe Schools Reporting, the Respect for All, McKinney Vento Act and English as a Second Language (ESL)/English as a New Language (ENL) program, homebound instruction, and bully prevention/character education programs.
- Assist in the facilitation of pre-referral intervention services to ensure least restrictive practices, quality interventions, and screening data.
- Hold responsibility for IDEA (Individuals with Disabilities Education Act) Annual Report, state reports and surveys, and Safe & Drug Free.
- Supervise the Coordinator of Special Education and Student Services and the Coordinator of Special Education and Psychological Services (School

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Psychologists) including speech/language therapists to ensure that appropriate services are provided in accordance with all state and federal regulations.

- Coordinate Positive Behavioral Support Intervention Planning initiatives, including Positive Behavior Support Plan and Crisis Prevention/Intervention.
- Respond to parental concerns and issues raised by community groups, by telephone, in writing, and in person at conferences and public meetings.
- Oversee the implementation of Special Education and Student Services Department initiatives.
- Write technical documents regarding the operation of the Special Education and Student Services Department.
- Oversee the enhancement of Special Education and Student Services information on the Academy's Web site and through other venues to better inform parents/guardians regarding educational programs and services.
- Convene regular monthly meetings that will involve appropriate educators to ensure across-the-board communication and collaboration between and among all administrators, the IEP teacher counselors, nurses, school psychologists, mental health agency representatives, etc.
- Participate in the recruitment, screening, assignment, evaluation, and training of special education and pupil services staff members.
- Conduct in-service sessions and training and development programs for staff members on topics related to special education, ESL, ENL, and pupil services.
- Assume the responsibility for own professional development; keeping current with the literature, new research findings, and improved techniques in specialized areas; and for attending appropriate professional meetings.
- Perform any other task assigned by the Chief Academic Officer.
- This position reports to the Chief Academic Officer.

Qualifications:

1. A Master's degree in Education Leadership or Master's Degree in Special Education from an accredited university.
2. New York State Certification in Special Education.
3. A minimum of 5 years of experience in public education, part of which must have been teaching/and or supervising in the field of Special Education.
4. A minimum of 5 years-experience with Title 1, Section 504, and persons with disabilities and/or handicaps and other related Special Education conditions.
5. Extensive knowledge of federal and state special education laws, legal standards and regulations.
6. In-depth knowledge of theory and current and emerging trends in educating children with disabilities.
7. Knowledge of instruction methods and curriculum.
8. Ability to effectively work and communicate with students, parents, and school personnel from diverse cultures or backgrounds.

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9. Maintain integrity of confidential information relating to students and staff.
10. The ability to work harmoniously with others.
11. Demonstrate a history of strong leadership and communication skills.
12. Exemplary oral and written skills.

Director of Curriculum and Instruction

Position Overview:

The Director of Curriculum, and Instruction, will provide leadership and vision in the ongoing planning, implementation, development, direction, review and evaluation of the charter curriculum and instructional services. S /he ensures that the school education objectives are aligned to state frameworks and to instructional practices that yield the highest standards of student achievement and instructional excellence.

The Director of Instruction should have a broad general knowledge of curriculum, curriculum development and best instructional practices and strong academic preparation. Also, the ability to work effectively with others, make critical evaluations or suggestions for improving the curriculum, and knowledge and experience pertaining to curriculum research.

Essential Responsibilities:

- Ensure the academic program meets or exceeds yearly student outcome goals as defined by the Charter and measured by New York State accountability requirements.
- Ensure compliance of local, state, and federal laws and regulations and state reporting.
- Prepare and create the Instructional Calendar and Annual Assessment Calendar.
- Supervise the administration and analysis of all state and local testing programs within the Academy Charter Schools. Assist in the review of the results.
- Coordinate and supervise the Instructional Support program for the Academy Charter Schools, including implementation of a consistent K-12 Response to Instruction and Intervention (RTII) system.
- Lead in the development and maintenance of a positive coordinated educational program designed to meet the needs of all students.
- Collaborate with the Director of Student Services and Intervention to align goals to meet all learners.
- Guide the appropriate administrative teams within schools through the development, implementation, and evaluation of curriculum and instruction.
- Assume responsibility for design and implementation of a system of assessment to include data gathering analysis.

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- Lead responsibility for textbook selection and collaborate with teachers and principals.
- Oversee the curriculum for library services.
- Ensure the use of technology in the teaching-learning process.
- Supervise and maintain quality programming in the gifted/talented and Title I Programs.
- Oversee all programs, services, and activities assigned by the principals to ensure that program objectives are met.
- Frequently visit each school to observe classroom instruction and to encourage, guide, and support the faculty and principals in working toward achieving the learning results in K-12.
- Monitor the amount of formal evaluations and informal observations done by all schools yearly.
- Ensure use of effective research-based teaching methodologies and practices.
- Keep abreast of successful instructional methodologies and practices.
- Guide development, implementation, evaluation of orientation and in-service training programs for professional development.
- Aggressively pursue opportunities to implement best practices in teacher professional development through research, professional development, and other learning opportunities.
- Identify guest speakers and trainers on topics, and develop activities that will train teachers academic content and in best practices in education.
- Provide in-class support and coaching to teachers, help connecting to outside speakers on resources and assistance in leading classroom activities and lessons.
- Assist in the recruitment, selection, and hiring of school staff, including teachers and school base support staff.
- Coordinate all state and federal grants.
- Coordinate orientation programs and activities for new teachers and administrators.
- Conduct observations of any teachers placed on an improvement plan.
- Attend and actively participate in professional association meetings and conferences at the local, county, state, and national levels.
- Remain knowledgeable in the current thinking and research in the various academic areas and translate the research findings into classroom strategies appropriate to schools' goals and the educational needs for students.
- Assist in the development of organizational goals and objectives consistent with the vision, mission and values of the Academy Charter.
- Establish an open line of communication with the community including working to resolve conflicts and disputes as they may arise between community members.
- Assist with charter renewal, outreach, partnerships and other duties as required.
- Attend all board meetings and report periodically to the board on all curriculum, instruction, and assessment matters and all technology issues as directed by the CAO.
- Make recommendations pertaining to policy and procedure to the CAO.

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- Keep the CAO fully informed of significant matters pertaining to the administration of the schools and consult freely with the CAO concerning such matters.
- Responsible for decision making in the absence of the CAO.
- Perform any other duties assigned by the Chief Education Officer.
- This position reports to the Chief Academic Officer.

Qualifications:

1. Master Degree in Education Administration or in Curriculum and Instruction..
2. Minimum five years including a minimum of two years in program/curriculum development; at least two years experience managing or supervising others.
3. Preferred seven to ten years of teaching experience preferably as a Master teacher three to five years of experience training, mentoring and coaching teachers.
4. Curriculum writing experience and knowledge of common core standards.
5. Sustained track record of high achievement in classrooms and schools the applicant has served.
6. Demonstrable hands-on expertise in supervising and developing teachers as well as extensive, current knowledge of effective curricular approaches and interventions.
7. Passionate commitment to do whatever it takes to achieve student achievement, in particular a data-driven, results-oriented approach
8. Thorough expertise in technology is an expectation.
9. Highly organized and able to work independently.
10. Excellent oral and written communication skills are required.
11. Candidates should also have high energy and a willingness to be flexible, collaborative and creative.

Director of Education Technology

Position Overview

The Director of Education Technology provides vision and leadership for developing, implementing and managing information technology (IT) initiatives and functions. The Director must be a strategic thinker with strong communication, organization, and interpersonal skills, and the enthusiasm and credibility to create and sustain instructional momentum in the appropriate use of technology in the charter's curriculum and instruction.

The Director of Education Technology oversees the regional office technology department, guides, supports, mentors, monitors and evaluates technology team members to ensure that each of them serves as a strong leader and creates an environment of shared knowledge and purpose among the technology team. The

Director oversees staff development opportunities to meet the diverse learning needs of staff as it relates to integrating technology into academic programming.

The Director must clearly define the mission of the technology department to ensure all members are unified toward a common goal. The Director works with educational and other school administrators to ensure that the technology program and services meets educational needs as well as communication needs of the schools and programs. One of the Director of Education and Technology primary goal is the constant improvement of student achievement with the support of a 21st Century Learning environment.

Essential Responsibilities:

- Align all IT strategic planning to the regional office strategic plans and goals in order for technology to serve the purpose of achieving the regional office goals.
- Establish a program of balanced standards that allows the regional office to plan appropriately for growth and needed levels of support. All hardware and software standards are part of a strategic vision and are clearly defined.
- Standards should be communicated and enforced. All strategies meetings should be well documented and communicated.
- Develop, adopt, and enforce organizational policies and procedures to expedite standardized processes through the schools.
- Lead strategic, operational, and tactical planning for the development, evaluation, and coordination of the information and technology systems, security systems, and research assessment systems of the regional office.
- Responsible for the administration of the regional office integrated management system that integrates K-12 applications including report cards, scheduling, parent, and student portals, reporting, special education, learning and community pages, health, and personnel and professional development information and more.
- Oversee all administrative aspects of technology programs and services in the regional Office, including infrastructure implementation and maintenance, support of educators and support staff in the use of hardware and equipment and management.
- Gather inventory of all the computers in the regional office. Determine which computers to replace based on their age and level of disrepair. Implement a process to get rid of all obsolete computers, and even computers that might be working, but which are extremely slow.
- Ensure that all computers and laptops are standardized.
- Conduct an in-depth audit of existing classroom technology and survey teachers to see what technology they like and would prefer to continue using.
- Provide all support of all classroom technologies either by internal support staff, or 3rd party support purchased for the life of the product.

- Appropriate teaching strategies shall be tied to each piece of technology before selection. Professional development must be tied to every item purchased so that teachers will use it appropriately.
- Create a committee that meets on a scheduled basis to discuss strategy and direction for the selection and implementation of classroom technology. The group should include representatives from the school and the regional office.
- Produce monthly regional office reports in the areas of Enrollment, Attendance and Student Conduct and Discipline.
- The point person responsible for the timely dissemination of school reports such as but not limited to AYP, Title I, Lowest Third on State Assessments, and Graduation Rate.
- Coordinate with appropriate regional office staff on information systems, communications, and student management systems initiatives and serve as the principal advisor to the CAO, the Administrative team in IT matters.
- Evaluate, select, implement, and maintain information systems, ensuring appropriate investment in strategic and operational systems.
- Develop and maintain IT policies and standards relating to the acquisition, implementation, and operation of information technology and communications systems.
- Negotiate IT service level agreements with user organizations and monitor IT systems performance to hold IT staff accountable for meeting those service levels.
- Develop and enforce policy and procedures to ensure the protection IT assets and the integrity, security and privacy of information entrusted to or maintained by the regional office information systems.
- Create a standard set of technology processes and procedures for delivery of technology support by realigning IT staff to provide on-site support for all schools.
- Establish a method of measuring the effectiveness of IT support at the school sites and provide constant feedback to the IT support staff as means of continual improvement. Evaluate IT support staff on an on-going basis in order to ensure improvements can be immediately implemented.
- Communicate and emphasize the value of the system to everyone so that all faculty and staff understand all processes for the delivery of technology support.
- Facilitate the long-range planning of educational technology for the schools.
- Plan, coordinate, and communicate technology-related management systems and policies.
- Maintain inventory of technology hardware and software and a long-range technology replacement plan.
- Provide leadership and direction for the development, revision, and continuous improvement of the technology systems.
- Support all aspects of the schools instructional and curricular instructional integration of technology.
- Maintain knowledge of and communicate current research findings and forecast related to the effective use of technology in the schools' educational program.

- Provides current, cutting-edge information to support decision-making on academic and administrative technology matters.
- Serve as the primary leader for the regional office 1 to 1 computing initiative, developing rollout strategies, planning and conducting teacher training, communicating with and presenting to students and parents as the program is launched.
- Implement data driven instruction and lead discussions about student performance.
- Ensure that all educators have access to the appropriate tools for the 21st century learning.
- In collaboration with the Director of Curriculum and Instruction, oversee professional development of staff on the integration of technology into the curriculum.
- Develop a formalized professional development program with structured offerings for teachers and staff. Make the list of PD offerings to reach a wide range of skills and competencies. Formalize a practice where teachers are provided with various types of technology training over the course of the school year as part of an on-going continuous improvement process.
- Provide documentation for all training so that staff is able to also conduct ad hoc training in the absence of the professional development trainer. Create a list of PD offerings that can be provided to teachers on an as needed basis and develop documentation for each of them.
- At times provide direct professional development
- Evaluate the performance of technology department employees and oversee training to enhance contributions.
- Provide leadership in the purchase and acquisition of new technology equipment.
- Formalize a technology skills assessment as part of the hiring process. Develop a set of minimum technology competencies requirement for new hires to the regional office.
- Develop a system where teachers will be trained how to best use the classroom technology for educational purposes. Create a process whereby any major technology purchases require a formalized professional development component before they are made.
- Comply with applicable state, local and federal laws, rules, and regulations.
- The Director of Education Technology adheres to professional codes of ethics: maintains trust and confidentiality; models legally and morally responsible actions at all times, treats individuals with fairness, dignity, and respect; and models the core values of the school and regional office.
- Serves on CAO Leadership Team.
- Performs other duties as assigned by the Chief Academic Officer

Qualifications:

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1. Master's Degree in Information Technology, Business Administration or a related field from an accredited university.
2. Five or more years of direct management of IT operations is essential.
3. Two or more years of experience in a K-12 setting.
4. Experience should also include exposure to in-house and shared or outsourced systems, multiple hardware platforms, and integrated information and communications systems.
5. Current experience with the implementation and management of local and wide area computer network environments and enterprise resource planning systems.
6. Have experience working with iPads and other mobile devices in education.
7. Proven track record of integrating technology into a classroom setting.
8. Demonstrated written and verbal communication skills, as well as speaking and presentation skills.
9. Professional presence and service orientation.
10. Proven track record of thinking big, managing multiple priorities, working with ambiguity and delegating.

Director of Data and Assessment

Position Overview:

The Director of Data and Assessment will have a major impact on teaching and learning and the educational growth of the Academy Charter schools' students. The Director provides oversight, support and facilitation of assessment, accountability, and data analysis programs for school improvement.

The Director of Data and Assessment will focus on the advancement of educational achievement and equity for all students by reducing the achievement gaps and ensuring students are achieving proficiency.

The Director of data and Assessment will also be responsible for inspiring, coaching, holding principals accountable, and building capacity for principals to improve teaching and learning in their schools. The Director of Data and Assessment is a member of the regional administrative instructional team facilitated by the Director of Instruction.

Essential Responsibilities:

- Oversee the regional internal performance management systems.
- Query, organize, and present using simple language in a manner that assist in the evaluation of program effectiveness as it relates to the regional initiatives and strategic plan implementation.

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Academy Charter School Uniondale

- Provide assistance in the collection, analysis, and interpretation of data, including, but not limited to, state assessment data, student demographics, and other data related to school and student.
- Protect confidentiality of records and information gained as part of exercising professional duties use discretion in sharing such information within legal confines.
- Lead the discussion to devise internal Key Performance Indicators.
- Construct and provide models of analysis for national, State, and local student performance measures.
- Create and conduct surveys and data analysis to benchmark and improve Regional initiatives.
- Organize and lead professional development training, and meetings with key stakeholders to ensure that the regional office and school staff consistently use data to inform key decisions and drive overall performance.
- Coordinate the regional wide assessment plan including formative, interim, and summative assessments.
- Coordinate and lead the regional's assessment literacy plan.
- Coordinate professional development in data analysis, student performance, and the different types of assessments (formative, summative, interim etc.)
- Facilitate the development, implementation, and evaluation of professional learning activities of best practices around accountability, assessment, and data teams.
- Conduct meetings as necessary for the proper functioning of data and assessment. Keep the staff informed about current educational research, technology and materials for the improvement of instruction.
- Create custom data reports within a proprietary software platform to aid teachers in evaluating student learning and teaching effectiveness.
- Ensure that data in the student information systems are accurate, accessible, and actionable.
- Manage outside student information systems vendors and consultants.
- Supervise production and use of monthly school and organization wide performance dashboards.
- Ensure overall maintenance and operation of the database and help staff utilize the system in support of the organizational goals.
- Create a Data Management Plan and Data Dashboards to assimilate specific, existing school and organizational data in a centralized program data base.
- Perform ad-hoc data analysis and decision support as needed.
- Serve as a primary contact for external data requests and provide needed data to complete all compliance requirements.
- Coordinate the administration of all federal, state, and local mandated assessments.
- Order, receive, inventory, and disseminate secure assessment materials to schools.
- Provide regular training for site assessment coordinators to include test administration guidelines and proper handling of secure test materials.

- Review, interpret, and communicate test results to teachers, administrators, Board of Trustees and community through school report cards and other reports as needed.
- Provide evaluation and technical review of assessment data to determine maximum student impact.
- Provide assessment and progress monitoring data for federal and state student achievement accountability requirements.
- Develop thoughtful analysis in response to questions raised by stakeholders including but not limited to school administrators, state representatives, and Board of Trustees on trends, effectiveness, and correlations.
- Prepare presentations of data summaries and analysis for all stakeholders and variety of audiences.
- Use effective presentation skills when addressing students, staff, parents, Board of Trustees, and the community including appropriate vocabulary and examples, clear, and legible visuals, and articulate and audible speech.
- Recommend staffing needs and assist the recruitment and selection of new personnel.
- Display the highest ethical and professional behavior and standards when working with students, parents, school personnel and agencies associated with the school.
- Demonstrate integrity and good moral character.
- Ability to communicate orally in writing to adults and students
- Respond to inquiries and concerns in a timely manner.
- Continue to grow professionally through collaboration with colleagues and professional growth experiences.
- Perform other duties as assigned by the Chief Academic Officer or Director of Instruction.

Qualifications:

1. Master Degree-applicable major preferred (Management Information Systems, Computer Science, Business Management, Project Management, Process Engineering, Statistics/Applied Math) from an accredited university.
2. Three years of experience in data assessment, technology implementation and training preferably in public education setting.
3. Demonstrated expertise with various computer information and data management systems (i.e. Advance Microsoft Excel) as well as experience with student information systems (Power School).
4. Exceptional analytical skills, including an ability to innovate ways of communicating complex information effectively orally and in written form.
5. Must have experience in test administration, development, and knowledge of current assessment practices.
6. Knowledge of current trends, evidence based research, and best practices related to assessment, data analysis, and school accountability requirements.

7. Thorough working knowledge of large-scale assessment systems, including data systems, test security, proctor training, and training of school staff.
8. Understanding and experience with data sharing agreements, data security and student privacy laws.
9. Ability to effectively assess levels of student achievement, analyze test results, and prescribe actions for improvement.
10. Ability to plan, establish priorities, implement, and conduct staff development activities for maximum effectiveness in response to differentiated student and teacher needs.
11. Commitment to the belief that all students can learn and to the mission of educational equity.
12. Ability to work both independently and cooperatively, exercise independent judgment and creativity, organize work, manage, prioritize, and complete multiple complex projects with tight deadlines.
13. Ability to remain calm, deliberate, and tactful in stressful and emotional situations.
14. Outstanding communication and interpersonal skills; proven ability to communicate with diverse audiences, to develop support for initiatives among stakeholders, and to motivate and work cooperatively with others.

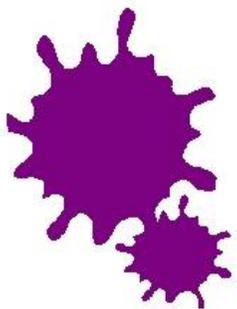
11(c) Staff Recruitment and Retention

The principal method of staff recruitment has been internal hiring. As discussed extensively in the Business Plan (See Sections V. Organizational Capacity and VI. Network Management), our model prioritizes mission alignment and cultural immersion. The education corporation presently serves over 900 students at the elementary, middle and high school level. To build and sustain our model, we've worked diligently and patiently to hire and retain the right people through our emphasis on a safe, predictable and exciting school culture, rational financial incentives, and a culture of deep appreciation for sacrifices made by all stakeholders.

We actively recruit for teachers on Long Island and in New York City. On a regional basis, we are competitive in seeking teachers looking to return home to Long Island, as well as with teachers beginning their careers. Our deep support structures for instructional leadership, and systems of coaching, feedback and data-driven progress monitoring attract top candidates. The business model also affords us the ability of paying competitive salaries. While we have two teachers in each classroom, we enroll a high number of students, and we are able to redirect those funds right back into the hiring and retention of a high-quality candidate.



Employee Policy and Procedure Manual



Learn. Lead. Serve.

WELCOME!.....8

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Welcome!

Thank you for joining The Academy Charter School. We hope you agree that you have a great contribution to make to the education of our children by way of our community, and that you will find your employment at the School a rewarding experience. We look forward to the opportunity of working together to create a more successful School. We also want you to feel that your employment will be a mutually beneficial and gratifying one.

You have joined an organization that is establishing an outstanding reputation for quality. Credit for this will go to everyone in the organization. We hope you will find satisfaction and take pride in your work here. As a member of the School's team, you will be expected to contribute your talents and energies to further improve the environment and quality of the School.

We extend to you our personal best wishes for your success and happiness at the School.

Sincerely,

The Academy Charter School

INTRODUCTION

This Employee Manual and policies (the “Handbook” or “Manual”) is designed to assist in achieving consistent personnel practices and to best utilize the human and other resources of the School in the achievement of its goals and objectives. This Handbook is a guide, it is not meant to serve as a contract of employment, either express or implied, or for any specific duration.

The Board of Trustees, in partnership with School leadership develops policies of the School. The Principal will be responsible for the implementation of this policy statement and for the development of detailed procedures consistent with its intent and individual objectives. While it is the role of the Board of Trustees to develop and adopt these policies, it is the role of the Principal to interpret and implement them.

Each present and subsequent employee of the School will be provided with a copy of this personnel policy manual and oriented as to its implementation.

Possession of this Handbook does not necessarily make employees eligible for the various benefits described herein. Employees may need to satisfy certain eligibility requirements before obtaining coverage. Employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. In some instances, state or federal laws may impose certain requirements, in addition to those stated as School policy. In any situation where insurance or other benefit plans are concerned, the official plan documents and insurance contracts will always prevail over statements contained in this Handbook.

These personnel policies may be amended by the Board of Trustees at any time, with a copy of any changes provided to all employees within 90 days.

This policy statement will be reviewed at least annually by the Board of Trustees. The Principal may take recommendations to the Board for changes at any time.

1. AN OVERVIEW OF THE SCHOOL

The goal of the School is to create one of the finest public charter schools in the nation. We hope to serve the children of our community and to create a role model for charter school design that can be replicated everywhere that new educational alternatives are needed.

A broad cross-section of the community has joined together to create this unique School: parents, educators, social service executives, elected officials, community leaders and business people. At the same time, the deep need for better educational alternatives is longstanding and well known.

The School is a public School, educating all eligible children on a completely non-discriminatory and secular basis. The founders and supporters of the School believe that access to a public education of high quality for children is the foremost civil rights issue in America today.

Creating an outstanding public School that meets the needs of all of its children and families is not easy work. Ultimately, however, parents and children have a right to good public School alternatives and a fair chance at life. For this reason, the best-designed charter public Schools will succeed and will raise the quality of traditional non-chartered public Schools along with them. We are glad you have joined us in this most worthy and noble effort.

1.1 WHAT YOU CAN EXPECT FROM THE SCHOOL

The School believes in creating a harmonious working relationship between all employees. In pursuit of this goal, the School is working towards meeting the following employee relations objectives:

1. Provide an exciting, challenging, and rewarding workplace experience.
2. Provide employment opportunities on the basis of skill, training, ability, attitude, character, and business need, without discrimination with regard to race, color, religion, creed, ancestry, sex, sexual orientation, national origin, age, marital status, military status, alienage or citizenship, disability that can be reasonably accommodated without undue hardship, veteran status, genetic predisposition, status as a victim of domestic violence, or any other characteristic or status protected by federal, state, or local law.
3. Compensate all employees according to their effort and contribution to the success of the School.
4. Review wages, employee benefits and working conditions regularly with the objective of being as competitive in these areas as possible, consistent with the various demands on the School's limited resources.
5. Assure employees an opportunity to discuss any issue or problem with the Principal.
6. Take prompt and fair action to investigate and resolve any complaint that may arise in the everyday conduct of the School's business, to the extent that is practicable.
7. Respect individual rights, and treat all employees with courtesy and consideration.
8. Maintain mutual respect in our working relationships.
9. Promote employees on the basis of their ability and merit.
10. Keep all employees informed of the progress of the School, as well as its overall goals and objectives.
11. Promote an atmosphere in keeping with the School's vision, mission, and goals.
12. Maintain an atmosphere that is free from harassment or discrimination on the basis of any protected classification or characteristic.

1.2 WHAT THE SCHOOL EXPECTS FROM YOU

The School needs your help in making each working day enjoyable and rewarding. Your first responsibility is to know your own duties and how to do them promptly, effectively, efficiently, correctly and pleasantly. Second, you are expected to cooperate with management and your fellow employees and to maintain a good team attitude.

How you interact with fellow employees and those whom the School serves, and how you accept direction can affect the success of our School. In turn, the performance of one faculty member can have an impact upon the entire School. Consequently, whatever your position, you have an important assignment: perform every task to the very best of your ability.

You are encouraged to grasp opportunities for personal development offered to you. This Manual offers insight into how you can perform positively and to the best of your ability to meet and exceed the School's expectations.

We are dedicated to making the School an educational institution where you can approach your supervisor to discuss any problem or question. We expect you to voice your opinions and contribute your suggestions to improve the quality of the School in a professional and respectful manner. We're all human, so please communicate with each other and with management in a professional and constructive manner.

1.3 OPEN COMMUNICATION POLICY

The School encourages you to discuss any issue you may have with a co-worker directly with that person. If a resolution is not reached or if that is not possible, you should arrange a meeting with the Principal or their designee to discuss any concern, problem, or issue that arises during the course of your employment. To the extent practicable, the School will preserve the confidentiality of information discussed in a meeting, consistent with the School's responsibility to investigate any conduct that is potentially unlawful or in violation of this Manual. Retaliation against any employee for appropriate usage of open communication channels is forbidden. Please remember it is counterproductive to a harmonious workplace for employees to create or repeat circulating rumors or office gossip. It is more constructive for an employee to consult his/her supervisor immediately with any questions, and if that is not appropriate, to contact the Little Bird Human Resources.

1.4 MISSION

The Academy Charter School ("The Academy") will offer an exceptional interdisciplinary curriculum in a technology rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice.

In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. We will employ a committed staff whose teaching and high academic and behavioral expectations will promote the excellence we know our community's children can achieve. Our students will graduate from The Academy with the content mastery and life skills needed to move into the top five percent of their middle and high school classes.

1.5 VISION

The Principal will ensure that every staff member in the school is committed to The Academy's mission. He or she will develop the talents of all staff and students. Our staff will be dedicated and passionate professionals who model the intellectual prowess, core virtues and civic mindedness that we expect our students to emulate. As educators, they will be committed to improve their own practice, and will be expected and encouraged to pursue professional development opportunities outside of the pre-service and ongoing professional development we will offer them. Our students will be the gems of the Hempstead community. They will respect themselves and respect others. They will have the knowledge base, value base and peer support to make sound decisions. They will have the skills to create informed opinions and be able to support them.

They will have creativity and resourcefulness to suggest and implement solutions. Civic engagement will be a part of their consciousness from the primary grades. Our facility will be a safe place where teaching and learning will flourish.

Our classrooms and hallways will be filled with authentic student work. Our classrooms will be interactive and designed to stimulate children’s natural curiosity, with teachers facilitating engaging activities that drive success for students at every skill level. Technology and the arts will be tools that are used across the curriculum.

1.6 PHILOSOPHY

The fundamental belief at The Academy Charter School is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can progress and learn. They shall have a real opportunity to learn equally rigorous content. We hold our school accountable to the same standards as those of the highest performing schools in our state.

The Academy Charter School encourages teachers to engage in “Performance-based” instruction, so that our students learn both the basics and the higher-level skills they will need after graduation. Performance-based classes are more difficult to design and teach than the lecture approach, but they help children learn better and become excited about learning. Children learn by doing. Students are required to prove, through their projects and presentations, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science.

2. EQUAL OPPORTUNITY & ANTI-HARASSMENT

The School is committed to Equal Employment Opportunity (EEO) and to compliance with federal anti-discrimination laws. The School also complies with New York State law, supports the principles of equal opportunity and diversity in employment. The School seeks to ensure that no person encounters discrimination in employment on the basis of race, color, religion, sex, national origin, age, disability, genetic information, ancestry or ethnicity, alienage or citizenship status, or any other federally protected category. In addition, School policy prohibits discrimination against an applicant for employment or internship on the basis of marital status, race, color, religion, partnership status, sexual orientation, gender identification, domestic violence victim status, arrest record, or prior criminal convictions. This commitment applies to all School employment practices including, but not limited to, hiring, termination, retention, promotion, tenure, recruitment, or compensation.

Your school has contracted with Little Bird to support the management of the schools' human resources administrative functions. Little Bird is responsible for assisting the school with strategically integrating effective *HR* processes, programs and practices into the schools daily operations. Little Bird enables schools to manage their human resources administrative functions. Little Bird combines HR expertise with school's passion for the charter school movement in order to positively impact the well-being of school leaders, teachers and students. In some situations, employees may need to contact the Little Bird Human Resources Team. In order to contact Little Bird, please email hrsupport@littlebird.hr.

Little Bird's functions include ensuring the school's compliance with its own policies and the various Federal laws enacted to prohibit discrimination in all aspects of employment. These laws include but are not limited to:

- Title VII of the Civil Rights Act of 1964 (Title VII), as amended
- Age Discrimination In Employment Act of 1967 (ADEA), as amended
- Title I, Americans With Disabilities Act, as amended
- Equal Pay Act of 1963 (EPA), as amended
- Civil Rights Act of 1991, as amended

Employee awareness of workplace discrimination, harassment and retaliation is essential in helping us achieve our goals. The School provides awareness training using a variety of methods including but not limited to special briefings for all new employees on their first workday, traditional classroom training, staff trainings and the utilization of publications and technology to inform all employees of their legal obligations and protections in the context of daily work situations.

The School will not discriminate against any individual with a disability who is otherwise qualified for employment. Reasonable accommodation will be provided to individuals with a known physical or mental limitations, including a temporary disability or one related to pregnancy, childbirth or lactation, of an otherwise qualified individual with a disability who is an employee or applicant for employment if such accommodation would not impose an undue hardship on the School and would enable the individual to apply for or perform the essential functions of the position in question. Any qualified employee or applicant with a disability who requires a reasonable accommodation in order to perform the essential functions of his or her job should notify his or her supervisor and request such an accommodation. The School will then identify possible accommodations, if any, that will help to eliminate the limitation or barrier. If the accommodation is reasonable, will not impose an undue hardship and neither the employee nor the accommodation would pose a direct threat to the health and/or safety of the individual or others, the School will make the accommodation. The individual is encouraged to fully cooperate with the School in seeking and evaluating alternatives and accommodations. The School may require medical verification of both the disability and the need for accommodation. For further information, please contact your Director of Operations.

The School will make reasonable accommodations, in accordance with applicable law, for staff member's observance of religious holidays and sincerely held religious beliefs unless doing so would cause an undue hardship on School operations. If you desire a religious accommodation, you are required to make the request in writing to your supervisor as far in advance as possible.

2.1 EMPLOYMENT AT WILL

This Manual contains guidelines only and supersedes any prior policies, statements or manuals. This Manual does not create a contract between the School and any employee. Your employment is "at-will." This means that the employment relationship is not guaranteed for any period of time, and that either you or the School may end the employment relationship at any time without notice, cause or liability. This notice applies to all employees regardless of date of hire.

Flexibility in personnel matters is key to the school's ability to respond to the changing needs of our organization, employees, students and communities. We therefore reserve the right to change, delete, suspend or discontinue any part or parts of the policies in this Manual at any time with or without prior notice. Any such action will apply to existing employees as well as those hired after the change is made.

2.2 ANTI-DISCRIMINATION POLICY

It is the policy of School to employ and promote individuals qualified and/or trainable for positions by virtue of job-related standards of education, experience, and ability. Thus, it is the objective of the School that all actions which relate to employment including recruitment, hiring, training, education, promotion, transfer, termination, compensation, benefits, School-sponsored social and recreational activities, and use of School facilities, shall be administered without regard to race, religion, gender, marital status, national origin, age, sexual orientation, disability, actual or perceived age, ancestry, ethnicity, political activities, predisposing genetic characteristics, domestic violence victim status, status as a veteran, or other status protected by law.

The School shall comply with the intent of the Americans with Disabilities Act of 1990, as amended, and shall not knowingly discriminate against individuals with disabilities. The School will make adjustments to reasonably accommodate employees with disabilities to the extent required by law.

Any grievance regarding discrimination shall be handled through the Little Bird Human Resources Department, who will provide information and assistance on filing and pursuing the complaint.

The adult community of the School will model best practices and professional behavior of a diverse team. It is against the School's policy for anyone within the School to intentionally:

- Discriminate against anyone in a legally protected class in the recruitment, hiring, training, compensation, benefits, promotion, transfer termination, lay-off, reduction in workforce, or any other terms or conditions of employment;
- Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class; or
- Deny a person any service, other program benefits, or financial aid based on the individual's legally protected classification.

Any employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to the Little Bird Human Resources Department.

2.2.1 Recruitment

The Academy Charter School will exert efforts to attract minority, female and disabled applicants for staff positions and as program participants.

Should a workforce analysis reveal certain job classifications where the representation of women, minorities, or disabled is deficient, The Academy Charter School] shall develop a corrective action plan. This plan will consist of goals, objectives, and a timetable to correct deficiencies and reach a balance within the work force. Employment practices will be revised to ensure that non-discrimination efforts and internal monitoring and reporting system to measure progress are regularly in place.

2.2.2 Recruitment Sources

Recruitment efforts may include state workforce development offices, community organizations, colleges, and universities in order to meet The Academy Charter School's recruitment of female minority and disabled candidates. Detailed information about the job openings and/or available services will be provided to these sources. When appropriate, recruitment efforts may include participation at job fairs.

2.2.3 Job Advertisements

Employment and /or service advertisements will note that The Academy Charter School is an Equal Opportunity Employer and that it will make reasonable accommodations according to the Americans with Disabilities Act.

2.2.4 Personnel Record Keeping

The Academy Charter School will maintain up to date records reflective of its efforts to maintain policies listed in this statement. These records will include, but are not limited to:

- a. Employment applications/resumes of those hired and those not hired for a period of 1-3 years.
- b. Employee files containing all forms related to employment with The Academy Charter School.

2.2.5 Discriminatory Practices

Any employee who engages in a discriminatory practice shall be subject to disciplinary action.

2.3 ANTI- HARASSMENT

2.3.1 The Policy

It is the policy of the School to prohibit harassment based on inclusion in a protected class from occurring in the workplace or at any other place where a School-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate the School's commitment to maintaining a workplace environment that is free of harassment of and by its employees.

2.3.2 Defining Harassment

The School intends to provide a work environment that is pleasant, professional and free from intimidation, hostility or other offenses, which might interfere with work performance. Harassment of any sort of verbal, physical or visual on the basis of a protected characteristic will not be tolerated. These characteristics include, but are not necessarily limited to, race, color, creed, religion, gender, sexual orientation, age, national origin, citizenship status, ancestry, veteran status, physical or mental disability, marital status, genetic information or any other protected status defined by law. Such conduct when severe or pervasive may also violate the law. Improper conduct may violate our policy, even if it is not as severe or pervasive as to be illegal.

Harassment that violates this policy may take many different forms including, but not limited to:

- Any conduct that creates a hostile environment or that embarrasses or humiliates another individual;
- Verbal conduct, such as epithets, derogatory comments, slurs or unwelcome comments or jokes;
- Visual conduct, such as derogatory posters, photographs, pictures, e-mails, screensavers, cartoons, drawings or gestures;
- Physical conduct, such as assault, blocking normal movement, restraint, touching or physical interference with work;
- Threats or demands to submit to certain non-work related actions in order to keep or get a job, to avoid some other loss or as a condition of receipt of job benefits, job security or promotion; and
- Retaliation for having reported harassment or discrimination, or having assisted another employee in reporting harassment or discrimination.

Any employee, who feels that he or she has been the subject of harassment in violation of this policy, whether by a co-worker, supervisor, board trustee, agent, contractor, guest or vendor of the School, must immediately report this action to his or her supervisor.

2.4 SEXUAL HARASSMENT

Sexual harassment, like any other form of harassment, will not be tolerated at the School. Unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or a condition of employment;
- Submission to, or rejection of, such conduct is used as the basis for employment decisions; or
- Such conduct has the tendency, purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment refers to behavior: (1) that is not welcome; (2) that is, or would be, offensive to a person of reasonable sensitivity and sensibilities; (3) that fails to respect the rights of another; and (4) that unreasonably interferes with an employee's work performance and effectiveness or creates an intimidating, hostile or offensive working environment. It makes no difference if the harassment is "just joking," "teasing" or "playful." Such conduct may be equally offensive to an individual as any other type of harassment.

Specific forms of behavior that are considered to be sexual harassment in violation of School policy include, but are not limited to, the following:

1. Verbal

- Explicit or implicit threats of retribution, or promises of benefits, in return for sexual favors.
- Abusive language related to an employee's sex, including, but not limited to, sexual innuendoes, slurs, suggestive, derogatory or insulting comments or sounds, whistling, jokes of a sexual nature or concerning gender-specific traits, sexual propositions, and threats.
- Use of demeaning or offensive words when referring to an individual's gender.
- Demands for sexual favors or sexually-oriented comments about an employee's body or appearance, sexual habits, sexual preference or sexual desirability.

2. Visual

- Abusive written language, including e-mails, showing or displaying pornographic or sexually explicit objects or pictures, graphic commentaries or obscene gestures in the workplace.

3. Physical Contact

- Any sexual advance involving physical contact that is not welcome, including touching, petting, pinching, massaging, coerced sexual intercourse, assault or persistent brushing up against a person's body.

Harassment in any form or for any reason is forbidden. This includes harassment by administrators, certified and support personnel, students, vendors and other individuals in School or at School related events. In addition, retaliation against any individual who has brought harassment or other inappropriate behavior to the attention of the Organization or who has cooperated in an investigation of a complaint under this policy is unlawful and will not be tolerated by the Organization.

- Any employee, who feels that he or she has been the subject of harassment in violation of this policy, whether by a co-worker, supervisor, board trustee, agent, contractor, guest or vendor of the School, must immediately report this action to his or her supervisor. Persons who engage in harassment or retaliation may be subject to disciplinary action. The School will take steps to remedy effects of discrimination where appropriate.

2.5 INVESTIGATION AND REMEDIATION

If an employee believes that he or she has experienced sexual harassment or other forms of harassment, or believes that he or she has witnessed sexual or other forms of harassment, that employee should immediately notify the Little

Bird Human Resources Department, or any School official with whom that employee feels comfortable. All reports of sexual harassment will be promptly investigated by the Little Bird Human Resources Department or School official who is not involved in the alleged harassment, and will be kept confidential to the extent possible. If a School official or their designee is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to a School official or the Little Bird Human Resources Department, the employee should make a report directly to the Board of Trustees.

If an investigation confirms that harassment has occurred, the Principal or their designee or other designee as directed by the Board of Trustees, shall take appropriate corrective action which may, upon a determination by the Principal or their designee include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

All reports of harassment will be treated seriously and kept confidential to the extent practicable. However, absolute confidentiality is not promised nor can it be assured.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination may be taken against anyone who knowingly makes a false, meritless, or malicious claim of sexual harassment.

2.6 WHISTLEBLOWER POLICY

The School requires its directors, officers and employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. Employees and representatives of the School must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

This policy is not a vehicle for reporting violations of the School's applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the School's Personnel Policies and Procedures (the "Policies and Procedures"), as it is those sections of the Policies and Procedures that are applicable to such matters.

The matters which should be reported under this policy, include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the School's assets, or suspected regulatory, compliance, or ethics-related issues, concerns, or violations.

2.6.1 Reporting Responsibility

It is the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements ("Violations") in accordance with this Whistleblower Policy.

2.6.2 Reporting Violations

Questions, concerns, suggestions, or complaints regarding the ethical and legal standards noted above should be addressed directly to the School's Principal.

2.6.3 Non-Retaliation

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequences because of such report. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the School prior to seeking resolution outside the School. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the School and its employees, nor does it change the fact that employees of the School are employees at will. Where provisions exist elsewhere under law and/or School policy governing the disclosure of information and other obligations, and /or retaliation relative to such disclosure, such laws and/or School policies shall govern.

2.7 INVESTIGATIONS

The Board of Trustees may delegate the responsibility to investigate a reported violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of the School or to any other individual, including persons not employed by the School. The Board of Trustees will not delegate such responsibility to an employee or other individual who is the subject of the reported Violation or in a manner that would compromise either the identity of an employee who reported the Violation anonymously or the reasonable confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Violation shall be determined by the Board of Trustees in its sole discretion and the School and its employees will cooperate as necessary in connection with any such investigation.

2.7.1 Acting in Good Faith

Anyone filing a complaint concerning a violation must act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

2.7.2 Confidentiality

In making a complaint or submission, an employee of the School may request that such complaint be treated in a confidential manner (including that the School take reasonable steps to ensure that the identity of the employee making the complaint remains anonymous). The School takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

2.7.3 Handling of Reported Violations

The Little Bird Human Resources Department or School official will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Board of Trustees, and appropriate corrective action will be taken if warranted by the investigation.

2.7.4 Records

The Principal will retain on a strictly confidential basis for a period of seven years (or otherwise as required under the School's record retention policies in effect from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to the School and such records will be considered privileged and confidential.

2.8 PROBLEM RESOLUTION PROCEDURE & FORMAL GRIEVANCE PROCESS

It is the policy of the School to treat employees in a fair and impartial manner. The School is firmly committed to the belief that undisclosed problems will remain unresolved and eventually lead to a decay of work relationships, dissatisfaction in working conditions, and a decline in operational efficiency. The School therefore tries to solve problems as quickly, fairly, and informally as possible. If a problem should arise between members of the community, employees are encouraged to speak directly to each other for discussion and resolution. If the two are unable to resolve their differences, concerns should be brought before the School leader. If the School Leader is unable to resolve, concerns should be brought to the Board of Trustees.

The School promotes a quality work environment for all employees, one that encourages a high level of individual and team contribution in support of organizational goals. The School believes that open communication is essential to a successful work environment and that all employees should feel free to seek answers to work-related questions and raise issues of concern without fear of reprisal or retaliation.

The underlying philosophy of the School's open-door policy is to provide an effective and timely process for employees to seek solutions to work-related questions, concerns or problems.

If for any reason, you do not feel comfortable discussing a work-related concern with your manager, you should bring the issue to the attention of your School leadership. If after taking repeated steps you continue to feel that your issues have not been resolved, you should use the Formal Grievance Process outlined below:

2.8.1 Formal Grievance Process-

If a complaint is made regarding a staff member at the School, it will first be the responsibility of the Principal or designee to address the complaint to the satisfaction of the Board and the complainant. If the complainant is not satisfied by the response of the Principal or designee, the complainant should submit their complaint in writing to the Board within seven days.

The Board will serve as the appeals body for any complaints not satisfactorily resolved or that involve the Principal directly in the complaint. Complaints must be submitted to the Board at least one week prior to the next Board meeting. Complaints submitted less than one week before the next Board meeting will be addressed at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting.

Complaints will be promptly investigated and a determination will be made within a reasonable time. Where possible a determination will be made within 30 days or by the next regularly scheduled meeting of the Board unless extenuating circumstances outlined in the complaint require an expedited review. The Board shall render a determination in writing if appropriate or required by law.

2.8.2 Procedure for Formal Complaints under Section 2855 of the Charter Schools Act

Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) provides that any individual or group may bring a complaint directly to the Board of Trustees alleging a violation of the CSA, the School's charter, or any other provision of law relating to the management or operation of the School. All such complaints should be in writing and include the following:

1. the name, address, and phone number of the complainant;
2. a detailed statement of the complaint, including the specific provision of the School's charter or law that allegedly has been violated;
3. the relief sought by the complainant; and
4. the response, if any, received from the School thus far.

The Board of Trustees will respond to the complaint within a reasonable time, if reasonable the response will be within the earlier of 30 days of receipt of the formal written complaint or the date of the next regularly scheduled meeting of the Board of Trustees, unless extenuating circumstances outlined in the complaint require an expedited review.

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may then present the complaint to the School's authorizer, the Board of Regents of the State University of New York ("Board of Regents"). The process for bringing a complaint to the Board of Regents can be found here: <http://www.p12.nysed.gov/psc/complaint.html>.

The Board of Regents has delegated authority to handle complaints concerning charter schools to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints concerning charter schools that have been appropriately filed, and has the power and the duty to issue appropriate remedial orders involving any such complaint.

3. COMMENCEMENT OF EMPLOYMENT

Upon employment by the School, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the School. Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be verified, and falsification of such information may jeopardize an employee's standing with the School or a prospective employee's likelihood of being hired.

3.1 SELECTION OF EMPLOYMENT

The Principal will be hired by the Board of Trustees. All instructional personnel will be hired by the Executive Director/Principal or Director of Operations.

All persons selected will receive a written copy of the signed personnel action record which will include position, title, starting salary, exemption status, overtime rate (if applicable), immediate supervisor, department, reporting date and location, schedule of working hours and state length of the probationary period in accordance with the Wage Theft Prevention Act. New employees shall be provided a copy of their job description.

3.2 BACKGROUND CHECK PROCESS

All job applicants shall be subject to general background checks for credit and criminal records and all credit checks shall be conducted strictly under the requirements of the Fair Credit Reporting Act. Applicants for managerial positions shall undergo credential verification.

The purpose of the background check is to keep students safe. Therefore, we need to understand if there is something in any potential staff member's background that puts our students at risk. In addition to an initial background check, the School requires the disclosure of convictions during employment- See Section 3.2.2.

3.2.1 Employment of Persons with Conviction History

In accordance with New York State Corrections Law, the School will not deny employment to, or take adverse employment action against a person who has previously been convicted of one or more criminal offenses in this state or in any other jurisdiction, whose conviction(s) preceded his/her employment or application for employment with the School, except where permitted or mandated by law.

When applicable to determining whether an offer of employment will be made or continued employment is appropriate, the School will weigh all factors set forth by New York Correction Law Article 23-A concerning an applicant's or employee's previous criminal conviction(s). These factors are:

- The public policy of New York State to encourage the employment of persons previously convicted of one or more criminal offenses;
- The specific duties and responsibilities necessarily related to the employment sought or held by the person;
- The bearing, if any, the criminal offense(s) for which the person was previously convicted will have on his/her fitness or ability to perform one or more such duties or responsibilities;
- The time which has elapsed since the occurrence of the criminal offense(s);
- The age of the person at the time of the criminal offense(s);
- The seriousness of the offense(s);
- Any information produced by the person, or produced on his/her behalf, in regard to his/her rehabilitation and good conduct; and

- The legitimate interest of the School in protecting property, and the safety and welfare of specific individuals or the general public.

At the request of any person previously convicted of one or more criminal offenses who has been denied employment by the School, the School shall provide, within thirty days of such request, a written statement setting forth the reasons for such denial.

3.2.2 Convictions during Employment

Employees have a continuing obligation to inform the School of any subsequent convictions. Additionally, the School will receive any updates about arrests or convictions from state and federal authorities. If a conviction is reported or discovered, the School must investigate and determine whether termination is appropriate.

3.2.3 Notification of Arrests

Employees must notify the Principal within 48 hours of being arrested or charged with any local, state or federal crime, misdemeanor or other offense, unless the criminal action or proceeding has already been terminated in favor of the employee. Such notification will not necessarily disqualify you from continued employment.

3.3 EMPLOYMEE TYPE:

Administrative-

Administrative employees are typically responsible for the management of the operations of the school. These employees are required to work the Board approved administrative calendar. Administrative employees may include (but are not limited to): Principals, Assistant Principals, Director of Curriculum & Instruction, Executive Directors, and Directors of Operations.

Instructional

Employees hired to work the Board approved academic calendar including annual pre-service professional development. These employees compensation is based on the amount of days they are expected to work in accordance with the school academic calendar. The employees' salary is annualized and paid over a 12-month period, also known as "annualized compensation."

For the purpose of this employment type, the employee's annualized pay is stretched over 26 pay periods in order to receive income during the summer recess and throughout the in-school breaks as stated on the academic calendar.

Instructional employees may include (but are not limited to) teachers, supervisors of instruction, librarians, library school media specialists, teachers of academic subjects other than reading, and other individuals who have responsibility for assisting children to learn to read

Non-Instructional

Non-instructional employees job duties typically do not identify specific, regular instructional duties relating to students. Non-instructional positions include: Business Managers, para-professional, security, custodial, clerical, school aides and technical. These employees are required to work the Board approved administrative calendar.

Independent Contractor

An Independent Contractor is a person, business, or corporation that provides goods or services to the school under terms specified in a contract. An independent contractor is not considered an employee of the school. The earnings of a person who is working as an independent contractor are subject to Self-Employment Tax. Classification of independent contractors or employee depends on the facts in each case. For more information contact the Little Bird Human Resources Department.

3.4 POSITION CLASSIFICATIONS

At the time you are hired, you are classified as either

- * regular or temporary;
- * full-time or part-time; and
- * exempt or non-exempt.

You will be advised as to your classification at the time of hire.

3.4.1 Regular Employment

All employees of The Academy Charter School shall be hired according to one of the following classes of employment. They are notified of their class of employment before they accept a position with The Academy Charter School.

Employees hired as full-time regular employees and who are scheduled to work 30 hours per week are eligible for all benefits as described in this manual. The School may also hire part-time employees.

Part-time employees are those who are scheduled to work for fewer than 30 hours per workweek. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, with following exceptions:

- All employees have workers' compensation coverage.
- Time off work without pay for a part-time employee may be granted at the sole discretion of the Principal or his/her designee.

3.4.2 Full Time Employment

An employee whose regular workweek is at least 30 hours in length is considered a full-time employee. Unless otherwise expressly stated in Section 4 of this Manual or required by law, the benefits described in Section 4 apply only to regular full-time employees.

3.4.3 Part Time Employment

An employee whose regular workweek is fewer than 30 hours in length is considered a part-time employee. Part-time employees are not eligible for benefits or leave accruals as stated in this manual, with following exceptions:

- All employees have workers' compensation coverage.

Time off work without pay for a part-time employee may be granted at the sole discretion of the Principal or his/her designee.

3.4.4 Temporary Employment

A temporary employee is one, which The Academy Charter School expects to employ for a specific period of time, up to four months in length. The appointment may be terminated by The Academy Charter School at any time, regardless of the period of employment, which was initially contemplated as a temporary appointment.

If retained after the four month period, the employee shall have regular status.

Temporary employees are not eligible for paid holidays, paid leave or any other benefit to which employees with regular status are entitled during the time spent as a temporary employee.

3.4.5 On-Call Employment

An on call employee has no specific period of employment and is hired on an as needed basis.

On-call employees are not eligible for paid holidays, paid leave or any other benefit to which employees with regular status are entitled.

3.4.6 Fair Labor and Standards Act (FLSA)

Positions that employees hold will also be classified as either exempt or non-exempt pursuant to the Fair Labor Standards Act. An employee is exempt from the overtime provisions of the Fair Labor Standards Act when s/he holds a position that meets specific standards for executive, administrative or professional categories provided by FLSA. An employee who is considered exempt is not paid overtime for hours worked in excess of forty (40) per week.

A non-exempt employee is one which occupies a position which is covered by the overtime provisions of the FLSA and must be paid time and one half for hours worked in excess of forty per week. The computation for hours worked in excess of forty does not include holidays, vacation, sick leave, or other time off.

3.5 JOB DESCRIPTIONS

Each employee shall be given a copy of his/her individual job description and a copy will be filed in his/her personnel file. Employees must understand that from time to time it may be necessary for them to change their duties or to assume new duties either temporarily or permanently, at the discretion of their supervisor. All job descriptions shall be reviewed annually at the time of the annual evaluation and updated if needed.

3.6 OUTSIDE EMPLOYMENT

Employees will not accept employment outside of The Academy Charter School that will conflict with their job responsibility or the interests of The Academy Charter School.

The Academy Charter School may not retain the services of any person employed by any of its funding sources.

No employee, officer, or agent of The Academy Charter School shall participate in the selection, award, or administration of a contract supported by federal funds if there is a conflict of interest or the appearance of conflict of interest.

Officers, employees or agents of The Academy Charter School shall not solicit or accept gratuities, favors or anything of monetary value for personal gain from contractors, potential contractors or parties to sub-agreements. No person may offer to give any officer or employee of any funding source any item of value pursuant to an understanding that such officers or employee's vote, official action or judgment would be influenced thereby.

3.7 CHANGE OF PERSONNEL STATUS

We need to maintain up-to-date information about you to enable us aid you and/or your family in matters of personal emergency. Changes in name, address, telephone number, and marital status, number of dependents or changes in next of kin and/or beneficiaries should be updated in the employee portal..

3.8 COMPENSATION

Our payroll workweek begins Saturday and ends on Friday.

Staff Members are paid bi-weekly. There are twenty-six (26) pay periods each year and contributions for benefits are allocated across twenty-four paychecks. Staff members who begin employment in the middle of a pay period will be paid on a prorated basis from the first day they work.

Part time employees are only paid for time worked. Your supervisor or the Director of Operations will distribute paychecks. If you choose to have your paycheck directly deposited into a bank account, electronic pay statements will be available on a per pay period basis.

Changes will be made and announced in advance whenever School holidays or closings interfere with the normal pay schedule.

3.9 SALARY ADVANCES

At the discretion of the School leader, requests for salary payments in advance of any normal pay period may be granted only on an emergency basis and after an employee has exhausted all other options or available recourse (i.e. retirement hardships, exhaustion of all of the employees' personal financial accounts).

"Emergency" is defined for this purpose as an unforeseen event involving medical and life or safety situations beyond an employee's control. **Documentation will be required upon request of an advance. Salary advances will be granted no more than once in any fiscal year.** Repayment will be processed through the employees' payroll in the form of post-tax payroll deductions. Total salary advance must be paid back to the school within the school year the advance has been paid to the employee. No advances will be granted to employees who request an advance at least five pay periods prior to the end of a given school year. For the purpose of this policy, the end of a given school year is June 30th.

3.9.1 Procedure

1. An employees' request for a salary advance must be made in writing, to the Director of Operations or his or her designee, indicating the nature of the emergency and the requested net salary advance amount. Proof of the need for an advance must accompany the request in order to be considered. Under no circumstances can the requested amount exceed the employee's next regular net paycheck amount. The Director of Operations will present the advance request to the Executive Director.
2. If the Executive Director agrees that a salary advance is warranted, based on the definition of "emergency" above, he/she should review the advance with the Director of Operations and approve or deny the request, based on the criteria contained in the first paragraph of this policy.
 - a) If approved, the Director of Operations will provide the employee with a "Request for Salary Advance" form for the employee to complete and submit for payroll.
 - b) If disapproved, the Director of Operations will notify the employee and explain the reason(s) why.
3. If approved, the Director of Operations will provide the employee with a "Repayment Agreement" to be executed by the employee and the Executive Director. The Repayment Agreement will include details of how the employee will repay the school for the advance.
4. The Director of Operations will process the salary advance within two to three business days that the employee submits the executed Repayment Agreement.
5. The employee will pick up the salary-advance check in person from the Director of Operations upon being notified that the check is available.

3.10 TIME AND PLACE OF PAYMENT

If you choose to elect direct deposit, your pay will be deposited into an account at your financial institution using the account information that you have provided. If you do not elect direct deposit, your paycheck will be mailed to your home address on record with the School.

3.11 WAGE GARNISHMENT

The School complies with any and all court orders, the Consumer Credit Protection Act, and any other applicable laws or orders with regards to wage garnishments and/or wage attachments. On receipt of a court order, the School will notify the employee immediately, begin withholding the specified portion of the employee's wages, and provide the employee a copy of the order.

3.12 POLICIES FOR ERRORS IN PAY

Every effort is made to avoid errors in your paycheck. If you believe an error has been made for any reason, including, but not limited to, an overpayment or underpayment, please contact the Director of Operations immediately. Paycheck errors of less than \$200.00 (overpayment or underpayment) will be corrected on the next regularly scheduled payroll period. Paycheck errors over \$200.00 will be handled on an individual basis depending on the circumstances.

3.13 ENTITLEMENT PAY

If at any point during the school year an instructional employee has a shortage of work days due to the employees first day of work after the start of annual pre-service or exhaustion of paid time off (as defined in sections 8 of this manual), an entitlement pay will be completed in order to reconcile the employee's compensation for the remainder of the academic school year. The intent of this provision is to align the percentage of the annual working days actually worked by the instructional employee with the percentage of the employee's annual salary actually received by the employee. The employee's salary may need to be adjusted beginning with the first pay period following their start date or following the exhaustion of the employees' paid time off. For the purpose of this calculation, any used sick and personal days provided by the school, will be counted as days worked by the employee. Days exhausted by an employee will count as non-worked days for the purpose of this calculation.

For information regarding the calculation of entitlement pay, please contact the Director of Operations.

3.14 EMPLOYMENT RECORDS

3.14.1 Access to Employment Records

In keeping with the growing recognition of individual rights to privacy, we maintain only those records and collect only personal information that is necessary for organizational purposes. We make every effort to maintain the confidentiality of all personal information. However, the School will cooperate with and provide access to personnel files to local, state and federal agencies in accordance with applicable law. Personnel and medical files are the property of the School and access to the information is restricted. Employees will not be allowed to view investigation records, letters of reference, or other materials in personnel files. The School will provide access and disclose such information when required by law.

It is important that your personnel records are kept updated at all times. Please promptly report any changes in the following items to your Director of Operations:

1. Legal name
2. Home address
3. Home telephone number
4. Emergency contact person
5. Dependents/beneficiaries
6. Marital status
7. Change of insurance beneficiary(s)
8. Exemptions on your W-4 tax form
9. Certification status
10. Professional licenses

3.14.2 Medical Records

Confidential health and medical records are not included in your personnel file. The School will safeguard such records from disclosure and will divulge only that information: (1) as allowed by law, as referenced in the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") or other federal or state law; (2) to the employee's personal physician upon written request of the employee; (3) as required for Workers' Compensation cases; (4) on a need-to-know basis, in connection with matters in which the employee has put his or her health or ability to perform his or her job in issue; or (5) as otherwise required by law.

3.14.3 Pre-employment

Pre-employment and other background investigations are conducted in accordance with federal and state laws regarding individuals offered employment by the School.

3.14.4 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.

3.14.5 Verification of Employment

The School will provide dates of employment when employment verification is requested. The School will provide wage/salary information if the appropriate authorization and release has been provided by the employee. The School will not provide recommendations and/or terms of separation and/or rehire status unless required by law.

3.14.6 Form I-9

The School is required to maintain employment eligibility verification on U.S. Citizenship and Immigration Services Form I-9 for each of its employees, along with copies of the documents used to establish the employee's identity and employment authorization.

3.14.7 Anniversary Date

The first day you report to work is your "official" anniversary date. Your anniversary date is used to compute various conditions and benefits described in this Manual.

4. WORK SCHEDULE

4.1 WORK DAYS AND WORK WEEK

All employees are required to work according to a schedule determined by the School. Regular attendance is essential to the School's efficient operation and is a necessary condition of employment. Employees are expected to report to work as scheduled and on time. The standard work week for The Academy Charter School will be Monday to Friday 7:30 a.m. to 4:30 p.m.

If it is impossible to report for work as scheduled, please inform the Principal or Director of Operations by 6:00 a.m. on the day the employee is scheduled to work. If the absence is to continue beyond the first day, the employee must notify the Principal or his/her designee on a daily basis unless otherwise arranged. It is the responsibility of each employee to notify the operations associate. Absence for three consecutive workdays without notifying the Principal or his/her designee is considered a voluntary termination. If you're arriving to work late, you should advise the Principal when you expect to arrive for work. If you are unable to call in yourself because of an illness, emergency or for some other reason, you are required to have someone call for you.

4.1.1 Lateness

If an employee will arrive to work late, they should advise their supervisor by phone at least thirty minutes prior to their expected start time. Employees should notify their supervisor of when they expect to arrive for work.

4.1.2 Early Dismissal

Employees needing to leave work prior to the end of their workday must submit a request to their Supervisor in advance, typically at the start of the employees work day. The approval or denial of the request will be at the discretion of the Supervisor and subject to the operational needs of the school. Supervisors are not required to approve an early dismissal. If an employee stops working before their scheduled end time without prior approval, disciplinary action may be warranted. Excessive absence and lateness is unacceptable and can result in disciplinary action, up to, and including suspension and/or termination.

4.2 PRE- SERVICE

Pre-service is the education, training and preparation provided to instructional staff before they have undertaken any **teaching for a new school year**. All instructional staff is required to report to work for the annual pre-service meeting typically held ten (10) days prior to the start of the first day of school for students. These days are included in the School academic calendar. Employees will receive the same compensation for participation in Pre-Service as they will receive during the upcoming year.

4.3 SUMMER SCHOOL, SATURDAY ACADEMY AND AFTERSCHOOL TEACHING PROGRAM

At the school's discretion, the School may institute a "Summer School, Saturday Academy or Afterschool" Teaching Program. The School will select teachers from interested teachers who apply for the positions. This Program is optional and teachers are not required to apply to teach during these Teaching Programs. Teachers must submit a letter of intent for the position and hold a New York State teaching certificate.

Selection of teachers for these programs shall be made through a committee that consists of the Executive Director, School Leader and the School Director of Operations. It is intended that as many qualified teachers as possible have the opportunity to apply for and be assigned to these teaching programs.

4.4 SUMMER RECESS

During summer recess, full-time instructional staff will continue to receive their scheduled bi-weekly salary through the summer months in accordance with the calculation of an entitlement pay. Instructional staff will not receive additional compensation during the summer for classroom preparation or planned professional development. Any work performed during summer or in-school recess on items other than classroom preparation or professional development will be compensated at a rate established in advance and in accordance with an executed supplemental agreement between the School and the employee.

4.5 WORK HOURS POLICY

4.5.1 Non-Exempt Employees

Non-exempt employees (those employees who are subject to the minimum wage and overtime provisions of the Fair Labor Standards Act) who work over forty hours in any particular week will be paid overtime for those additional hours at the rate of time and one-half unless state law dictates otherwise. All non-exempt employees are required to use the School's time clock to track their attendance time showing their daily hours worked. Time records cover one workweek and must be completed by the close of each workday. The following points should be considered in filling out time records:

1. Employees are required to clock in at the school time clock upon start time, time out for lunch, time in after lunch, any breaks taken (including start and end times), quitting time and total hours worked of each workday.
2. Employees' time records should be reviewed and approved by the employee on a schedule provided by the Director of Operations. Time not worked for which an employee is entitled to be paid (i.e., paid absences, paid holidays or paid vacation time) should be reported on time record.
3. Overtime must be authorized in writing by the Principal or Director of Operations before over forty hours are worked in a particular week.
4. The Principal or Director of Operations will assign overtime (if any) to non-exempt employees as needed. Employees are not permitted to work overtime without the prior approval of the Principal or Director of Operations. If the School finds that an employee has worked overtime hours that were not approved in advance, appropriate disciplinary action will be taken
5. Non-exempt employees will be compensated for attendance at lectures, meetings and training programs if such attendance is requested by management.

4.5.2 Exempt Employees

Personnel employed in executive, administrative, professional or certain computer-related capacities are generally exempt from the provisions of the Fair Labor Standards Act. These employees are required to use the School's biometric hand scanner to track their attendance in order to account for daily attendance. Allocation of time must be recorded on the appropriate form as "Regular," "Vacation," "Sick," "Personal," "Bereavement" or "Jury Duty." The School's policy regarding salary payments to exempt employees is set forth below.

1. All employees classified as "exempt" from overtime must be paid on a salary basis (except professional employees paid on a fee basis and exempt computer professionals). This means that the employee must be paid, on a bi-weekly or less frequent basis, a predetermined amount constituting all or part of the employee's compensation, which amount is not subject to reduction because of variations in the quantity or quality of work performed. Except as provided below and in accordance with Department of Labor regulations, an exempt employee will receive the full salary for any week in which the employee performs any work, without regard to the number of days or hours worked. The School prohibits deductions from the salary of exempt employees for absences occasioned by the School or by the operating requirements of the School or that are otherwise prohibited by Department of Labor regulations regarding payment of exempt employees on a salary basis.
2. The following is a summary of the exceptions to the prohibitions against deductions from pay in the salary basis requirement:
 - a. Deductions from pay may be made when an exempt employee is absent from work for one or more full days for personal reasons other than sickness or disability.
 - b. Deductions from pay may be made for absences of one or more full days occasioned by sickness or disability if the deduction is made in accordance with a bona fide School plan, policy or practice of providing compensation for loss of salary occasioned by such sickness or disability. For example,

deductions from pay for one or more full days may be made if an employee has exhausted his or her sick time allowance.

- c. Deductions cannot be made for absences due to jury duty, attendance as a witness or temporary military leave. However, the School may offset any amounts received by an employee as jury fees, witness fees or military pay against the salary due for that particular week.
- d. Deductions from pay may be imposed for penalties imposed in good faith for infractions of safety rules of major significance.
- e. Deductions from pay may be made for unpaid disciplinary suspensions of one or more full days imposed in good faith for infractions of workplace conduct rules, such as, but not limited to, a violation of the School's Anti-Harassment Policy or Policy Against Sexual Harassment.
- f. Prorated salary may be paid in an employee's first or last week of employment.
- g. In the event an employee takes a leave of absence (as defined in section 9 of this manual), during the school year, an entitlement pay calculation (as defined in section 9.10 of this manual) will be completed in order to reconcile the employee's compensation for the remainder of the academic school year. The employee's salary may need to be adjusted beginning with the first pay period in which the leave takes place.

Complaint Procedure: Any exempt employee who believes that an improper deduction has been made from his or her pay shall first bring the matter to the attention of the Director of Operations who shall attempt to resolve the matter with the employee on the basis of this policy. If the matter is not resolved within two weeks of the date on which the employee raised the matter, he or she may raise the matter with Little Bird Director of Human Resources, in writing or by e-mail. The Director of Human Resources or his or her designee will contact the employee within two business days of receiving the complaint to ascertain the employee's position and the amount, date and reason for the deduction. The Director of Human Resources, either alone or in consultation with legal counsel, shall determine whether the deduction violates the prohibition against deductions from the wages of exempt salaried employees and communicate the decision to the employee in writing no later than two weeks after the initial complaint by the employee. If the deduction is determined to be inappropriate, the employee will be reimbursed by the next regularly scheduled pay day.

4.6 TIME CLOCKS

All school employees are required to use the time clock for attendance/compensation purposes. Employees should not scan their fingerprints more than seven (7) minutes prior to his/her scheduled start time or scan out more than seven (7) minutes after his/her scheduled departure time without the Principals pre-approval. Overtime must be pre-approved by the employees' supervisor and will be reported via a payroll exception report.

4.7 OVERTIME

For non-exempt employees, hours worked in excess of forty (40) per week must have the Principal's advance approval in writing.

4.8 LUNCH HOURS

Each full-time employee and part-time employee working more than 6 hours per day may select to take either a half hour or full hour lunch without pay as approved and scheduled by the Principal. For day shift staff, lunch hours may be taken from 11:00 to 2:00 p.m. For staff starting at 3:00 p.m. or later, lunch hour shall be taken between 6:00 and 8:00 p.m. the Principal may approve a different lunch hour for employees who work split shifts.

4.9 NURSING MOTHERS POLICY

The School will abide by the "Breastfeeding Mothers Bill of Rights" which requires employers to provide reasonable break time for an employee to express breast milk for her nursing child for up to three years after the child's birth each

time that employee has need to express milk. The School will make a concerted effort to accommodate mothers who choose to continue to breastfeed after returning to work.

The School will attempt to provide a private room or space that is sanitary and close to an employee's work area, other than a toilet stall, to express milk during work hours. The School will endeavor to provide a room with an electrical outlet, comfortable chair and nearby access to running water. Employees who have a private office area may use it for breastfeeding or milk expression.

Employees will provide their own breast pump. Employees may use their own cooler packs to store expressed breast milk or may store milk in a designated refrigerator/freezer. Employees should provide their own containers, clearly labeled with their name and the date.

The School will attempt to provide a breastfeeding employee with adequate breaks for flexible for breastfeeding or pumping. The time used for these purposes should not exceed the normal time allowed for lunch and breaks.

4.10 SCHOOL CLOSING

The School will close due to inclement weather or other conditions whenever the local public School district (e.g., the New York City Department of Education) closes all of its Schools. Additionally, notices will be placed on the School's voicemail system. At the discretion of the Board or his/her designee, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the School year.

4.11 SEVERE WEATHER AND EMERGENCY CONDITIONS

In the event of severe weather conditions or other emergencies, the Board may decide to close the School for all or part of the day. If this decision is made, you will be notified as soon as possible. For full-time employees, no loss of pay will occur as a result of early dismissal for this reason. Likewise, if such employees report to work and find that the School is unexpectedly closed due to an emergency, no loss of pay will occur.

Any employee who was on a previously approved leave day during a declared emergency shall not be charged leave for the emergency period.

4.12 E-MAIL COMMUNICATION

As stated in section 13.12.1 of this Manual, employees are required to use the school provided email to conduct school business. Usage of personal emails to conduct school business will be prohibited. The School expects you to use your e-mail account primarily for business-related purposes, i.e., to communicate with co-workers, and parents, to research relevant topics and to obtain useful information relevant to your work at the School.

5. PERFORMANCE AND PROFESSIONAL DEVELOPMENT

5.1 PERFORMANCE REVIEW AND EVALUATION

Because we want you to grow and succeed in your job, employees are informally evaluated throughout the year. In addition, the School will conduct at least one formal review for each employee per year. New employees may also be reviewed near the end of their first 90 days of employment, and a review may be conducted in the event of a promotion or change in duties and responsibilities.

During a formal performance review your supervisor may cover the following areas:

- The quality and quantity of your work.
- Strengths and areas for improvement.
- Attitude and willingness to work.
- Initiative and teamwork.
- Attendance and punctuality.
- Problem solving skills.
- Ongoing professional growth and development.

Additional areas may also be reviewed as they relate to your specific job.

Your review provides an opportunity for collaborative, two-way communication between you and your supervisor. This is a good time to discuss your interests and future goals. Your supervisor is interested in helping you to progress and grow in order to achieve personal as well as work-related goals. Perhaps he/she can recommend further training or additional opportunities for you. The performance review gives your supervisor an opportunity to suggest ways for you to advance and make your job at the School more fulfilling, and to correct difficulties you might be having.

Your supervisor can answer any questions you may have about the performance review process.

5.1.1 Compensation Reviews

The School compensation reviews are usually given with performance reviews. Notification of annual salary increases and/or bonuses are usually made at the end of the school year and are applicable in the following school year. Compensation increases may be retroactive in the case of late reviews. Having your performance review does not necessarily mean that you will be given an increase; a compensation increase will depend upon, among other things, your individual performance and the economics of the School at the time.

5.2 INTENT TO RETURN PROCES

It is important for the school to gather an employee's intent to return to the School for the following year. The school encourages all staff members to participate in this annual intent to return process to begin the staff planning for the following school year. The process will be communicated in April of every school year. Please note that communicating your desire to return is not a guarantee of future employment.

5.3 MOVING EXPENSE REIMBURSEMENT-NEEDS APPROVAL

The School will reimburse a maximum of \$1,000 in moving expenses incurred by an employee who relocates more than 100 miles to a new city in order to assume a teaching or principal position at the School. The School will pay this reimbursement to the faculty member only upon receipt of an original invoice or appropriate documentation from a

moving company or other suitable source.

Employees should submit invoices and necessary documentation in the form of an Employee Expense Reimbursement Form to the Director of Operations for approval.

If after receiving a relocation reimbursement of any amount from the School the faculty member resigns from or is terminated by the School before the conclusion of two academic years, the School may reclaim a percentage of the total moving expenses in accordance with the Reclamation Schedule below.

5.3.1 Reclamation Schedule

- A faculty member who receives a relocation reimbursement from the School but remains an employee of the School for only one academic year shall be liable to the School for 50% of the total of the relocation reimbursement.
- A faculty member who receives a relocation reimbursement from the School but remains an employee of the School for less than one academic year shall be liable to the School for 75% of the total of the relocation reimbursement.
- A faculty member who receives a relocation reimbursement from the School but resigns from the School before the beginning of the first academic year at the new location shall be liable to the School for the relocation reimbursement in its entirety.

5.4 TUITION REIMBURSEMENT

Policy

The School offers tuition reimbursement to regular full-time employees who wish to pursue education and training in areas related to their current positions or that will prepare them for more advanced positions within the School. Eligible employees may enroll in courses at any fully accredited college, university, trade or technical school. Tuition will be reimbursed, up to the limits specified below, to eligible employees who meet all of the requirements of this policy and follow all of the procedures set forth below. Degree or certificate programs must be approved in advance of taking any courses by the Principal, Executive Director or Board of Directors.

Provisions

1. Eligibility

- a. All regular full-time employees who have completed twelve (12) months of continuous service are eligible to participate in the School's reimbursement program. Employees may not apply for the program until the full twelve (12) months of continuous service have been completed.
- b. Continued eligibility and reimbursement is contingent upon full-time employment with the School and continued good performance, conduct, and attendance.

2. Approved Programs/Courses

- a. Tuition reimbursement is available for courses offered by fully accredited colleges, universities, professional, and trade or technical schools. This includes independent, self-study and online and video courses.
- b. Individual courses not taken as part of a degree or certificate program must be related to the employee's current position or prepare the employee for more advanced positions within the School.
- c. Degree or certificate programs must prepare the employee for more advanced positions within the

School.

- d. Tuition for courses not specifically related to employment with the School, but required to complete a degree or certificate program that is related to employment with the School, may be reimbursable under this policy provided the appropriate approvals are obtained.

3. Eligible Educational Programs

- Associate's, Bachelor's, Master's and Doctoral degree programs; eligible courses include all coursework required to complete an approved degree.
- Professional Certification Programs (programs must have a measurable course completion requirement beyond attendance and participation).
- Other programs as approved at the schools' discretion.

4. Eligible Educational Providers

- a. Degree programs and individual courses must be provided by a nationally or regionally accredited educational provider that results in college credit.
- b. Accreditation is a status granted to educational institutions found to either meet or exceed academic quality standards established by an accrediting agency through an assessment process. Accreditation assures the School that the course and/or educational institution meet academic quality standards, including academic core values of performance, integrity and quality assurance.
- c. Certification programs must be provided by an agency that has met the standards of the credentialing organization and is authorized to grant certification.

5. Reimbursement-

- a. Tuition will be reimbursed in accordance with this policy upon successful completion of courses, up to the following amounts:
 - 1) \$800 per course for a maximum of two courses per fiscal year (July 1 - June 30) or up to \$1,600 per calendar year for all employees. The sum total of all courses cannot exceed \$1,600 per fiscal year-
 - 2) Reimbursement amounts for courses that begin in one year but are completed in a subsequent year will be calculated as part of the reimbursement limit for the year in which the course is completed. For example, reimbursement for a course that began June 2014 and was completed in July 2015 will count towards the reimbursement limit for 2015.
 - 3) Employees must be on the School's payroll upon completion of their courses in order to qualify for tuition reimbursement.
 - 4) Employees must receive grades of C or higher for undergraduate courses and courses at technical or trade schools. If a course is offered only as "pass-fail," a passing grade must be obtained. A passing grade will be granted the reimbursement equivalent to an "A" grade as stated according to the reimbursement schedule in section "5-e" of this policy. If an employee has the option of choosing to be graded under either a "pass-fail" or a letter grade system, the letter grade system must be used. If no grades are given, the employee must provide proof of successful completion of the course.
 - 5) A dropped course no longer qualifies for reimbursement.
 - 6) Employees who are approved for tuition reimbursement for course taken to gain their Bachelors Degree, will be reimbursed after the completion of the course according to the following schedule:- recommendation for course grade map for Associate, Bachelors, Masters and Doctorate.

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 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 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, School will provide its employees with opportunities for professional development.

6.1 TRAINING

In-service training will provide staff with the skills, training and experience necessary to enable job performance. Attendance at approved training is recognized as an important means for staff development. In-service may be mandatory at the Principal's discretion based upon workloads, time schedule and need for such training.

6.2 CONFERENCES

In order to encourage professional development, staff shall be eligible for attendance at professional conferences as approved by the Principal within the limitation of funds availability. Staff members may, with approval from the Principal, attend professional conferences or conventions on the School's time at their own expense.

School leadership or any member of the Board of Trustees may also be eligible to attend conference and to be reimbursed for expenses upon approval of the Board of Trustees.

6.3 REPORTING OF HOURS

All certificate holding staff members are required to report professional development hours directly to the Office of Teaching Initiatives each year and maintain records of all the professional development in which the employee participates, including the provider, the title of activity and the focus of the activity (content or pedagogy). Professional development hours are reported through the TEACH web-based system.

7. EMPLOYEE BENEFITS

7.1 BENEFITS

The School is committed to sponsoring a comprehensive benefits program for all eligible regular employees. In addition to receiving an equitable salary and applying for other compensation (e.g. tuition reimbursement) and having an equal opportunity for professional development and advancement, you may be eligible to enjoy other benefits, which will enhance your job satisfaction. We are certain you will agree that the benefits program offered represents a very large investment by the School.

More detailed descriptions of the benefits provided can be found in the respective summary plan descriptions. For more information, contact the School Director of Operations.

7.1.1 Benefits Eligibility

All full-time regular staff members will receive the insurance and other benefits offered by the School. Eligibility, coverage, deductibles and carriers of such benefits are subject to modification or termination at any time at the sole discretion of the School or the respective insurance carriers. These benefits may be modified or discontinued at the sole discretion of the School at any time.

Benefit eligibility is established below:

- a. Benefits are only available to regular, full-time Non-Instructional and Administrative staff who are regularly scheduled to work a minimum of thirty (30) hours per week. Part-time employees and temporary employees and employees who are regularly scheduled to work less than thirty (30) hours per week are not eligible to receive the benefits.
- b. All regular, full-time Instructional staff are eligible for benefits during the school year. They remain eligible during the summer recess provided that they meet the eligibility requirements above and also return for the following school year. They are not eligible for benefits during summer recess if resignation is tendered prior to the start of the new school year.

Should an instructional staff member tender resignation during summer recess, their resignation will be effective as of the last date of the prior school year. Upon termination, employees are eligible to retain their dental, medical and vision plans under COBRA coverage beginning on the first of the month following their termination date. Any pre-tax benefit premiums deducted during summer payrolls prior to the employee's termination will be refunded and subject to taxes and withholdings on the instructional staffs' final entitlement pay. Employees must notify the Director of Operations immediately once their intent to terminate employment is clear so that the appropriate and legally required COBRA continuation paperwork is provided.

Part-time and temporary employees become eligible to receive benefits once the employee has worked an average of thirty (30) hours or more per week within a continual 12-month period.

7.1.2 Commuter Benefits Plan

The School provides eligible employees a choice of nontaxable transportation benefits. The Commuter Benefits Plan allows eligible employees to set aside a portion of their pre-tax pay toward qualified transportation expenses for mass transit and commuter parking expenses. For more information, please visit the Little Bird Nest

8. TIME OFF BENEFITS

8.1 HOLIDAYS

The School will observe various holidays each calendar year. Separate listings of the paid holidays will be distributed to employees based on their employment classification, at the start of each new School year. Holidays will be paid in accordance with the distributed school calendar. Part-time regular employees will only receive holiday pay when the holiday falls on their regularly scheduled workday.

In order to receive holiday pay, eligible employees must work the full scheduled work day before and after the holiday, unless they have previously-approved time off on one or both of those days.

If a holiday falls on a day when an employee is on vacation, that day will not be counted against the employee's vacation time.

Employees on leave are not eligible to receive holiday or recess pay.

The School reserves the right to make changes to its holiday schedule at any time as business needs dictate.

8.2 VACATION TIME- CONFIRM PLEASE

Full-time administrators and non-instructional staff members earn vacation time at the accrual rates noted below for each pay period following thirty days of continuous employment.

8.2.1 Vacation Accrual Rates

Type of Job	Accrual per Pay Period	Weeks per Year	Maximum Bank
Administration	7.69 hours	25 days	37.5 days (300 Hours)
Non-Instructional Support Staff	4.62 hours	15 days	22.5 days (180 Hours)

The Schools vacation time policy will be applied and interpreted subject to applicable state laws.

8.2.2 Vacation Accrual and Rollover

Vacation time will only be accrued during the time period actually worked by the employee at the accrual rate noted above.

The School encourages employees to take vacation time during the summer and in-school recess within the calendar year that it is earned. However, if employees do not use all of their vacation time in the year that it is earned, they may "bank" up to a total of one year and a half's worth of vacation time (except as otherwise provided by state law). Once a year and a half's worth of vacation time has been banked, the employee may not accrue any additional vacation time until some of his or her banked vacation time is used..

8.2.3 Vacation Scheduling

A request to take vacation time should be submitted to your manager or the Principal at least two weeks in advance of the requested time off to allow for adequate time to plan for the employees' absence and to secure appropriate coverage. Such requests for time off must be approved by the Principal prior to the time off being taken. School administrators and non-instructional staff are expected to schedule vacation time during in-school breaks or the summer when the school schedule is flexible as defined by the administrative calendar.

8.2.4 Illness or Injury Before Vacation

If an employee is absent from work on the day before a vacation is scheduled to begin because of a verifiable personal illness or injury (doctor's note required), the employee may attempt to postpone the vacation period to a later date.

8.2.5 Vacation Credit Upon Termination

Upon separation from the School, an employee with unused accrued vacation time will receive payment for the unused accrued time at his or her current base rate of pay, up to a maximum of one year's worth of accrual (except as otherwise provided by state law). Employees who have used more vacation time than they have earned at the time of termination will have to repay the School for the overpayment, subject to applicable law.

8.2.6 Payment In Lieu Of Vacation

An employee may not waive his or her vacation time and receive pay in lieu of vacation usage, except upon retirement, resignation or termination of employment.

8.2.7 Breaks In Service/Rehires

Rehired employees will be treated as new hires for the purpose of vacation accrual if their period of absence is greater than their period of employment with the School as a full-time regular employee. Should an employee's break in service be less than their period of service they will be given an adjusted seniority date for the purpose of future vacation accrual.

Employees do not accrue vacation time while on leaves of absence, including, without limitation, leaves taken pursuant to the federal Family and Medical Leave Act of 1993.

8.3 SCHOOL AND SUMMER RECESS FOR ADMINISTRATIVE AND NON-INSTRUCTIONAL STAFF

The administrative calendar (as it may be amended at any time at the Board of Trustee's sole discretion), as adopted by the Board of Trustees, establishes the School recess periods and holiday for School administrators and non-instructional staff members.

Non-instructional staff members (including but not limited to Business Managers, Director of Operations, Operations Associate, Administrative Assistants, Student Aides, and Maintenance) may take vacation during the School's in-School breaks with the prior approval of the Principals or Director of Operations. Administrative staff members may take vacation during the School's in-School breaks with the prior approval of the Board.

School administrators and non-instructional staff members are required to report to work during the summer recess, specifically the two weeks before pre-service and two weeks after the last day of School at the end of the School year.

School administrators and non-instructional staff members will not receive additional compensation for work during any School recess.

8.4 SICK TIME

Full-time regular instructional employees will accrue 4.8 hours per pay period, up to six (6) sick days per school year. Full-time, non-instructional and Administrative employees will accrue 1.85 hours per pay period up to six (6) sick days per year. Full-time new hires will begin accruing sick time their first pay period as a full-time employee.

- a) Any unused sick time can be banked for future use, in lieu of unpaid leave of absence covered under Family Medical Leave or short term and long term disability. To use sick time off that has been rolled over, your physician will need to assist you with the medical certification of your claim in accordance with the short term disability benefit. The maximum days that can be rolled over is thirty (30) days
- b) Employees will not be paid for unused sick time upon separation from employment.
- c) Holidays occurring during the time of paid sick leave shall not be charged against any such leave.
- d) Paid sick leave should be used when an employee is ill or caring for an ill family member.
- e) An employee who is absent due to illness may be required to provide acceptable proof that the absence was illness-related.
- f) Individuals who have used all of their earned sick time and then become or remain ill will be classified as absent without pay. These employees may be entitled to short-term disability benefits with proper documentation from a physician.
- g) Employees on a leave of absence do not accrue sick time.

- h) An employee may not waive his or her sick time and receive pay in lieu of sick time usage.
- i) Rehired employees will be treated as new hires for the purposes of sick time accrual.

8.5 PERSONAL DAYS

Personal days are provided to all full-time regular employees to allow for time off for medical/dental appointments, to celebrate religious holidays or to attend to other personal matters that cannot be attended to outside of normal work hours.

Full-time regular employee receives two (2) paid personal days per calendar year. Employees who work ten months per year pursuant to an employment agreement are entitled to receive two personal days per school year. Employees who work year round will receive two personal days on July 1st of each year. Personal days will be prorated for employees who begin work after the first day of the academic or calendar year. An employee is not entitled to use personal days until he or she has completed three months of continuous employment as a full-time regular employee. To the extent possible, the use of personal days should be approved at least two weeks in advance by the employee's supervisor or the Principal.

Personal days cannot be carried over from one year to the next. Employees will not be paid for unused personal days upon separation.

8.6 BEREAVEMENT

If an employee suffers the loss of an immediate or non-immediate family member, the employee will be entitled to the following bereavement pay.

- A death in the immediate family – Leave not to exceed three consecutive work days per incident, including the day of the death and the day of the funeral. Immediate family is defined as a relative through blood, marriage or legal adoption. This includes spouses, domestic partners, parents, stepparents, children, stepchildren, grandchildren, siblings, grandparents and mothers and fathers in-law.
- The death of a relative not in the immediate family (e.g., aunts, uncles, nieces, nephews, cousins, sisters and brothers in-law) – Leave not to exceed two consecutive work days per incident, including the day of the death and the day of the funeral.

At the discretion of the employees supervisor or his/her designee, the employee may be granted additional time with or without pay or may use unused personal days for additional bereavement leave. The employee is expected to notify their supervisor or their designee as soon as possible for the reason for and expected length of the employee's absence. Personal days can be used to supplement the amount of time taken for bereavement purposes.

An employee will be required to provide acceptable documentation of his or her relationship to the deceased, the date of death and his or her attendance at the funeral upon the employees return to work.

For the purpose of this policy if documentation is not submitted by an employee requesting bereavement, the employee will be required to use their unused paid time off.

8.7 JURY DUTY

Full-time regular employees who are called for and report to jury duty will be paid their regular rate of pay. Any non-travel allowance that an employee may receive in connection with serving jury duty is to be reimbursed to the School during the time period that the employee is receiving compensation from the School.

An employee must provide the operations associate with written notification of the jury duty obligation as soon as possible (preferably the next business day or within 48 hours of receiving jury summons) following his or her receipt of notice. At the end of jury duty, employees must provide certification of having served jury duty and the amount of money that was received in connection with such service, if any.

Employees who have the option to serve “on call” are required to do so and to report to work if they are not called for the day.

Employees must report to work when excused or dismissed from jury duty.

8.8 LEAVE TO APPEAR AS VICTIM OR WITNESS IN A CRIMINAL PROCEEDING

An eligible employee may take time off from work, without pay, for any of the following reasons:

- To comply with a subpoena to testify in a criminal proceeding (including time off to consult with the district attorney);
- To give a statement at a sentencing proceeding;
- To give a victim impact statement at a pre-sentencing proceeding; or
- To give a statement at a parole board hearing.

8.8.1 Leave Eligibility

An employee is eligible for time off under this policy if he or she is:

- The victim of the crime at issue in the proceedings;
- The victim’s next of kin;
- The victim’s representative, if the victim is deceased as a result of the offense;
- A “Good Samaritan;” or
- Pursuing an application or the enforcement of an order of protection, as provided under relevant law.

For purpose of this policy, a “Good Samaritan” is someone who acts in good faith to apprehend a person who has committed a crime in his or her presence, to prevent a crime or an attempted crime from occurring, or to aid a law enforcement officer in effecting an arrest. A victim’s representative is a person who represents or stands in the place of another person, including, but not limited to, an agent, attorney, guardian, conservator, executor, heir or parent of a minor.

8.8.2 Notice and Certification

An employee must notify his or her supervisor of the need to take a leave under this policy no later than the day before the absence. In addition, the employee must provide the supervisor with verification of his or her service upon request.

The School will not retaliate or tolerate retaliation against any employee who seeks or obtains leave under this policy..

8.9 BONE MARROW DONATION LEAVE

Employees will be granted leaves of absence if they seek to undergo a medical procedure to donate bone marrow. Such leave is not required to be paid. Only employees who work for the School for an average of twenty or more hours per week are eligible for leave under this policy. The total length of the leave for each employee will be determined by the physician, but may not be longer than 24 work hours without the Schools approval. An employee who seeks leave under this section must provide verification from a physician of the purpose and length of the leave.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking bone marrow donation leave.

8.10 BLOOD DONATION LEAVE

Employees will be provided with up to three hours of leave time in each calendar year to donate blood. Employees seeking leave to donate blood must give reasonable notice to their supervisors of at least three working days prior to taking leave for blood donation.

Non-exempt employees will receive paid leave to donate blood if the donation occurs at a blood drive at the School or at a School sponsored blood drive. Leave to donate blood will be unpaid, however, if the non-exempt employee’s donation occurs at a blood drive or facility that is not sponsored or otherwise connected with the School. As required by the Fair Labor Standards Act, exempt employees taking leave to donate blood under this policy will do so without a

loss or reduction in pay. All employees taking leave to donate blood through a non-School-sponsored blood drive or at a blood drive away from the School may be required to provide proof of their blood donation.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking blood donation leave.

8.11 CANCER SCREENING LEAVE

Employees are eligible to take up to a maximum of 4 hours of excused, paid leave each school year to obtain a screening for breast or prostate cancer. Such leave will not be deducted from accrued sick leave or any other accrued leave. Employees are required to submit a written request for such leave to the Principal at least one (1) week in advance. The employee must provide documentation from his or her physician immediately after such leave is taken.

8.12 TIME-OFF TO VOTE

The School encourages all employees to fulfill their civic responsibilities and to vote in public elections. Most employees' schedules provide sufficient time to vote either before or after working hours.

Employees will be provided with time off to vote where they do not have sufficient time outside of their working hours to do so. Up to two hours' time off for this purpose will be without loss of pay. However, if the polls are open for at least four consecutive hours before or after your scheduled workday, you are deemed to have sufficient time outside of work hours to vote.

Employees intending to take leave to vote should inform their supervisor that they will need leave to vote at least two working days prior to the election. The School will not penalize any employee for properly requesting leave or properly taking leave under this policy.

8.13 MILITARY LEAVE OF ABSENCE

Pursuant to the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"), if you leave the School to serve in the United States military, you may elect to continue your existing health benefits provided by the School for up to twenty-four months while in the military, but you will be required to pay the cost of the premiums. If you do not elect to continue under the School's health benefits, you may be reinstated in the health plan with a minimal waiting period, except for service-related illnesses or injuries. Such leave must be granted whether the service is voluntary or involuntary. There is no minimum number of employees or distinction between public and private employers. Any employer that "pays a salary or wages, or has control over employment opportunities" is covered.

Employees subject to military duty obligations will be granted unpaid leave and possible re-employment in accordance with the requirements of the New York State Military Law.

Please note that if you serve in the military, you are required to give the School advanced notice of your service as soon as practicable and you must apply for reemployment in a timely manner in order to be eligible for reinstatement. You will be required to provide a copy of the documentation obtained from the U.S. Armed Forces.

Please contact the Principal as soon as you receive notice that you are being activated.

8.14 MILITARY SPOUSE LEAVE

An employee who is the spouse of a member of the United States armed forces, national guard or reserves who has been deployed during a period of military conflict (to a combat zone of operations or a combat theater) may be allowed up to ten days unpaid leave to be used when the employee's spouse is on leave. An employee who seeks leave under this section may be required to provide documentation to support their request for leave.

For purposes of this policy, "period of military conflict" means a period of war declared by the U.S. Congress or in which a member of a reserve component of the armed forces is ordered to active duty.

The School will not retaliate or tolerate retaliation against an employee for requesting or taking military spouse leave.

8.15 EMERGENCY RESPONDER LEAVE

Eligible employees will be allowed time off from work to perform duties as a volunteer emergency responder. To be eligible, employees will be required to submit written documentation regarding their volunteer status related to the declared emergency to the Principal prior to their leave being granted. The leave will not be provided if it imposes an undue hardship on the schools' operations. The leave will be unpaid but the employee may choose to use his or her accrued and unused time off.

For the purpose of this policy, "volunteer emergency responder" includes a volunteer firefighter or member of a volunteer ambulance service.

8.16 WORKERS' COMPENSATION INSURANCE

Injuries resulting from accidents that occur while performing official duties on behalf of the School are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file an incident report with the Principal or his/her designee as soon as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Failure to report a work-related disability claim may result in the delay or denial of workers' compensation benefits. Workers' Compensation insurance provides employees with cash benefits and/or medical care when employees are injured or become ill as a direct result of their job. Every accident or injury must be reported, no matter how minor it may seem. Benefits for lost wages related to a job-related injury or illness will be paid in accordance with state law.

8.17 UNAUTHORIZED ABSENCE

An employee who is absent for a period of at least three days without notifying their supervisor or their designee will be considered to have resigned, with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the Principal or his/her designee.

9. LEAVES OF ABSENCE

9.1 FAMILY AND MEDICAL LEAVE

9.1.1 Entitlement and Coverage

The federal Family and Medical Leave Act of 1993 (“FMLA”) entitles employees to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Employees eligible are entitled to twelve months or more of service and 1,250 hours of work to receive up to twelve weeks of unpaid leave for:

- Incapacity due to pregnancy, prenatal medical care or 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 Little Bird Human Resources Department.

9.1.2 Scope

This policy is applicable to all requests for family and medical leaves of absence under the FMLA.

9.1.3 Eligibility

To be eligible for FMLA leave and benefits, an employee:

- Must be employed and work at a worksite within 75 miles of which the school employees at least 50 people; (this rule does not include employees who work for a public elementary or secondary school, regardless of the number of employees).
- must have worked for the School for at least twelve months (which need not be consecutive) prior to the date on which his or her leave is to begin;
- must have worked at least 1,250 hours during the previous twelve months preceding the leave;
- Full-time employees of an elementary or secondary School or other educational establishment are presumed to meet the 1,250 hours requirement. However, this presumption is rebuttable. The determination of whether an employee has worked 1,250 hours in the past 12 months must be made as of the date that the FMLA leave is to start, not the date when the leave is requested

9.1.4 Length of FMLA Leave

An eligible employee may take up to a maximum of twelve workweeks of unpaid leave in a “rolling” twelve-month period measured backward from the date that the employee’s FMLA leave begins, when the leave is taken for: (1) Bonding Leave; (2) Family Care Leave; (3) Serious Health Condition Leave; (4) Military Exigency Leave; and/or (5) Military Family Leave.

In the event that both spouses are employed by the School, their rights under this policy will be limited to a combined leave totaling twelve weeks in any twelve-month period if the leave is taken for the birth and care of a newborn child, the adoption of a child or the placement of a child in foster care. FMLA leaves for the birth, adoption or foster care placement of a child must be concluded within twelve months of the birth, adoption or placement.

The maximum amount of FMLA leave available for an employee who needs to take Military Caregiver or Military Family Leave will be a combined leave total of twenty-six workweeks in a single twelve-month period. A "single twelve-month period" begins on the date of the employee's first use of such leave and ends twelve months after that date.

If both spouses work for the School and are eligible for leave under this policy, the spouses will be limited to a total of twenty-six workweeks off between the two when the leave is for Military Caregiver Leave only or is for a combination of Military Caregiver Leave, Bonding Leave and/or Family Care Leave.

To the extent required by law, some extensions to FMLA leave may be granted when the leave is necessitated by an employee's work-related injury/illness or a "disability" as defined under the Americans with Disabilities Act and/or applicable state or local law. Certain restrictions on these benefits may apply.

9.1.5 Advance Notice

An employee requesting a leave pursuant to the FMLA must submit a written leave request to the Principal at least thirty days before the date that the leave is expected to begin. The School recognizes that unexpected emergencies can arise where it is not possible to provide thirty days' notice of the intended leave. In such situations, employees are expected to provide as much advance notice as possible. Employees may be required to explain why they provided less than thirty days' notice of the need for foreseeable leave. If an employee fails to give timely advance notice with no reasonable excuse when thirty days' notice is required for foreseeable leave, the School may delay FMLA coverage until thirty days after the employee provides notice. The employee must provide sufficient information to enable the School to determine if the leave is FMLA-qualifying and must advise the School of the anticipated timing and duration of the leave. If the employee fails to respond to the School's reasonable inquiries for additional information, the leave may be denied.

9.1.6 Medical Certification

In cases where an employee is requesting a medical leave because of the employee's own serious health condition or that of a spouse, child or parent, the School will require the employee to submit a written medical certification from a healthcare provider verifying the need for the leave. The employee must provide a complete and sufficient certification within fifteen calendar days after the Schools' request, unless it is not practicable despite the employee's diligent, good faith efforts. The failure to provide the required medical certification within the time allotted may result in the denial of the FMLA leave. If a certification is incomplete or insufficient, the 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 Little Bird Human Resources Department should be consulted in such situations.

9.1.13 Return-to-Work Certification

All employees taking medical leave to care for their own serious health condition will be required to submit a fitness-for-duty certification signed by their healthcare provider before returning to work, stating that the employee is able to resume his or her position. The certification must address specifically the employee's ability to perform the essential functions of his or her job. The failure to provide an appropriate fitness-for-duty certification will delay the employee's ability to return to work. If an employee never provides such a certification, he or she may be denied reinstatement.

9.1.14 Restoration of Position and Benefits

During the leave, all existing accrued benefits will be retained. An employee on family or medical leave is not entitled to the accrual of any seniority or employment benefits (i.e. holidays) during any period of leave, except as expressly stated herein or as otherwise required by law.

At the conclusion of an employee's family or medical leave, the employee will be returned to the position that the employee held prior to taking the leave unless the following conditions apply:

- The total FMLA-related absences from work exceed twelve weeks;
- The employee would not otherwise have been employed at the time reinstatement is requested;
- The employee cannot perform the essential functions of the job at the conclusion of FMLA leave with or without reasonable accommodation;
- The employee advises the School of his or her intent not to return to work;
- The employee fraudulently obtained leave: or
- The employee is a key employee as defined under the FMLA, whose reinstatement would cause substantial and grievous economic injury to the operations of the School.

If the employee's position is not available, the employee will be placed in a position that is equivalent in pay, benefits and other terms and conditions of employment to the employee's prior position.

Failure of the employee either to return to work or to notify the School of his or her inability to return to work at the end of his or her family or medical leave under the FMLA will be considered a voluntary resignation.

Restoration to work can be delayed if the employee fails to provide a fitness-for-duty certificate to return to work, if the FMLA leave was occasioned by the employee's own serious health condition.

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. For the purposes of determining the five-year period for covered veteran status, the period between October 28, 2009 and March 8, 2013, is excluded.

A "serious injury or illness" is one that was incurred by a service member in the line of duty on active duty that may render the service member medically unfit to perform the duties of his or her office, grade, rank, or rating.

"Immediate family member" under the FMLA means the employee's spouse (including employees in legal same-sex marriages), child or parent. For purposes of the School's FMLA policy, "immediate family member" will also include the employee's domestic partner, stepparent, stepchild, or any other person as defined by the Executive Officer or their designee.

"Key Employee" under the FMLA a key employee is a salaried, eligible employee who is among the highest paid ten percent of all employees of the School. Under the FMLA, the School may refuse to reinstate a key employee on a FMLA leave if it determines that the denial of reinstatement is necessary to prevent substantial and grievous economic injury to the operations of the School.

"Qualifying exigency" includes:

- Issues arising from a covered military member's short notice deployment (i.e., deployment on seven or less days of notice) for a period of seven days from the date 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

The School provides a fully paid short-term disability (STD) plan to all full-time employees. Under short-term disability Cigna will provide 60% of an employee’s weekly earnings (up to \$1, 500) if they become disabled or unable to work for more than 7 days. This includes illnesses, injuries, and pregnancy. The school believes providing STD benefits allow employees the peace of mind they need to focus on getting better and returning to work.

Employees should notify the Director of Operations and the Little Bird Human Resources Department as soon as possible for an impending disability.

9.3 MATERNITY LEAVE

Disability due to pregnancy shall be treated as any other temporary disability. Employees temporarily disabled due to pregnancy, childbirth or a pregnancy-related condition may use their sick or personal days, short-term disability time and any other paid leave time available to them for absences caused by such disability. In addition, such employees may use unpaid leave for disability due to pregnancy, up to a maximum of twelve (12) weeks’ time off as provided by the FMLA. In no event shall the total amount of pregnancy disability or child-care leave exceed twelve weeks in a twelve-month period, unless state or federal law provides otherwise. Additionally, short-term disability will only be paid for the period that the employee is actually disabled due to pregnancy, childbirth or a pregnancy-related condition.

Short-Term Disability (STD) is available to full-time benefit-eligible staff members who give birth. To verify this eligibility, your doctor will need to assist you with the medical certification of your claim. A staff member may elect to supplement STD benefits with paid time off. STD has a 7-day waiting period (total days, not workdays) that is unpaid. However, your Organization will cover 100% of this waiting period. STD will pay 60% percent, up to \$1,500, of a staff member’s pre-

disability gross weekly wages for the period of disability (up to 26 weeks). Typically, a new mom is considered disabled for either six or eight weeks, depending on the type of delivery.

9.4 PAID CHILDCARE LEAVE

An employee is eligible for paid childcare leave (salary continuation) if the employee has completed 12-months or more of employment at the school and within the prior one month, the employee gives birth. An eligible employee who is the primary caregiver of the newborn child or child accepted for adoption or foster care is entitled to six weeks of childcare leave. An eligible employee who is not the primary caregiver of the newborn child or child accepted for adoption or foster care is entitled to up to three weeks of paid parental leave.

An eligible employee who gives birth must apply for and receive short-term disability coverage. During this paid disability leave, an employee may receive weekly benefits from the short-term disability plan of 60% of weekly earnings up to \$1,500. The employee will be liable for all taxes on this amount. Under childcare leave, the employee will be entitled to Maternity leave. As well, the school will supplement the employee's salary with the additional 40% for the remaining five weeks of short term disability leave if the employee has completed 12 months or more of employment with the school. This will allow the employee to receive the equivalent of 100% of pay during the first six weeks of short-term disability leave as paid childcare leave. The school will not supplement any other part of the paid maternity leave.

The school will supplement the employee's salary with the additional 40%, so that the employee receives the equivalent of 100% of pay during the first six weeks of short-term disability leave as paid childcare leave. Employees whose salary exceeds the maximum weekly disability benefits will not be paid more than 40% of child care leave, weekly. At no time will the combined weekly disability and weekly childcare leave payments exceed the employee's actual weekly salary. All other paid leaves that result from an employee accepting a child for adoption or spouse or partner of the employee gives birth to or adopts a child will be paid by the school directly. Childcare leave taken during FMLA leave will count toward the twelve-week allotment of FMLA leave and will run concurrently with any short-term disability leave.

For purposes of determining the amount of paid childcare leave used by an employee, the fact that a holiday may occur within the week taken as childcare leave has no effect; the week is counted as a week of childcare leave. However, during extended office closings where employees generally are not expected to report for work for one or more weeks), the days the activities have ceased will count against the employee's paid maternity/paternity leave entitlement but not against their FMLA entitlement.

Employees eligible for child care leave will not be eligible for paid parental leave.

9.5 PAID PARENTAL LEAVE

Employees who qualify for FMLA leave are eligible to take up to 12 work-weeks off under FMLA to bond with the newborn or to provide medical care to the new mother and/or baby are entitled to paid Parental Leave. Employees eligible for parental leave may receive three weeks of paid leave. Beyond this time, employees may elect to take unpaid leave if the eligible for FMLA. Employees must use their accrued time off benefits while on FMLA. Employees eligible for paid parental leave will not be entitled to child care leave.

9.6 NEW YORK ADOPTIVE PARENTS LEAVE

Employees who are adoptive parents will be permitted to take the same leave and upon the same terms as natural parents for the adoption of a child upon the start of the parent-child relationship. Adoptive parents leave will only be permitted to employees who adopt children of pre-School age or younger or who are under the age of 18 and deemed to be "hard to place" or handicapped under the New York Social Services law.

9.7 PERSONAL LEAVE ABSENCE

Full-time regular employees who have worked for the School for at least two years and who are not eligible for family or medical leave (either because of the number of employees in the vicinity of the employee's workplace or because of the reason for the leave) may be eligible for a personal leave of absence without pay. In keeping with the School Design and philosophy, employees are reminded that absences and leaves may be disruptive to the educational and business

processes. The reason for the personal leave which does not qualify as family or medical leave should be sufficiently significant to justify these disruptions. An employee must use all accrued, paid time off during a personal leave. Once all paid time off is exhausted, the remainder of the leave, if any, will be unpaid.

Each request for a personal leave of absence must be submitted to the Principal in writing. Requests will be reviewed on a case-by-case basis and the decision to approve or deny such a request will be dependent upon the operational needs of the School at the time of the request. A leave of up to no more than ninety calendar days may be granted. The supervisor or the Principal may make reasonable inquiry into the reason for the request and ask for documentation where appropriate. The decision to approve or deny a request for a personal leave will be made in the School's sole discretion.

During the leave, all existing accrued benefits will be retained. An employee on a personal leave of absence is not entitled to the accrual of any additional seniority or employment benefits (e.g., sick time, vacation time, paid holidays, personal days, etc.) during any period of leave. Employees are responsible for paying all deductions that would normally come out of their paycheck for their benefits.

At the time an employee begins an unpaid personal leave, he or she will receive written instructions detailing the time and manner in which his or her health insurance premiums are to be paid. Failure to pay these premiums by the end of the grace period stated in the written instructions will result in the loss of insurance coverage.

An employee who fails to return to work following the expiration of his or her personal leave will be required to reimburse the School for the entire amount of the healthcare premiums paid by the School during the unpaid leave.

No guarantee of reinstatement can be made to an employee on a personal leave. If during the leave period the employee's position is filled or eliminated for business reasons, the employee may be eligible to reapply for any openings available at the time of the employee's return for which the employee is qualified.

9.8 GENERAL LEAVE WITH OR WITHOUT PAY

General Leave with or without pay may be granted at the discretion of Administration.

9.9 INSURANCE PREMIUM PAYMENT DURING LEAVES OF ABSENCE

Employees on paid or unpaid leave will be responsible for responsible for paying the employee contributions for their benefits. Failure to make payments may result in loss of coverage. Please consult with Victory Schools Human Resources Department to set up a payment schedule.

9.10 ENTITLEMENT PAY FOLLOWING A LEAVE OF ABSENCE

If at any point during the school year an instructional employee has a shortage of work days due to a leave of absence (as defined in sections 9 of this manual), an entitlement pay will be completed in order to reconcile the employee's compensation for the remainder of the academic school year. The intent of this provision is to align the percentage of the annual working days actually worked by the instructional employee with the percentage of the employee's annual salary actually received by the employee. The employee's salary may need to be adjusted beginning with the first pay period in which the leave takes place or paid time off is exhausted. For the purpose of this calculation, any used sick and personal days provided by the school, will be counted as days worked by the employee. Days exhausted by an employee will count as non-worked days for the purpose of this calculation.

For information regarding the calculation of entitlement pay, please contact the Director of Operations.

10. WORKPLACE CONDUCT AND ENVIRONMENT

10.1 CODE OF CONDUCT

Each employee has an obligation to observe and follow the School's policies and to maintain proper standards of conduct at all times. The conduct of our employees reflects on the School, so employees are encouraged to observe the highest standards of professionalism and integrity. The School expects all its employees to conduct themselves ethically and appropriately. This not only involves sincere respect for the rights and feelings of others, but also demands that employees avoid any behavior that might be harmful to themselves, co-workers, students or the School, or that might be viewed unfavorably by those with whom the School does business, by our students or families, or by the public at large.

Note that the following list of Unacceptable Activities is by no means an exhaustive list of all types of conduct that can result in disciplinary action, up to and including suspension without pay and/or termination, and that nothing in this section of the Manual or on this list alters the at-will nature of your employment.

1. Violation of any School rule; any action that is detrimental to the School's efforts to operate successfully.
2. Violation of security or safety rules or failure to observe safety rules or the School safety practices; failure to wear required safety equipment; tampering with the School's equipment or safety equipment; unauthorized possession of dangerous or illegal firearms, weapons or explosives on School property or while on duty.
3. Negligence or any careless action which endangers the life or safety of another person, including careless or negligent operation of a School vehicle.
4. Possession or sale of a controlled substance (except medications prescribed by a physician that do not impair work performance) during working time or while on School property; being intoxicated or under the influence of a controlled substance in any quantity while on School premises.
5. Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on School premises or when representing the School; fighting, or provoking a fight on School property, or negligent damage of property.
6. Insubordination or refusing to obey instructions properly issued by your supervisor or the Principal pertaining to your work; refusal to help out on a special assignment.
7. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.
8. Engaging in an act of sabotage; negligently causing the destruction or damage of School property, or the property of fellow employees, suppliers, or visitors in any manner.
9. Theft or unauthorized possession of School property or the property of fellow employees; unauthorized possession or removal of any School property, including documents, from the premises without prior permission from School's management; unauthorized use of School equipment or property for personal reasons; using School equipment for profit.
10. Dishonesty; falsification or misrepresentation on your application for employment, other work records, or status of teacher certification; lying about sick or personal leave; falsifying reason for a leave of absence or other data requested by the School; alteration of School records or other School documents.
11. Violating the equal employment opportunity, anti-discrimination or unlawful harassment policies.
12. Violating the confidentiality policy or agreement; giving confidential or proprietary School information to other organizations or to unauthorized School employees; working for an entity that creates a conflict of interest; breach of confidentiality of personnel information.

13. Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same.
14. Immoral conduct or indecency on School property.
15. Unsatisfactory or careless work; failure to meet performance standards as explained to you by the Principal.
16. Excessive lateness or absences; leaving work before the end of a workday or not being ready to work at the start of a workday without approval of the Principal; stopping work before time specified for such purposes.
17. Sleeping or loitering during working hours or excessive use of School telephone for personal calls.
18. Creating or contributing to unsanitary conditions.
19. Posting, removing or altering notices on any bulletin board on School property.
20. Obscene or abusive language toward any affiliate of the School; indifference or rudeness towards parents, students or fellow employees; any disorderly/antagonistic conduct on the School premises.
21. Failure to report immediately injury or harm to a student, or damage to or an accident involving School equipment.
22. Alteration or falsification of any timesheets, attendance documents, or other records; failure to accurately record time worked.
23. Violation of the Dignity Act

10.2 DIGINITY ACT

10.2.1 Respect for All

All pupils have the right to attend schools that are safe, secure, and peaceful environments. The Board recognizes that discrimination, such as harassment, hazing and bullying, are detrimental to student learning and achievement. These behaviors interfere with the mission of The Academy Charter School to educate its students and disrupt the operation of the school. Such behavior affects not only the students who are its targets but also those individuals who participate and witness such acts.

Bullying in schools has historically included actions shown to be motivated by a pupil's actual or perceived race, color, religion, national origin, ancestry or ethnicity, sexual orientation, socioeconomic status, age, physical, mental, emotional, or learning disability, gender, gender identity and expression, obesity, or other distinguishing personal characteristics, or based on association with any person identified in any of the above categories.

The Board prohibits all forms of discrimination, such as harassment, hazing and bullying on school grounds, school buses and at all school-sponsored activities, programs and events. Discrimination, harassment, hazing or bullying that takes place at locations outside of school grounds which can be reasonably expected to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or impinge on the rights of other students are prohibited, and may be subject to disciplinary consequences.

10.2.2 Definitions

10.2.3 Bullying

Bullying is understood to be a hostile activity which harms or induces fear through the threat of further aggression and/or creates terror. In order to facilitate implementation of this policy, provide meaningful guidance and prevent behaviors from rising to a violation of law, this policy will use the term bullying (which is usually subsumed under the term "harassment") to describe a range of misbehaviors such as harassment, hazing, intimidation or discrimination. The accompanying regulation provides more guidance regarding the definition and characteristics of bullying.

10.2.4 Discrimination

Discrimination is the act of denying rights, benefits, justice, equitable treatment or access to facilities available to all others, to an individual or group of people because of the group, class or category to which that person belongs (as enumerated in the *Definitions* section, under Harassment, below).

10.2.5 Hazing

Hazing is an induction, initiation or membership process involving harassment which produces public humiliation, physical or emotional discomfort, bodily injury or public ridicule or creates a situation where public humiliation, physical or emotional discomfort, bodily injury or public ridicule is likely to occur.

10.2.6 Harassment

Harassment has been defined in various ways in federal and state law and regulation. The Board recognizes that these definitions are important standards, but the Board's goal is to prevent misbehavior from escalating in order to promote a positive school environment and to limit liability. The Dignity for All Students Act (§§10-18 of Education Law) defines harassment as the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety. The harassing behavior may be based on any characteristic, including but not limited to a person's actual or perceived:

- race,
- color,
- weight,
- national origin,
- ethnic group,
- religion,
- religious practice,
- disability,
- sex,
- sexual orientation, or
- gender (including gender identity and expression)

In some instances, bullying or harassment may constitute a violation of an individual's civil rights.

10.2.7 Prevention

The School setting provides an opportunity to teach children, and emphasize among staff, that cooperation with and respect for others, which are key values of The Academy Charter School. A program geared to prevention is designed to not only decrease incidents of bullying but to help students build more supportive relationships with one another by integrating the bullying prevention program into classroom instruction. Staff members and students will be sensitized, through professional development and instruction, to the warning signs of bullying, as well as to their responsibility to become actively involved in the prevention of bullying before overt acts occur.

In order to implement this program the Principal will designate a Dignity Act Coordinator (DAC) on an annual basis. The role of the DAC is to coordinate dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this policy. In addition, committees consisting of staff, administration, students and parents will be created to assist the administration in developing and implementing specific prevention initiatives, including early identification of bullying and other strategies. Lastly, the program will include reporting, investigating, remedying and tracking allegations of bullying.

10.2.8 Intervention

Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. Intervention will emphasize education and skill-building.

Successful intervention may involve remediation. Remedial responses to bullying and harassment include measures designed to correct the problem behavior, prevent another occurrence of the behavior and protect the target. Remediation may be targeted to the individual(s) involved in the bullying behavior or environmental approaches.

In addition, intervention will focus upon the safety of the target. Staff is expected, when aware of bullying, to either refer the student to designated resources for assistance, or to intervene in accordance with this policy and regulation.

10.2.9 Provisions for Students Who Don't Feel Safe at School

The Board acknowledges that, notwithstanding actions taken by staff, intervention may require a specific coordinated approach if the child does not feel safe at school. Students who do not feel safe at school are limited in their capacity to learn and reach their academic potential. Staff, when aware of bullying, should determine if accommodations are needed in order to help ensure the safety of the student and bring this to the attention of the principal. The principal, other appropriate staff, the student and the student's parent will work together to define and implement any needed accommodations.

The Board recognizes that there is a need to balance accommodations which enhance student safety against the potential to further stigmatize the targeted student. Therefore, each case will be handled individually, and the student, parent/guardian, and school administration will collaborate to establish safety provisions that best meet the needs of the targeted student. Follow-up discussion and/or meetings will be scheduled, as needed, to ensure that safety concerns have been adequately addressed and to determine when and if accommodations need to be changed or discontinued.

10.2.10 Training

The Board recognizes that in order to implement an effective bullying prevention and intervention program, professional development is needed. The principal and/or appointed staff member will incorporate training to support this program in new teacher orientation and the annual professional development plan, as needed. Training opportunities will be provided for all staff, including but not limited to staff that have contact with students. The BPC will be trained in accordance with state requirements and will continue their professional development so as to successfully support this policy and program.

10.2.11 Reporting and Investigation

Although it can be difficult to step forward, the Board can't effectively address bullying if incidents aren't reported. Students who have been bullied, parents whose children have been bullied or other students or staff who observe bullying behavior are encouraged and expected to make a verbal and/or written complaint to any school personnel in accordance with the training and guidelines provided. At all times, complaints will be documented, tracked and handled in accordance with the regulations and procedures accompanying this policy, or, if applicable, [0100, Equal Opportunity and Nondiscrimination, or 0110, Sexual Harassment]. If a staff person is unsure of the reporting procedure, he/she is expected to inquire about how to proceed by speaking with their supervisor. All incidents of bullying will be reported to the New York State Education Department on at least an annual basis, so that the state can evaluate The Academy Charter School's performance under the policy. Such incidents may be included in the Violent and Disruptive Incident Reporting (VADIR) system, as applicable.

There shall be a duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying that they observe to their principal or other administrator who supervises their employment. In addition, there shall be a further duty for all school personnel to report any incidents of student-to-student and staff-to-student bullying of which they are made aware by students to the principal or other administrator who supervises their employment.

The results of the investigation shall be reported back to both the target and the accused in accordance with the accompanying regulation. If either of the parties disagrees with the results of the investigation, they can appeal the findings in accordance with the regulations that accompany this policy.

10.2.12 Disciplinary Consequences/Remediation

While the focus of this policy is on prevention, bullying acts may still occur. In these cases, offenders will be given the clear message that their actions are wrong and the behavior must improve. Student offenders will receive in-school guidance in making positive choices in their relationships with others. If appropriate, disciplinary action will be taken by the administration as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

Consequences for a student who commits an act of bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors, and must be consistent with both the district's and The Academy Charter School' Code of Conduct.

10.2.13 Non-Retaliation

All complainants and those who participate in the investigation of a complaint in conformity with state law, as well as the districts and The Academy Charter School' policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

10.2.14 False Claims

Students who make false claims of harassment or bullying will be subject to disciplinary action as defined by this policy.

10.2.15 Dissemination, Monitoring, Review, and Reporting

This policy, or a plain language summary, shall be published in student registration materials, student, parent and employee handbooks. A bullying complaint form will be available on The Academy Charter School website.

The School will ensure that reporting of information to the public will be in a manner that complies with student privacy rights under the Family Educational Rights and Privacy Act (FERPA).

10.2.16 Discipline

If a staff member violates a policy, procedure, rule or regulation of the School, if he/she fails to behave in accordance with the School's standards of conduct, if his/her attitude, conduct or demeanor becomes unsatisfactory, or his/her behavior interferes with the orderly and efficient operation of the School, corrective disciplinary measures will be taken. Disciplinary measures may include a verbal warning, written warning, suspension, transfer, reassignment or termination from employment, with or without notice. The appropriate disciplinary action to be imposed will be determined by the School. The School does not guarantee that one form of action will necessarily precede another. Decisions to discipline will be based on an assessment of all relevant factors.

The following may result in disciplinary action, up to and including discharge:

- Violation of the School's policies, procedures, or safety rules;
- Insubordination;
- Repeated tardiness;
- Excessive absences;
- Unauthorized possession, use or sale of alcohol or controlled substances on work premises or during working hours;
- Unauthorized possession, use or sale of weapons, firearms or explosives on work premises;
- Poor performance;
- Intoxication;
- Theft or dishonesty;
- Misuse of technology;
- Fighting;
- Abusive or foul language;
- Physical harassment, sexual harassment or disrespect toward a student, fellow employee, visitor, vendor, or other member of the public;
- Any other conduct deemed inappropriate by the Board of Trustees or Principal.

These examples are not exclusive. We emphasize that decisions will be based on an assessment of all relevant factors.

10.3 POLITICAL ACTIVITIES

Employment shall not be offered as a consideration or reward for the political support of any political party or candidate for public office. Furthermore, no employee may engage in any political activity at any time as a representative of The Academy Charter School. This will be kept in the file of each employee.

No employee may use work time, property or materials of The Academy Charter School to try to affect proposed legislation. The Academy Charter School may respond to requests for information from local, state and federal officials. All such responses shall be issued from the Principal's office. Should an employee be invited to testify at a hearing or other activity, permission shall be obtained from the Executive Director prior to such participation and testimony.

10.4 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 regular school day for the duration of their employment.

10.4.1 Hygiene

- Maintain personal cleanliness by bathing daily.
- Oral hygiene (brushing of teeth) required.
- Clean body and minimized body odors.
- Use deodorant / anti-perspirant to minimize body odors.
- No heavily scented perfumes, colognes and lotions.
- Clean and trimmed fingernails.
- Neat and well-groomed hair, sideburns, mustaches and beards. No artificial colors that would be considered "extreme" and outside of the norm.
- Moderate make-up.
- Clean and trimmed fingernails (¼ inch long or less).
- Wash hands after eating, or using the restrooms.

10.4.2 Grooming

- Clothing must be clean, pressed, in good condition and fit appropriately.
- Clothing must not interfere with the safe operation of equipment.
- No dark glasses (unless prescribed by a physician).
- Limited jewelry and no dangling or large-hoop jewelry that might create a safety hazard to self or students.
- Body piercing must be limited to three per ear. Other visible body piercing is unacceptable, unless demanded by religion/culture.
- Tattoos that are perceived as offensive, hostile or diminish the effectiveness of the employee as a role model for our patients must not be visible to patients and staff.

10.4.3 Dress Code

The School would like for the attire that employees wear to work to complement a workplace environment which is professionally operated, efficient, orderly and pleasant. Enforcement of this policy is the responsibility of the School Administrative team. The School reserves the right to change, extend, revise, revoke or continue this policy at its discretion. This policy is intended to read with any other specific dress code policies that are published.

Any requests for assistance in administering or interpreting this dress code policy should be directed to the Director of Operations or his or her designee.

Neat and Well-Groomed- During working hours, employees should appear neat and professional at all times. Employees are expected to be suitably attired and well groomed, and to ensure that their clothing is clean, ironed, and not torn, ripped or stained.

Professional Attire- Employees should use common sense and good judgement in determining what to wear to work. Generally if the employee is doubtful about some clothing, it is not appropriate. The attire that is appropriate for work include:

- Dress shirts with collars or banded collars
- Neck ties (to be worn around the neck)
- Button down shirts
- Blouses
- Polo Shirts
- Pullover or cardigan sweaters
- Vests with shirts
- Slacks, trousers or khakis
- Dresses or skirts of an appropriate length for women
- Dress shoes and socks or stockings

Please remember that all clothing must be neat and appropriate for the workplace. Clothing which may be entirely acceptable in casual settings or for social activities may be inappropriate for a professional who is expected to establish an atmosphere conducive to learning and respect.

Prohibited Attire- Some attire is unacceptable for work at any time. The following provides some examples, although it is not a complete list:

- Jeans, sweatpants, work pants, athletic attire or shorts
- T-shirts, rugby shirts, shirts without collars, sweatshirts, untucked shirts
- Sneakers, work boots, sandals, flip-flops, moccasins, slippers, crocs, etc.
- Inordinately revealing, tight or suggestive clothing
- Hats, caps, head scarves, doo-rags, bandanas, etc.
- T-shirts or shirts with a printed logo, message, sports insignia, product/place insignia, etc.
- Halter tops, tube tops, tank tops, cropped shirts, shirts with spaghetti straps, off the shoulder tops or low-cut tops
- Lycra stretch pants, leggings or spandex pants
- Shorts or skorts of any kind
- Short dresses or mini skirts
- Sweat clothes, jogging suits or workout clothes
- Any clothing that reveals the employee's stomach, full back, cleavage or chest, or otherwise Revealing/suggestive attire
- Beachwear including flip flops
- Flashy jewelry

Violations of these guidelines may subject employees to disciplinary action, up to and including termination of employment. If you report to work dressed or groomed inappropriately, you may be prevented from working until you return to work dressed and groomed in an appropriate manner.

10.5 CELL PHONE

While you are at work, you are expected to be performing your job duties and responsibilities. The use of any and all electronic devices including cell phones, smart phones, and blackberries are prohibited during the School day, except during meal and break periods. Flexibility will be provided in circumstances demanding immediate attention. However,

the use of any such devices may not interfere with the normal course of the School day. Personal calls, both incoming and outgoing, must be kept to a minimum, should be confined to meal and break periods and must not interfere with your duties and responsibilities or School's policies. Personal cell phones should not be visible or used during the workday unless, during an approved break in a non-working area or as needed for an emergency.

10.6 PERSONAL USE OF SCHOOL-PROVIDED CELLULAR PHONES

Where job or School needs demand immediate access to an employee the School may issue a School-owned cell phone to an employee for work-related communications. To protect the employee from incurring a tax liability for the personal use of this equipment, such phones are to be used for business reasons only. Phone logs will be audited regularly to ensure appropriate use of the company phone.

Employees in possession of School equipment such as cellular phones are expected to protect the equipment from loss, damage or theft. Employees are required to immediately notify the School if the equipment is lost or damaged. The Employee may be responsible for the cost of replacing or repairing the phone. Upon resignation or termination of employment, or at any time upon request, the employee may be asked to produce the phone for return or inspection.

There should be no expectation of privacy for School provided cellular phones. The School reserves the right to search the phone at any time, with or without notice.

10.7 CAMERAS POLICY

Cameras and camera cell phones or PDAs may not be used in the workplace, except by an employee who is specifically required to take a photograph or make a video. Due to privacy concerns, employees are prohibited from putting photographs of students of the School on social media without the express permission of the Principal. Anyone improperly using electronic devices during work hours or placing photographs without permission on social media may be subject to disciplinary action.

10.8 ELECTRONIC RECORDING

Employees shall not electronically record by audio, video, or other means, any conversations or meetings unless each and every person present has been notified and consents to being electronically recorded. Persons wishing to record a meeting must obtain consent from anyone arriving late to any such meeting. Employees shall not electronically record telephone conversations unless all persons participating in the telephone conversation have consented to be electronically recorded. These provisions are not intended to limit or restrict electronic recording of publicly posted Board meetings, grievance hearings, and any other Board sanctioned meeting recorded in accordance with Board policy.

10.9 SUBSTANCE ABUSE

The School seeks to maintain a safe workplace and learning environment by eliminating the hazards to health and safety created by alcohol and other drug abuse. Therefore, all employees and contractors are prohibited from the use, manufacture, distribution, sale and/or possession of any illegal drug, controlled substance or alcoholic beverage during work hours (including lunch and break time) in the School, on School property or in a School vehicle. Employees are prohibited from being under the influence of, selling, offering to sell, trading, purchasing, using or possessing any illegal drug or alcohol while performing School business or job-related duties, while on School property or while operating School equipment or vehicles. [Note: School-sponsored activities that may include the service of alcoholic beverages are not included in this provision.]

Employees who engage in the above-prohibited activities in violation of this policy are subject to disciplinary action, up to and including termination of employment. Furthermore, any employee who violates this policy or who voluntarily seeks assistance may be required, in connection with, or in lieu of disciplinary actions, to participate in and successfully complete a School-approved drug and/or alcohol assistance or rehabilitation program as a condition of continued employment.

The School assures that any information concerning an individual's drug and/or alcohol use will remain confidential.

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 before the employee reports to his or her work area. If the School and the employee's physician have determined that the substance does not adversely affect the employee's ability to safely and efficiently perform the employee's job duties or determined that a reasonable accommodation can be made, the employee may commence work. An employee may not be permitted to perform his or her job duties unless such a determination or reasonable accommodation is made.

The School reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, the inspection of shelves, desks or other suspected areas of concealment, as well as an employee's personal property when the School has reasonable suspicion to believe that the employee has violated this substance abuse policy.

10.10 RELATIONSHIP WITH PARENTS

The success of the School depends upon the quality of the relationships between the School, our educators, parents, students and the general public. The parents' impression of the School and their interest and willingness to enroll their children in such an establishment depends to a large extent on the people who serve them. In a sense, regardless of your position, you are the School's ambassador. The more goodwill you promote, the more parents and students will respect and appreciate the School and the quality of the education that the School provides.

Below are several things you can do to help give parents and students a good impression of the School. These are the building blocks for our continued success.

1. Act competently and deal with parents and students in a courteous and respectful manner.
2. Communicate pleasantly and respectfully with other employees at all times.
3. Follow up on concerns and questions promptly, and provide professional replies to inquiries and requests.
4. Take great pride in your work and enjoy doing your very best.
5. The School strongly discourages relationships with parents

10.11 RELATIONSHIPS WITH STUDENTS

School employees are strictly prohibited from engaging in personal relationships with students, which are outside the scope of a professional adult/student relationship or which may give the appearance of being outside the scope of a professional adult/student relationship. This prohibition applies both on and off School grounds, including on social media unless prior permission is obtained from the School leader.

Employees who violate this policy may be subject to disciplinary action, up to and including immediate termination. Employees who violate this policy may also be subject to being reported to law enforcement authorities, if the conduct is believed to constitute a crime under state law. If disciplinary action is taken against an employee, a report will be made to law enforcement and/or a child abuse report will be made for violation of this policy. In addition, the parents of the student involved will be notified of the situation and the actions taken by the School.

10.12 STAFF RELATIONSHIPS

The School recognizes that employees may develop personal relationships in the course of their employment. However, in an effort to prevent favoritism, morale problems, disputes, misunderstandings and/or potential sexual harassment claims, supervisory employees are not permitted to date or engage in sexual relationships with subordinate employees. In the event that a dating or sexual relationship does develop between a supervisor and a subordinate, then the supervisor must promptly report the relationship to the Principal or his or her immediate supervisor. One of the parties may be required to have their job reassigned, if a position is available, or they may be required to choose

which of them will resign. Violation of this policy may result in disciplinary action, up to and including termination of employment. Furthermore, co-workers are strongly discouraged from dating or pursuing romantic or sexual relationships with each other.

10.13 NEPOTISM

No individual may be hired if s/he has an immediate family member on The Academy Charter School Board of Trustees or in an administrative capacity (such as Principal, Director of Operations, Executive Director), or in a supervisory capacity that exercises authority over the position sought. Any action that can be viewed as or gives the appearance of nepotism is not allowed. For the purpose of this section immediate family is defined as spouse, siblings, parents, grandparents, children, "in-laws", and grandchildren

10.14 FAMILY MANAGEMENT POLICY

Given the potentially sensitive nature of familial management, the School has developed a policy related to staff members managing family members of others on staff (e.g., spouses, siblings, parents, domestic partners, etc.). The School is committed to ensuring that all staff members have the resources and support needed to effectively support our students. The following outlines processes and policies to ensure that all staff members are afforded the tools required for success in their roles.

Management

- Employees cannot be directly managed by members of their own family
- Employees may be in a position where they are coached and supported by family members

Evaluation Structure

- Evaluations for all staff members must be completed by someone other than a family member
- All employees, but especially those that fall under the family management category, must have a rigorous, objective, formal evaluation once annually. All evaluations must be reviewed by Board of Trustees (as an objective "outside" entity), who will provide input
- All evaluations must be signed off by Board of Trustees before they are given to employees

Promotion

- Only non-family members can recommend an employee for promotion; the decision must be ultimately made by the Board of Trustees
- The Principal must discuss communication and transparency, while creating a plan to communicate any personnel changes to staff
- In cases of promotion, the Principal must perform the evaluation with significant input from the Board of Trustees.

Salary

- All salary recommendations for staff members who fit the family management criteria must come from the Principal, who may or may not choose to solicit input from the staff member's immediate supervisor

Confidentiality

- At the outset of each year, the Board of Trustees must discuss areas of School leadership that should remain internal to School leaders
- These topics could include, but are not limited to:
 - Salaries
 - Performance of staff members
 - Personal information related to other staff members

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.

Questions about this act may be addressed to the Little Bird General Counsel.

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 immediately even if you believe that you have corrected the problem. If you suspect a concealed danger is present on the School's premises or in a product, facility, piece of equipment, process or business practice for which the School is responsible, you should immediately bring it to the attention of the Principal or Director of Operations. The School should arrange for the correction of any unsafe condition or concealed danger immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. All employees should familiarize themselves with these rules and guidelines, as strict compliance will be expected. Contact the Principal or Director of Operations for copies of current rules and guidelines. Failure to comply strictly with rules and guidelines regarding health and safety or negligent work performance that endangers health and safety will not be tolerated and may result in disciplinary action, up to and including termination.

Any student, teacher or staff member injury, accident or illness must be reported to the Principal or Director of Operations as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

11.2 SECURITY

You should be alert at all times and should report the presence of any suspicious persons to the Principal, Director of Operations and/or security personnel immediately. You should also maintain in your possession at all times your keys, computer, security passes and identification badge(s). Do not lend these items to anyone who is not authorized to possess them. Similarly, computer passwords, electronic door codes and any other security access information must not be disclosed to anyone who is not authorized to have that information.

11.3 PARKING

Employees are encouraged to use the parking areas designated for School employees. Employee should remember to lock their car every day and park within the specified areas.

Employees should exercise common sense and courtesy to prevent accidents, personal injuries, and damage to their vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have to the Principal or Director of Operations.

The School is not responsible for any loss, theft or damage to your vehicle or any of its contents in the designated parking area(s) or elsewhere.

11.4 POLICY AGAINST WORKPLACE VIOLENCE

The School seeks to provide a safe workplace for employees and to provide a comfortable and secure atmosphere. The School expects all employees to conduct themselves in a non-threatening, non-abusive manner at all times. No direct, conditional or veiled threat of harm to any person or property will be considered acceptable behavior. Acts of violence or intimidation of others will not be tolerated. Any employee who commits or threatens to commit a violent act against any person while on the School's premises or while engaged in the School's activities may be subject to immediate discharge.

Examples of workplace violence include, but are not limited to, the following:

- All threats or acts of violence occurring on the School's premises, regardless of the relationship between the employee and the parties involved.
- All threats or acts of violence occurring off the School's premises by someone acting as a representative of the School.

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening to harm an individual or his/her family, friends, associates, or property.
- Intentional destruction of, or threatening to destroy, School property.
- Making harassing or threatening phone calls, sending threatening, or harassing emails.
- Harassing surveillance or stalking (following or watching someone).
- Unauthorized possession or use of firearms or weapons in the workplace or while engaged in School business.

School employees share the responsibility to identify and bring a stop to threatening or violent behavior. Any employee who is subjected to or threatened with violence, or who is aware of another individual who has been subjected to or threatened with violence, should immediately report this threat or act to the Principal or Director of Operations or their designee. Employees must assume that any threat is serious. All reports will be carefully investigated and employee confidentiality will be maintained to the fullest extent possible, taking into consideration the need to address the substance of the report.

It is the intent of the School to provide a safe and secure workplace for employees, students and visitors. The School expressly forbids the possession of firearms while on the School's property or while engaged in the School's business. The School has "zero tolerance" for possession of any type of weapon, firearm, explosive, or ammunition.

The possession of firearms on the School's property or while engaged in the School's business may be cause for discipline. In enforcing this policy, the School reserves the right to request inspections of any employee and their personal effects. Any employee who refuses to allow inspection will be subject to the same disciplinary action as being found in possession of firearms.

An employee who witnesses or suspects another individual of violating this policy should immediately report this information to the Principal or Director of Operations or their designee.

In order to ensure the safety and welfare of employees, and other people on the School's property, the School reserves the right, on reasonable suspicion that the School policy is being violated, to conduct searches or inspections of employees and their desks, personal effects, lockers, packages, purses, baggage, and any other property located on the School's premises. Entry on the School's premises by an employee constitutes consent to searches or inspections.

11.5 WEAPONS

The School believes that it is important to establish a clear policy that addresses weapons in the workplace. Specifically, the School prohibits all persons who enter School property from carrying a handgun, firearm, knife, chemical, explosive or detonating device or other weapon of any kind regardless of whether the person is licensed to carry the weapon.

The only exception to this policy will be police officers, security guards or other persons who have been given written consent by the School to carry a weapon on School property. Any employee who violates this policy will be subject to immediate termination.

11.6 CLASSROOM SAFETY

Classrooms and offices present their own safety hazards. Please be sure to:

- 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 Director of Operations;

Non-Retaliation

The School prohibits any manager or other employee from retaliating or taking any adverse action against any employee for reporting reasonable suspicion of sexual or physical abuse or neglect.

Penalties for Violations

In addition to applicable criminal or civil penalties, any employee of the School who fails to comply with this policy shall be subject to disciplinary action, up to and including termination of employment. Such discipline may also apply to such actions as requesting others to violate this policy, failing to cooperate with any child abuse investigation or retaliating against an employee for making a report of child abuse.

Employees should also be aware that if, in the judgment of the Principal, they have engaged in abusive or inappropriate conduct directed at a student, the Principal may report the incident to the authorities and implement disciplinary action, up to and including termination

12. SOCIAL MEDIA POLICY

12.1 POLICY STATEMENT

It is important that The Academy Charter School have sound practices in place to handle situations involving social media. Emerging online collaboration platforms are fundamentally changing the way Schools and individuals communicate, and this policy is designed to offer practical guidance for responsible, constructive communications via social media channels for employees and students.

The same principles and guidelines that apply to the activities of employees and students in general, as found in the Code of Conduct, apply to employee and student activities in social media channels and any other form of online publishing.

The Academy Charter School fully respects the legal rights of our employees and students. Yet, it is important to weigh free speech and privacy rights against inappropriate communications via social media. In general, what you do on your own time is a personal matter. However, activities in or outside of work or School that affect your job or student performance, the performance of others, or the School's interests are a proper focus for School policy.

12.2 DEFINITIONS

1. *Social Media Channels* - Blogs, micro-blogs, wikis, social networks (e.g., Facebook, MySpace, Twitter, LinkedIn, Instagram, Tumblr, Flickr, WhatsApp, SnapChat, Pinterest, Vine), electronic forums (chat rooms), video sharing Web sites (e.g. YouTube), social bookmarking services, user rating services and any other online collaboration, sharing or publishing platform, whether accessed through the web, a mobile device, text messaging, instant messaging, email or any other existing or emerging communications platform.
2. *Social Media Account* – A personalized presence inside a social networking channel, initiated at will by an individual. YouTube, Twitter, Facebook and other social networking channels allow users to sign-up for their own social media account, which they can use to collaborate, interact and share content and status updates. When a user communicates through a social media account, their disclosures are attributed to their User Profile.
3. *Social Media Disclosures* - Blog posts, blog comments, status updates, text messages, posts via email, images, audio recordings, video recordings or any other information made available through a social media channel. Social media disclosures are the actual communications a user distributes through a social media channel, usually by means of their social media account.
4. *External vs. Internal Social Media Channels* – External social media channels are social media services that do not reside at a domain. Internal social media channels are located at an owned domain, require a password to access and are only visible to employees and other approved individuals.
5. *Tweets and Retweets* – A tweet is a 140 character social media disclosure distributed on the Twitter micro-blogging service. Retweets are tweets from one Twitter user that are redistributed by another Twitter user. Retweets are how information propagates on Twitter.
6. *Authorized Personnel* – Includes classroom teachers, counselors, Principals, assistant Principals, Executive Directors, Directors of Operations, coaches and any other employee designated in writing by the Principal or Board of Trustees.
7. *Communicate* - Means to convey information; includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a communication; however, the employee may be subject to the terms of the social media policy. Unsolicited contact from a student through electronic means is not a communication.

12.3 OBJECTIVES

1. Establish practical, reasonable and enforceable guidelines by which our employees and students can conduct responsible, constructive social media engagement in both official and unofficial capacities.
2. Promote a safe environment for employees and students to communicate information that is not proprietary and outline for employees and students what type of electronic communication is permissible.
3. Prepare our employees and students to utilize social media channels to help each other and the communities we serve.
4. Protect our employees and students from violating Municipal, State or Federal rules, regulations or laws through social media channels.

12.4 GUIDING PRINCIPLES

1. Teachers and other employees are banned from posting photographs of students or listing students as “friends” or “followers” on Social Media Channels and Tweeting or Retweeting to or about students through Social Media Channels. All Social Media Disclosures by employees regarding students on Social Media Channels are prohibited. An employee is not subject to this prohibition to the extent the employee has a pre-existing social or family relationship with the student. For example, an employee may have a pre-existing relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee’s child, or a student who is a member or participant in the same civic, social, recreational, or religious organization.
2. Only a teacher, coach, or other employee who has an extracurricular duty may communicate with students through text messaging. The employee may communicate only with students who participate in the extracurricular activity over which the employee has responsibility.
3. Only those authorized personnel can use social media to speak on behalf of the School, although employees may use social media and Social Media Channels to speak for themselves individually.
4. When you see misrepresentations made about the School by media, analysts, bloggers or other social media users, you may certainly use your blog, social networking account, or someone else’s to point that out. But you may only do so if you follow the terms of this policy.
5. Different Social Media Channels have proper and improper uses. For example, members of social networks are expected to read, and when appropriate respond, to questions asked of them from another member of their social network. It is important for employees and students to understand what is recommended, expected and required when they discuss or relate topics, whether at work/School or on their own time. Teachers and other employees may not share information about their students in such instances.
6. Teachers and other employees may not have contact with students outside of School-approved email or a School webpage.
7. Employee communication via School-approved email and webpage shall limit communications to matters within the scope of the employee’s professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests).
8. Employees shall not communicate with any student between the hours of 10:30 p.m. and 5:00 a.m., except in the case of an emergency. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
9. Upon request from administration, an employee will provide the phone number(s), social network site(s) via External and Internal Social Media Channels, or other information regarding the method(s) of electronic media the employee uses to communicate with any one or more currently-enrolled students.

10. Upon written request from a parent, the employee shall discontinue communicating with the parent's minor student through Social Media Channels, whether by email, text messaging, instant messaging, or any other form of one-to-one communication.
11. Employees and students are responsible for making sure that their online activities do not interfere with their fulfilling their job or study requirements or their commitments to the School.
12. An employee may request an exception from one or more of the limitations above by submitting a written request to the Principal or Board of Trustees.

12.5 PERSONAL USE OF SOCIAL MEDIA

As role models for the students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If an employee's use of electronic media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for maintaining privacy settings appropriate to the content.

12.6 ONLINE POSTING POLICY

The School expects all employees to practice high standards of professionalism and personal ethics when utilizing social networking (e.g., Facebook, Twitter, YouTube etc.) or other publicly available (e.g., non-password-protected web-based photo album, personal blog, etc.) websites. Employees are required to follow the guiding principles of the School's Social Media Policy. The School reserves the right to fully investigate any report of an inappropriate online posting.

12.7 COMPUTER, EMAIL, AND INTERNET USAGE

All School-provided equipment and services, including computers, cell phones, fax machines, copiers, email, and internet access are intended solely for School-related purposes and for use by the School employees. Employees of the School shall not use the School equipment or services to transmit, retrieve, reproduce, or store any communications of a defamatory, discriminatory, or harassing nature or materials that are of an obscene or offensive nature. Employees shall not use the School equipment or services to transmit messages with derogatory or inflammatory remarks about an individual or violate the School's policies or procedures. E-mail is not guaranteed to be private or confidential. The School reserves the right to monitor or review any information stored or transmitted on its equipment.

The School offers Internet access to its staff. The primary purpose of providing access to the Internet is to support the School's educational mission. The School expects that the staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The School makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the School's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the School's computer network or stored in the user's directory or on a disk drive. The School reserves the right to examine all data stored involved in the user's use of the School's Internet service, School-owned computers or other hardware.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

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

13.1 CONFIDENTIALITY AND WORK PRODUCT

The School has and will develop, compile and own certain confidential information, which has great value to the School's work (referred to collectively as "Confidential Information"). The School may disclose Confidential Information to the staff member in the course of his/her employment or in the process of applying for or commencing employment. Confidential Information includes not only information disclosed by the School but also information developed or learned by a staff member during the course of his employment with the School. Confidential Information is to be broadly defined, and includes all proprietary information which has or could have commercial value or other utility due to its confidentiality in the work in which the School is engaged or contemplates engaging or the unauthorized disclosure of which could be detrimental to the interests of the School, whether or not such information is identified as Confidential Information by the School. Confidential Information includes, but is not limited to, all information concerning databases, source code, object code and other computer programs, products, processes, formulae, trade secrets, innovations, inventions, specifications, data know-how, formats, marketing plans, business plans, strategies, forecasts, unpublished financial statements, budgets, projections, and customer and supplier identities, needs, characteristics and agreements.

Employees agree that at all times during or subsequent to employment, they will hold in trust, keep confidential and not disclose to any third party or make any use of the Confidential Information, except for the benefit of the School and in the course of their employment with the School. Staff members further agree not to cause the transmission, removal or transport of Confidential Information from the School's facilities, without prior written approval of the Principal.

13.2 COPYRIGHTS

Copyrights, payments and/or royalties that occur as a result of a project of any employee or employees of the School remain the property of the School. The Academy Charter Schools may assign copyrights, royalties, or other payments to the author, authors, or project participants.

13.3 BULLETIN BOARDS

Bulletin boards are reserved for the exclusive use of the School for posting work-related notices or notices that must be posted pursuant to local, state and federal law. From time to time, special notices and information for employees will be posted by the School on the bulletin boards. Please check the boards regularly for these notices.

13.4 ELECTRONIC RESOURCES POLICY

In order to ensure that Electronic Resources are used properly by School employees, independent contractors, agents and other users, the School has adopted this Electronic Resources Policy.

"Electronic Resources" refers to the School's computer network, telephone network and related software and hardware. Specifically, Electronic Resources, whether owned or leased, include, but are not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, software, data files and all internal and external computer and communications networks (i.e., internet services and e-mail systems) that may be accessed directly or indirectly from the School's computer network. It also includes all phone systems, telephone units, servers, voicemail systems and cell phones, whether owned or leased. From time to time in this Policy, "Users" refers to all people, whether School employees or otherwise, to whom the School or Little Bird provides Electronic Resources.

The Electronic Resources have been made available to the School for the purpose of carrying on School business. They are the property of the School. For purposes of this policy, these Electronic Resources are referred to, from time to time, as the School's Electronic Resources. Employees are permitted access to the School's Electronic Resources to assist them in the performance of their job responsibilities, subject to their compliance with this Policy. At all times, Users have the responsibility to use the School's Electronic Resources in a professional, ethical and lawful manner. Use of the School's Electronic Resources is a privilege that may be revoked at any time. In addition, violations of this Policy will be taken very seriously and may result in disciplinary action, up to and including termination of employment as well as civil and criminal liability.

13.5 NO EXPECTATION OF PRIVACY

The Electronic Resources are made available to employees of the School solely to assist them in the performance of their job responsibilities. Users, therefore, should not and do not have an expectation of privacy in anything they create, store, send or receive on or with the School's Electronic Resources. The computer system, phone system and related hardware and software should be used solely for business purposes, except as otherwise expressly stated in this Policy.

13.6 WAIVER OF PRIVACY RIGHTS

By using the School's Electronic Resources, Users expressly waive any right of privacy in anything they create, store, send or receive on the computer system, phone system, over the Internet or any other computer network or with any other Electronic Resources provided by the School or Little Bird. Users consent to allowing personnel of School and/or Little Bird or their authorized and designated agents, to access and review all files, attachments, websites, e-mails, voicemails or any other transmissions or materials that they or others create, store, send or receive on the computer, over the Internet or any other School computer network, phone network or equipment. Users understand and agree that the School or Little Bird may use human or automated means to monitor the use of the Electronic Resources.

13.7 PROHIBITED ACTIVITIES

13.7.1 Prohibited Uses

The School's Electronic Resources are to be used by employees for business purposes and may not be used for dissemination or storage of commercial or personal advertisements, solicitations, gambling, internet shopping, video or music streaming, online dating, promotions, destructive programs (i.e., viruses or self-replicating code), political material or any other unauthorized use.

Material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise unlawful or inappropriate may not be sent by e-mail or other forms of electronic communication (such as IM, newsgroups, chat groups, web browsers or blogs) or accessed, displayed or stored on School computers. Employees encountering or receiving this kind of material should immediately report the incident to the Principal, Director of Operations or to the Little Bird Human Resources Department.

Electronic Resources must be used in a manner that does not violate the Family Education Rights and Privacy Act that the School is bound to follow.

13.7.2 Misuse of Software

Without prior written authorization from the School, users may not do any of the following: (1) copy School, Little Bird or third-party software for use on their home computers; (2) provide copies of software to any independent contractor or to any other third party; (3) modify, revise, transform, recast or adapt any software; (4) reverse-engineer, disassemble or decompile any software; (5) download from the Internet or otherwise install software on their School workstation, desktop or laptop computer, School-provided cell phone, blackberry or other device. Employees who become aware of any misuse of software or violation of copyright law should immediately report the incident to their supervisor. All software must be loaded by the IT department and must be for business purposes only.

13.7.3 Communication of Trade Secrets

Sending, transmitting or otherwise disseminating proprietary data, trade secrets or other confidential information of the School or its students and/or of Little Bird, its clients or vendors is strictly prohibited. Unauthorized dissemination of this information may result in disciplinary action being taken, up to and including termination of employment, in addition to substantial civil liability as well as severe criminal penalties under the Economic Espionage Act of 1996.

13.8 PASSWORDS

13.8.1 Responsibility for Passwords

Users are responsible for safeguarding their passwords for access to any Electronic Resources. Individual passwords should not be printed, stored online or given to others. Users are responsible for all transactions made using their passwords. No User is permitted to access any Electronic Resources with another User's password or account.

13.8.2 Passwords Do Not Imply Privacy

The use of passwords to gain access to Electronic Resources or to encode particular files or messages does not imply that Users have an expectation of privacy in the material that they create, transmit or receive on these Electronic Resources. The network provider has access to all material stored on its Electronic Resources regardless of whether that material has been encoded with a particular user's password.

13.9 SECURITY

13.9.1 Accessing Other Users' Files

Users may not alter or copy a file belonging to another User without first obtaining permission from the owner of the file. Ability to read, alter or copy a file belonging to another User does not imply permission to read, alter or copy that file. Users may not use the School's Electronic Resources to "snoop" or pry into the affairs of other Users by unnecessarily reviewing their files and/or e-mail.

13.9.2 Accessing Other Computers and Networks

A user's ability to connect to other computer systems through the network, VPN or otherwise does not imply a right to connect to those systems or to make use of those systems unless specifically authorized by the administrators of those systems.

13.9.3 Security

Users may not attempt to circumvent the School's or Little Bird's data protection measures or to uncover security loopholes or bugs. Users may not gain or attempt to gain unauthorized access to restricted areas or files on the computer system. Users should not tamper with any software protections or restrictions placed on computer applications, files or directories. Users who engage in this type of activity may be subject to immediate termination.

13.9.4 Portable Storage Devices

Portable storage devices (i.e., flash drives, zip drives, iPods or other storage devices) can be used for business purposes only and under the following conditions. Documents stored on a portable storage device should be copies of documents that exist in other locations on the School's network. Nothing should exist solely on a portable storage device.

Social security numbers, pay data and other confidential personnel information, health records (or any information that would violate HIPPA), student records and/or trade secrets or other confidential information relating to either the School or Little Bird must never be transported or saved on a portable storage device.

Vendors and visitors may not use a flash drive or other portable storage device on any School or Little Bird network computer.

If you lose a portable storage device containing School or Little Bird information, you should notify your supervisor immediately.

13.10 VIRUSES

13.10.1 Virus Detection

Viruses can cause substantial damage to computer systems. Each user is responsible for taking reasonable precautions to ensure that he or she does not introduce viruses to the network. To that end, all material received on flash drives,

downloaded from the Internet or from computers or networks that do not belong to the School or Little Bird must be scanned for viruses and other destructive programs before being placed onto the computer system.

13.10.2 Accessing the Internet

To ensure security and avoid the spread of viruses, Users accessing the Internet through a computer attached to the School or Little Bird network must do so through an approved internet firewall.

13.11 ENCRYPTION SOFTWARE

13.11.1 Use of Encryption Software

Users may not install or use encryption software on any computers provided by the School without first obtaining written permission from the School or the Little Bird IT Department. Users may not use passwords or encryption keys that are unknown to the School or the IT Department.

13.11.2 Export Restrictions

The federal government has imposed restrictions on export of programs or files containing encryption technology (such as e-mail programs that permit encryption of messages and electronic commerce software that encodes transactions). Software containing encryption technology is not to be placed on the Internet or transmitted in any way outside of the United States without prior written authorization from the IT Department.

13.12 E-MAIL

13.12.1 E-mail Usage

The School considers email to be any technology used to transfer business messages. Thus, for purposes of this policy, "email" may include text messages, instant messages and e-mail transmitted from smart phones or similar devices. Users are responsible for conducting themselves in an ethical and lawful manner when using e-mail. When creating e-mail messages, the School expects you to follow the same standards required in all written School-related communications.

As with all other School Electronic Resources, the e-mail systems, including the software, servers, work stations, School supplied smart phones or other portable devices, and all e-mail accounts maintained on the School's or Little Bird computer systems are the sole property of the School and/or Little Bird, and are provided solely for the purpose of conducting School-related business. The School and Little Bird retain the right to access, monitor, intercept, review and copy any and all e-mail messages composed, transmitted, received or stored with or on School Electronic Resources and a User's use of School Electronic Resources constitutes consent to such. Users, therefore, have no expectation of any right of privacy in their use of the School's e-mail systems.

Users must understand that e-mail access is provided for the purpose of increasing productivity and not for non-business-related activities. That means that the School expects you to use your e-mail account primarily for business-related purposes, i.e., to communicate with co-workers, and parents, to research relevant topics and to obtain useful information relevant to your work at the School. Whenever possible, non-business-related use should be limited to employee meal and break periods. Excessive use of e-mail for personal purposes or personal usage that interferes with the performance of your work or the work of other employees may subject you to discipline, up to and including termination. The following are specific provisions regarding prohibited and authorized use of your School e-mail account:

13.12.2 Prohibited Uses

Below are some examples of the uses that are prohibited under the e-mail usage policy. This is not intended to be an exhaustive list and employees are asked to use their best judgment when using the School's e-mail services. Users shall not use the School's e-mail services to create, view, save, receive or send material related to the following:

- Creating, exchanging or storing offensive, sexually explicit, profane or obscene messages of any kind, including, but not limited to, pornographic material.

- Creating, exchanging or storing e-mail that promotes discrimination or may be harassing or offensive on the basis of race, gender, national origin, age, marital status, sexual orientation, religion, disability or any other category protected by law.
- Creating, exchanging or storing e-mail that contains a threatening or violent message or is intimidating or defamatory.
- Creating, exchanging or storing e-mail that is fraudulent.
- Exchanging proprietary information, trade secrets or other confidential information, including, but not limited to, confidential student or personnel information, to anyone not affiliated with the School or Little Bird or with employees who do not have the authority or need to see or receive such information.
- Creating, forwarding or exchanging SPAM, chain letters, solicitations or advertising.
- Users may not, under any circumstances, use “spoofing” or other means to disguise their identities in sending e-mail or other electronic communication via bulletin boards, newsgroups or chat groups. Without express permission of their supervisors, Users may not send unsolicited (“spamming”) e-mails to persons with whom they do not have a prior relationship or bona fide business purpose.
- Altering a message from another user without their permission.
- Improperly using someone else's e-mail account as your own.
- Opening e-mail from an unknown source without performing a virus scan.
- Creating, exchanging or storing e-mail containing material protected under copyright laws.
- Forwarding your School e-mail to your personal internet account (e.g., Yahoo or Hotmail) for usage outside of the School. E-mail can be accessed via the School’s webmail account and can be forwarded to authorized users.
- Do not bcc parties. In the spirit of transparency and openness, it is the School’s policy not to use the bcc function.

13.13 GUIDELINES FOR AUTHORIZED USE

- Passwords are your best defense against unauthorized use of your e-mail account. Do not compromise your account by giving your password to others or displaying it in public view.
- Users must also understand that any connection to e-mail offers an opportunity for non-authorized users to view or access School or Little Bird information. Therefore, it is important that all connections be secure, controlled and monitored.
- Long-term message retention is important only if it is relevant for business or legal purposes. If you desire to keep less important messages for longer than ninety days, please archive the e-mail to your allotted server storage space. The e-mail system is designed to delete messages older than ninety days.
- Avoid sending School-wide messages. E-mail “blasting” can cause a system to slow down and affect performance. If you have a School-wide message to deliver, you should send it to your Principal or his or her authorized designee who has access to the “all School” e-mail grouping.
- There are very few instances that require you to “reply all.” Respond only to the parties who require your response.
- Large e-mail attachments can drastically slow system performance. Attachments that exceed 20 MB in size will be removed by the server and not sent.

- Users should take care in addressing e-mail messages so that they reach the desired recipient. Also, spelling and grammar should be checked by the e-mail sender before sending the message.
- Subscribing to distribution lists and other forms of e-mail subscription services related to your job function is allowed. If the service does not pertain to your job function seek approval from y the Principal before signing up.
- E-mail use must not interfere with the performance of your work responsibilities. It is a tool that should enhance productivity, not reduce it.
- Only cc those parties who truly need to be on the e-mail. A cc can shame the recipient even if that was not the intent.

13.13.1 E-mail Disposal

Unless directed to the contrary by your supervisor or the Principal, employees should discard inactive e-mail after ninety days. Information subject to federal and/or state laws and regulations governing mandatory retention of records and electronic communication may require you to maintain certain files or documents for a specified period of time. It is the employee’s responsibility to know which records are subject to these conditions and to comply with these laws and regulations.

13.13.2 Drafting E-mails

Because they may appear informal, e-mail messages are sometimes treated like a conversation and are not as carefully thought out as a letter or memorandum. Like any other written document, an e-mail message can later be used to indicate what an employee knew or felt. You should keep this in mind when creating e-mail messages and other documents. Even after you delete an e-mail message or close a computer session, it is still be recoverable and may remain on the system.

13.13.3 Privileged Attorney-Client Communications

Confidential e-mail sent from or to in-house counsel or an attorney representing the School or Little Bird should include this warning header on each page: “The information contained in this e-mail has been sent by or to an attorney and may be confidential and/or legally privileged. It has been sent for the sole use of the intended recipient(s). If the reader of this message is not an intended recipient, you are hereby notified that any unauthorized review, use, disclosure, dissemination, distribution or copying of this communication or any of its contents is strictly prohibited. If you have received this communication in error, please contact the sender by reply e-mail and destroy all copies of the original message.

13.14 MISCELLANEOUS

Disclaimer for Liability for Use of the Internet: Neither the School nor Little Bird is responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information, some of which include offensive, sexually explicit and inappropriate material. Users accessing the Internet do so at their own risk.

Compliance with Applicable Laws and Licenses: In their use of the School’s Electronic Resources, users must comply with all software licenses/copyrights and all other state, federal and international laws governing intellectual property and online activities. Users should not copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files and downloaded information) through the e-mail system or by any other means unless they have confirmed in advance from appropriate sources that the School has the right to copy or distribute such material. Failure to observe a copyright may result in disciplinary action by the School as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the Principal, Director of Operations or the Little Bird Human Resources Department.

No Additional Rights: This Policy is not intended to and does not grant users any contractual rights.

13.15 VOICEMAIL

The School's phone and voicemail system are part of its Electronic Resources and their usage is subject to the Electronic Resources Policy set forth in this Handbook. Thus, these systems and the messages transmitted and stored on them are and remain at all times the property of the School and/or the provider of the system. As a result, voicemail messages are readily accessible to numerous persons. If, during the course of your employment, you transmit or record a message on the School's voicemail system, your messages may be subject to the investigation, search and review by others in accordance with this Policy. While the School respects the individual privacy of its employees, that privacy does not extend to an employee's work-related conduct or to any use of its technical resources, such as the voicemail system, regardless of purpose.

In your outgoing voicemail message you should state your name, title and the name of the School and indicate that you will return the call, but you may not include any personal message.

13.16 USE 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 off-premises such as laptop computers, all the School's equipment, materials, and supplies should never leave the School's premises for employee use without the permission of the Principal or his/her designee.

The School reserves the right, at all times and without prior notice, to inspect and search any and all of its property for the purpose of retrieving or protecting its property, for determining whether any policy of the School has been violated, when an inspection and investigation is necessary to promote safety in the workplace or compliance with state and federal laws, or for any other legitimate business interest. These inspections may be conducted during or after business hours and in the presence or absence of the employee. By using the School's property, users expressly waive any right of privacy in anything they create, store, send, receive or maintain in School property, including, but not limited to, desks, storage areas, work areas, lockers, and file cabinets, facsimile and duplicating machines, vehicles and Electronic Resources.

Employees are expected to properly use and maintain in good working order all School property and equipment made available to them to perform their jobs. Employees who lose, steal or misuse the School's property may be personally liable for replacing or fixing the item and may be subject to disciplinary action, up to and including termination of employment.

Employees must strictly limit the use of the School's equipment for non-work-related purposes and such use may not interfere with an employee's duties and responsibilities or violate the School's policies.

In addition, in order to ensure the safety and security of staff and students, and to protect its legitimate interests, including, but not limited to, its interest in protecting confidential student and medical information, the School reserves the right to question, inspect or search any staff member or other individual entering or leaving the School premises or while on School premises, including any bags, briefcases, carrying cases or other items that they may be carrying. Please refer to the School's safety and security policies for 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

The School believes communications are essential for successful work relationships and environment. Not only do you need to stay aware of changes in procedures, policies and general information, you also need to communicate your ideas, suggestions, personal goals or problems as they affect your work.

In addition to the exchanges of information and expressions of ideas and attitudes which occur daily, make certain you are aware of and utilize all the School's methods of communication, including this Manual, discussions with supervisor, memoranda, staff meetings, newsletters, training sessions, and School e-mail, intranet, and employee portal.

You will receive other communication, such as your newsletters and articles, from time to time. We encourage you to share this information with your family and friends if needed.

In addition, you may receive letters from the School. There is no regular schedule for distribution of this information. The function of each letter is to provide you and your family with interesting news and helpful information which will keep you up-to-date on the events here at the School.

14.2 MEDIA AND PUBLIC RELATIONS

Employees may respond to inquiries from the media on the subject matter and only then in strict compliance with media policies set by The Academy Charter Schools in consultation with the Principal. Calls responding to a press release should be forwarded to the contact person listed on the press release. General questions of The Academy Charter Schools' services may be directed to the appropriate department head. Inquiries regarding any incident or other news report should be referred to the office of the Principal or his/her designee.

14.3 PERSONNEL INQUIRIES

No one in the School other than The Academy Charter Schools Board, the School Principal, the Director of Operation or his/her designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of the School.

14.4 GIFTS AND GRATUITIES

Employees of The Academy Charter Schools are prohibited from accepting gifts, money or gratuities in any form from persons receiving benefits or services from the School or from persons performing services under contract to the organization, or otherwise in a position to benefit from an employee action.

If speeches or any consulting services are given by an employee as a representative of The Academy Charter Schools, such donations shall be the property of the organization.

14.5 SOLICITATION

The School has established rules applicable to all employees to govern solicitation and distribution of written material during working time as well as entry onto the premises and work areas. All employees are expected to comply strictly with these rules.

1. No employee shall solicit or promote support for any cause or organization during his or her working time or during the working time of the employee or employees at whom the solicitation is directed; and
2. No employee shall distribute or circulate any written or printed material in work areas at any time during his or her working time or during the working time of the employee or employees at whom the distribution is directed.

As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for the School. This excludes meal or other breaks, rest periods or other times during a shift when an employee is not engaged in performing services for the School.

In addition, the School's Electronic Resources (including computer systems, the School's Intranet, e-mail, phone systems, voicemail, cell phones and blackberries, shall not be used for personal gain or advancement of individual views. Utilization of e-mail or other School-provided Electronic Resources for purposes of non-business solicitation or for personal gain or the promotion of events and causes is likewise prohibited.

14.6 BAN ON ACCEPTANCE OF GIFTS

School employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars annually—including but not limited to money, goods, food, entertainment, or services—directly or indirectly from: 1) individuals, Schools, or companies serving as vendors or potential vendors for the School; 2) elected officials or their representatives; 3) candidates for public office or their representatives; or 4) political party officials or their representatives. Exceptions may be made by the Principal or his/her designee, including instances where such gifts intended for and will be used by the School. Offers of such gifts are in excess of fifty dollars, even when refused, must be communicated immediately by the employee receiving such an offer to the Principal or his/her designee. Gifts received from students and parents as a show of gratitude should in no way impact or influence your responsibilities as a professional and decision making.

15. SEPARATION

Except as otherwise specifically provided in a contractual employee's offer letter, all employees serve at the will of the Board of Trustees and their designee. The decision to terminate an employee is vested with the School. An employee may be terminated at any time for any or no reason, with or without "cause."

For purposes of these policies and procedures, each of the following constitutes "cause" for termination of employment:

- Violation of the School's policies or procedures or safety rules from time to time in effect;
- Use of corporal punishment;
- Use or sale of narcotics;
- Poor performance;
- Excessive absence;
- Excessive lateness;
- Intoxication; theft or dishonesty;
- Misuse of technology;
- Fighting;
- Abusive or foul language;
- Insubordination;
- Unauthorized possession, use or sale of alcohol or controlled substances on work premises or during working hours;
- Unauthorized possession, use or sale of weapons, firearms or explosives on work premises;
- Physical or sexual harassment or demeaning conduct or attitude towards a student, an employee, a visitor, or a vendor; or
- Any other conduct deemed inappropriate by the employee's manager.

These examples are not exclusive. Discharge decisions for "cause" will be based on an assessment of all relevant factors. An employee who is terminated or who resigns is not entitled to compensation for any unused vacation days.

Employees should remember that the School is free to terminate an employee's employment at any time for any reason or no reason. The behavior listed above illustrates the type of conduct which may result in disciplinary action, up to and including termination. The list is not meant to be all inclusive, nor is it intended to limit the authority and right of the School to take whatever action it deems in its sole discretion to be appropriate. No contract of employment is created by this policy.

15.1 RESIGNATION

The School will consider you to have voluntarily terminated your employment if you do any of the following:

- Resign
- Fail to return from an approved leave of absence on the date specified by the School, without communicating with the School regarding a legitimate need for additional leave
- Fail to report to work or call in for three (3) or more consecutive workdays.

To minimize disruption to the educational environment of our students, the School asks that you give at least two (2) weeks' notice in the event of your resignation. Any accrued but unused vacation time will be paid out following employment termination, provided the employee (i) is not terminated for cause and (ii) the employee submits a letter of resignation to the School.

15.2 PHASING-OUT AND ELIMINATION OF POSITIONS

We carefully create positions for the School. From time to time, it may be necessary to phase out or eliminate certain positions previously held established within the School.

15.3 EXIT INTERVIEWS

Any employee who separates from the School will be asked to participate in an exit interview with the Principal. The exit interview is used to collect feedback about the employee's employment with the School and any other information that the employee thinks that the School should know. This feedback will help the School maintain successful policies and practices and focus on areas that need improvement.

15.4 RETURN OF OFFICE MATERIALS

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, computer, cell phone, parking permit, and School-owned materials and supplies in such employee's possession to the Principal or his/her designee. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists or other similar information, may be taken by such employee without the express written permission of the Principal or his/her designee.

15.5 ENTITLEMENT PAY DUE TO SEPARATION OF EMPLOYMENT

If at any point during the school year an instructional employee separates for any reason, an entitlement pay will be completed in order to reconcile the employee's compensation for the academic year. The intent of this provision is to align the percentage of the annual working days actually worked by the instructional employee with the percentage of the employee's annual salary actually received by the employee. The employee's final paycheck will include the balance of monies owed to the employee in accordance with the school academic calendar. However, in the event that the calculation results in the employee owing money to the school, the employee will be required to repay any overpayment that has been made to them. Pursuant to Section 103 of the New York Labor Law, refusal to repay any outstanding balance due will not result in disciplinary or retaliatory action by the school, however, if the employee does not repay these amounts the school would be within its legal rights to file a legal claim to recover the owed funds.

For the purpose of this calculation, any used sick and personal days provided by the school, will be counted as days worked by the employee. Days exhausted by an employee will count as non-worked days for the purpose of this calculation.

For information regarding the calculation of entitlement pay, please contact the Director of Operations

15.6 TERMINATION OF BENEFITS

Benefits including (but not limited to) medical, pharmaceutical, vision and dental insurance will terminate at the end of the month, following an employee's last physical day of work. Employees will receive a COBRA package in the mail regarding their eligibility to extend health insurance coverage for an additional 18 months beyond the last day of coverage. Should an instructional staff decide to tender resignation during the summer months, the resignation will actually be effective as of the last date of the prior school year. Upon termination, employees are eligible to remain on the plan under COBRA coverage beginning 7/1 of the year in which they resign, and any back premiums are due to keep coverage in-force. COBRA payment will be the staff members responsibility.

An employee must notify the School Director of Operations immediately once their intent to terminate employment is clear so that the appropriate and legally required COBRA continuation paperwork is provided.

15.7 CONTINUANCE OF HEALTH INSURANCE UNDER COBRA

Under the Consolidated Omnibus Budget Reconciliation Act of 1985, better known as COBRA, and New York State law if an employee terminates employment with the School, the employee is entitled to continue participating in the School's group health plan for a prescribed period of time, usually 18 months. In certain circumstances, such an employee's

divorce or death, the length of coverage period may be longer for qualified dependents. COBRA coverage is not extended to employees terminated for gross misconduct.

If a former employee chooses to continue group benefits under COBRA, the employee must pay the entire cost of the applicable premium plus a 2% administrative fee. Coverage will cease if the former employee fails to make premium payments as scheduled, becomes covered by another group plan that does not exclude pre-existing conditions, or becomes eligible for Medicare. Former employees and dependents who are eligible for COBRA will receive information on their right to elect coverage.

For detailed information or questions on COBRA, please contact the Little Bird Human Resources Department.

15.8 REEMPLOYMENT

Depending on the circumstances, the School may consider a former employee for re-employment. Such applicants are subject to the School's usual pre-employment procedures. To be considered, an applicant must have been in good standing at the time of his or her previous termination of employment with the School.

15.9 POST-EMPLOYMENT INQUIRIES

The School does not respond to oral requests for references. In the event your employment with the School is terminated, either voluntarily or involuntarily, the School will provide only dates of employment, job titles and compensation in response to a written request. Your supervisor may be able to provide a reference to potential employers only if you have completed and signed a release form.

As an employee of the School, do not under any circumstances respond to any requests for information regarding another employee unless it is part of your assigned job responsibilities. If it is not, please forward the information request to your supervisor.

15.10 UNEMPLOYMENT COMPENSATION

The School is responsible for Unemployment Compensation as required by the reimbursement provisions for not-for-profit organizations in the State of New York. An employee should contact their local Unemployment Insurance Division to determine eligibility for unemployment benefits.

16. SUMMARY

This handbook is a general guide to the employment policies of the School. Neither this manual, nor any benefit plan, is intended to create a contract for any purpose or duration, express or implied. This Handbook is not intended to guarantee employment or any particular conditions of employment, for a fixed period of time otherwise, or to restrict the right of the School, or the right of any employee, to terminate the employment relationship, at any time, for any reason or for no reason. No administrator, manager or supervisor has the authority to enter into a contract of employment with you – express or implied – that changes or alters the at-will employment relationship. Only the Principal, as a designee of the Board of Trustees, has the authority to enter into an employment agreement that alters the at-will employment relationship and any such agreement must be in writing and signed by the Principal or his/her designee.

Benefit plans offered by the School are defined in legal documents such as insurance contracts and/or Summary Plan Descriptions (SPDs). If you enroll in benefits and a question arises about the nature and extent of plan benefits or there is a conflict in language, the formal language of the plan documents (or, where applicable, state and local laws and regulations) govern and not the informal wording of this Handbook.

ACKNOWLEDGEMENT OF RECEIPT OF EMPLOYEE MANUAL

I have received a copy of the School's Employee Manual.

I acknowledge my obligation to read and understand its contents.

I understand that it is my responsibility to acquaint myself with the contents of this Manual, that this Handbook is not a contract of employment for any purpose or for any specified duration and that my employment with the School is "at-will," meaning that either the School or I may terminate my employment at any time, with or without notice and with or without reason, unless I have a written contract signed by the Board of Trustees or their designee. I further understand that no other communication from the School shall constitute a contract of employment for any specified duration or alter the "at-will" nature of employment. I hereby agree to abide by the rules, regulations and policies of the School.

This Handbook supersedes any previous employee manuals or handbooks that may have been issued by the School.

I agree to comply with all School policies and procedures contained within this Manual.

I 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 Name (Print)

Employee Signature

Date

Employee Note: You are required to sign this form and return it to the School's operations associate. If you are reviewing this Manual via the Internet, please print this page, sign and date it, and return it to the Director of Operations.

Thank you.

(12)(a) Partner Organizations

This request is not applicable to the applicant.

(12)(b) Partner Commitment

This request is not applicable to the applicant.

13(a)(c) Governance

The governance of the proposed charter school will mirror that of the existing school TACS. Generally, the governance practices of TACS have been stable since the initial charter, some modifications have been made. The following narrative reflects much of our reporting in the Responses H and M of the 2014 Renewal Application. For example, information on the education corporation board design remains unchanged, and is incorporated by reference to responses H and M of the 2014 Renewal Application. However, the way in which the board oversees and reports from newly created school positions has changed. Those changed are noted below.

(a) Responsibilities of the Board of Trustees

The Board of Trustees for The Academy maintains strong oversight over the educational program of the school and the academic progress of its students. Through our Board's academic subcommittee and monthly reports from the CAO and BoostedED Financial they are informed of both the areas of academic strength and areas in need of improvement of our teaching staff. Furthermore, as areas in need of improvement arise, the executive director, CAO and BoostedED Financial work together to identify effective strategies to meet the needs of our teachers and students through professional development and coaching. Since professional development services are provided through the agreement with BoostedED Financial, the Board expects regular and ongoing services in a variety of areas and will evaluate BoostedED Financial formally and informally on the effectiveness with which it delivers these services. If BoostedED Financial is unable to deliver the desired professional development, they are expected to assist the Board and CAO in identifying qualified supplemental providers.

Responsibilities of the Leadership Team

The *executive director* is responsible for the oversight of the education corporation's fulfillment of instructional, operational and financial commitments. The executive director works collaboratively with, and leads a senior management team comprising the CAO, director of operations and chief of staff. The executive director ensures that the elements contained in the charter are implemented according to schedule, assists the director of operations in the supervision of the non-instructional staff, and serves as the liaison between the school and the management company to ensure the delivery of services as per the management agreement. Additionally, the executive director develops partnerships with various organization, including local university, community agencies, elected officials, and business and civic organizations to secure resources and programs to support students and their families.

The CAO's main role is to be the educational leader of the school and create a challenging learning environment with high student achievement expectations for every

child. The CAO will focus on implementing the school's educational program and ensuring that the scientifically research-based curriculum is delivered in an effective manner. The CAO's responsibilities include, but are not limited to, the following: (i) supervising classroom instruction and student achievement; (ii) supervising the health, safety, and behavior of students; (iii) supervising and evaluating teachers and staff, including the business manager; (iv) monitoring enrollment; and (v) fostering a strong partnership with parents and the community.

To ensure that the principal has ample time during the school day to focus on education, the *business manager* is responsible for all financial and business affairs with support and oversight from the executive director, director of operations, and BoostedED Financial. The business manager's responsibilities include, but are not limited to, the following: (i) managing the operating budget; (ii) maintaining financial records; (iii) supervising the custodial and building maintenance staff; (iv) managing procurement; (v) performing general business administrative duties; and (vi) overseeing food service and student transportation.

BoostedED Financial main role is to support The Academy in attaining the student achievement goals outlined in this application and ensuring financial viability. BoostedED Financial reports to, and is supervised by, the board of trustees. Their educational business and administrative support team's responsibilities include, but are not limited to, the following: (i) supporting classroom learning via staff development, coaching, curriculum implementation, and general supervision; (ii) providing financial and accounting services including budgeting, purchasing, procurement, administration of benefit plans, and payroll; and (iii) assisting the school with reporting and charter school law compliance, such as, preparing consolidated applications, accountability and annual reports.

(b) Education Corporation Board Design

The current board comprises 9 voting members and one *ex officio* member to be elected as a parent representative. The officers of the board are: Barrington Goldson - Chairperson, Robert Stewart – Vice-Chair, Hazeltin Williams – Secretary, and Stephen Rowley – Treasurer.

Standing Committees of the Board

During the initial charter period, the board added several subcommittees. Below, please find a list of those subcommittees and a description of their responsibilities.

- **Technology and Infrastructure** - Discuss and implement innovative ideas for Technology in the school to enhance the educational program by making sure the students have the appropriate technology to allow them to compete in the classroom and in the global prospective giving students an opportunity use technology.

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- **Community Relations** - Cultivate external partnerships with community based organizations, civic leaders, participate in community events and activities. The committee ensures that the school is honoring their motto of "lead; leaner; serve."
- **Asset Acquisition** - The committee oversees any assists the school acquires to make sure that the school and the board are executing due diligence when purchasing, maintaining, monitoring and disposing of any school assets.
- **Judicial/Grievance** - The committee oversees any legal issues that may arise at TACS. They deal with teacher complaint, parent complaint and student complaints. They also make sure that student and teachers receive due process when any incidents occur.
- **Compliance** - The committee ensures that the school and board are in compliance with the approved charter, the 2010 charter law, the employee manual and the student code of conduct.

Board Responsibility and Delegation

Hiring

In general, the board of trustees will give final approval on all hires at the school. Specifically, BoostedED Financial will conduct the initial screening and interviewing of operations candidates; the CAO and building principal will organize instructional recruiting. The executive director and CAO confirm final candidates and present their selection to the board for final approval. If the board does not approve, BoostedED Financial and the CAO will present alternate candidates.

The hiring process will consist of the following steps: (1) The Academy will undertake recruitment efforts, which include advertising for positions in the local newspaper, utilizing professional recruiters, attending career fairs, visiting local universities and informal networking; (2) Resumes will be collected, compiled, and reviewed for potential candidates' competencies and qualities that are critical to the school's success; (3) Initial screening of the potential candidate is begun to determine certification and availability; (4) Interview is conducted to search candidates with outstanding qualities; (5) Evaluation forms, reference checks, and writing samples are reviewed; (6) If hired, transcripts and certification are verified and criminal background investigation and fingerprinting are done.

School Personnel and Management Evaluation

Since the school's curriculum establishes specific, measurable goals for student learning in each grade, teacher performance standards include specific expectations for student

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progress during the school year as measured through periodic assessments. A poorly performing teacher is provided every opportunity to improve her or his efficacy in the classroom, in conjunction with mentor teachers, outside consultants and the CAO. But if the failure is not corrected, the teacher will be dismissed. Similarly, if senior leadership or administrators consistently fail to perform, he or she will be dismissed. And if BoostedED Financial consistently fails to perform, it will be dismissed. In this regard, the school will live by the same practical realities as other successful performance-based organizations, and will deliver a higher quality of education as a result.

All stakeholders play important roles in maintaining a safe and orderly school environment. Parents are expected to recognize that the education of their child is a joint responsibility with the school community. Teachers are expected to maintain a climate of mutual respect and dignity. The principal is expected to promote a safe, orderly, and stimulating school environment. The Board expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, school personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. Below is a sample of student conduct that will result in disciplinary action:

- *Disorderly, disruptive, or violent conduct*
- *Insubordinate conduct*
- *Possessing a weapon*
- *Conduct that endangers the safety, morals, health or welfare of others*
- *Misconduct while on a school bus*
- *Academic misconduct, including plagiarism*

Disciplinary action may result in, but may not be limited to, the following: 1) warning (oral or written) 2) parent notification; 3) detention; 4) in-school suspension; 5) suspension; 6) suspension from transportation; 7) suspension from social or extracurricular activities; 8) transfer to another class; 9) assistance from outside agency; 10) expulsion; 11) Remedial Discipline Plan; 12) Alternative Education Program. The choice among the above disciplinary, preventative, and/or corrective measures in each case is discretionary made by the appropriate school official based on the circumstances of a given situation.

A student will be immediately suspended from all extracurricular activities when he/she receives a suspension from school for any reason. The activity suspension (a) is automatic, (b) is for the duration of the school suspension, and (c) runs concurrent with the school suspension.

The CAO will attempt to schedule a re-entry conference with the parent and child before the student's return from suspension. If the parent is not able to attend in person, the CAO should try to reach the parent for a phone conference. The child will not be penalized if the parent is not able to attend the re-entry conference or phone in.

Student Recruitment

The Academy has enjoyed full enrollment and maintained an extensive waitlist since the school's inception. For specific statistical information about enrollment and waitlists, please see Response B.

Aligned with the charter law, The Academy is committed to making good faith efforts to attract and retain students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students) and English Language Learners (ELL's). The Academy ensures that such students are welcomed and served in an effective manner. The planning team and staff of The Academy recruit families of students who are learning English as a second language and who have special education needs.

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

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

Enrollment

Aligned with the Education Law subdivision 2851(4), The Academy is committed to making good faith efforts to attract and retain an equal or greater percentage of students with disabilities when compared to the enrollment figures of Uniondale Union Free School District. Any child eligible for admission to a traditional public school is eligible

for admission to a public charter school including student with IEPs (Special Education Students). The Academy will ensure that such students are welcomed and served in a supportive and effective manner. The planning team and staff of The Academy will recruit families of students who have special education needs. Some of the strategies our recruitment team will employ to attract students with disabilities include:

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

Aligned with the charter law, The Academy is committed to making good faith efforts to attract and retain an equal to or greater than the enrollment of limited English proficient students of Uniondale Union Free School District. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including students with limited English proficiency. The Academy will ensure that ELL students are welcomed and served in a supportive and effective manner. Some of the strategies our recruitment team will employ to attract students with limited English proficiency include:

- Designing marketing materials that will describe the type of program the school will provide ELL students.
- Designing marketing materials that provide a description of how ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics
- Designing marketing materials that highlight the number of bilingual highly qualified teachers on staff

(c) Stakeholder Participation

The Academy believes that promoting parent and staff involvement in school governance is critical for success. Thus, the school provides the following processes to ensure broad parental and staff involvement in school governance: 1) a Parent-Teachers Organization (PTO); 2) the president of the PTO sits on the board of trustees and is a voting Trustee for the length of his or her term as the parent representative; 3) organize ad-hoc committees of parent volunteers to work with the CAO for input on various school matters, such as school climate, facilities or fundraising; 4) hold grade-level and school-wide staff meetings on a regular basis; 5) a CAO's "open door" policy for all parents and staff so that there can be informal ongoing input and feedback on school governance and; 6) conduct parent and faculty staff meetings, as needed, to seek input on new

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ideas and take suggestions on improving school governance. Currently, two parents sit on the school's board, one as a trustee and the other as the PTO President.

The Board also strongly believes that promoting staff involvement in school governance is critical for success. Therefore, The Academy Charter School will provide a setting where healthy relationships among adults are encouraged and cultivated by the creation of structures that will facilitate shared decision making among stakeholders.

The Academy Charter School has:

- Created school-wide committees consisting of appropriate staff to work with the CAO and principals on various school matters, such as curriculum implementation and student achievement;
- Held grade-level and school-wide staff meetings on a regular basis;
- Established a principal's "open door" policy for all teachers so that there can be informal on-going input and feedback on school governance;
- Conducted staff meetings, as needed, to seek input on new ideas and take suggestions on improving school governance;
- Conducted annual teacher surveys to obtain feedback for improvement.

In addition, our board has made it a priority to take a thoughtful approach to communicating with families. To ensure regular communication between the board and all parents, even if they are unable to attend a particular meeting of the board, information will be disseminated from each board meeting back to the parents via PTO meetings and other communications. In addition, Board meetings are held at convenient times for parents to attend. Most board meetings occur in the school facility after regular working hours during the week, unless specific circumstances dictate otherwise.

The Academy undertakes measures to ensure that parents who are non-native English speakers are incorporated into the school governance process. For any significant sub-population of non-native English speakers, the school translates key documents into the native language. Finally, the school seeks to actively encourage representation of non-native English speakers in the PTO and other governance activities.

Overall, the board will communicate the progress of the school to parents, students, staff and the community in the following manner:

- Report on school progress during monthly and end-of year board meetings;
- Make available accountability progress reports and annual reports;
- Administer parent satisfaction surveys and use key findings to evaluate school programs/procedures and make necessary changes;
- Hold semi-annual "state of the school" informational meetings;
- Disseminate information about the school through mailings;
- Facilitate regular parent teacher conferences and open houses;
- Hold student theme fairs, such as science and civic project fairs for parents;

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Academy Charter School Uniondale

- Organize parent and community social gatherings centered on showcasing the school;
- Extend public invitations to board meetings;
- Disseminate information to community members about the on-going progress of the school and its students;
- Encourage community participation in school activities and invite community leaders to visit the school;
- Invite important public figures in public education to speak at the school and extend an open invitation to the community

13(d) - Bylaws

This request is incorporated by reference. Please refer to Exhibit 15, School By-Laws, the 2014 Renewal Application.

The name of the proposed charter school will be “The Academy Charter School Uniondale.”

(13)(e) – Code of Ethics

This response is incorporated by reference. Please refer to Exhibit 16, Code of Ethics, 2014 Renewal Application.

(13)(f) Complaint Policy

GUIDELINES FOR HANDLING COMPLAINTS

The Academy Charter School Uniondale (TACSU) views its students and parents -- and their satisfaction -- as our number one priority. We aim to create an environment that invites praise and commendation for our successes, and constructive criticism for our occasional mistakes.

If you think our school or one of our employees is doing a great job, we would love to hear from you. On the other hand, in the event that you have a grievance regarding our school or an employee, we want an opportunity to address your concern.

Please use the following applicable procedure if you would like to submit a complaint to TACSU:

If Your Complaint Alleges That TACSU Violated Its Charter or A Provision of Law Relating To The Management Or Operation of TACSU, then:

1. To appeal the decision, the appealing parents/guardians shall submit a written request to the Executive Director specifying the reasons why the decision should be overruled. The appeal must be initiated by the appealing party and received by the principal within five (5) working days of the notification of the decision to retain the student. The principal and teacher(s) shall be provided an opportunity to state orally and/or in writing the reasons for the decision and provide supporting documentation related to the criteria on which the decision was based. Within five (5) working days of receiving the written request for appeal, the Executive Director shall determine whether or not to overrule the school committee's decision. A parent may also appeal the Executive Director's decision to the Board of Trustees, which will appoint a committee to review the decision. The decision of the Board shall be final.
2. Parent may also submit a written complaint to the Board of Trustees of TACSU. The address of the Board of Trustees is:

Board of Trustees
The Academy Charter School
117 North Franklin Street
Hempstead, New York 11550

The Board of Trustees will make every effort to respond to your complaint in a timely manner, usually within 60 days. The Board may, in its discretion, investigate your

Response R-13(f) – Complaint Policy
Academy Charter School Uniondale

complaint on its own or the Board may delegate the investigation to a third party. To help insure a thorough and timely response, your complaint should include: (i) a detailed statement of the nature of your grievance (including the law or provision of the charter that you allege has been violated); (ii) if applicable, the names of the individuals involved, and the time, date and place the relevant incidents(s) occurred; (iii) copies of any relevant correspondence or documents; (iv) what action or relief you are seeking; and (v) your name, address and telephone number.

3. The Board of Trustees will provide you with a written response to your complaint, usually within 60 days, and a copy of the Guidelines of the Charter School Institute for handling Complaints (a copy is attached hereto). If you are unsatisfied with the response of the Board of Trustees of TACSU, and your complaint alleges a violation of law or a provision of the school's charter, you may submit your written complaint to the Charter Schools Institute on behalf of the State University of New York Board of Trustees (The Charter Schools Institute is the New York state governmental entity that monitors TACSU). The address of the Charter Schools Institute is:

Charter Schools Institute
Attn: Grievance Desk – Suite 700
41 State Street
Albany, New York 12207

Please note that the Charter Schools Institute does not have the power to review your complaint if you fail to allege a violation of law or a violation of the school's charter. To help insure a thorough and timely response from the Charter Schools Institute, your complaint should include: (i) a detailed statement of the nature of your grievance (including the law or provision of the charter that you allege has been violated); (ii) what response, if any, you received from the Board of Trustees of TACSU; (iii) copies of any correspondence between you and the Board of Trustees; (iv) what action or relief you are seeking; and (v) your name, address and telephone number.

To assist you in writing your grievance, the Charter Schools Institute has created a grievance form that is available on its website, which you can use when submitting grievances to it. A copy of the form is attached hereto and is also available at TACSU. The form is not mandatory; it is provided as a convenience to you.

4. The Charter Schools Institute will provide you with a written response. If you are unsatisfied with the Charter Schools Institute's response to your complaint, you have the right to "appeal" to the State Education Department of New York on behalf of the New York State Board of Regents. The address for the State Education Department is:

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Academy Charter School Uniondale

Charter Schools Unit
New York State Education Department
Albany, New York 12234

The State Education Department has its own guidelines and procedures for reviewing complaints. Therefore, you should consult the State Education Department staff in the Charter Schools Unit before submitting your complaint to them.

(14) District Relations

Applicants seeking to establish independent educational corporations face considerable opposition within certain districts across New York State, and particularly in Long Island. The education corporation's mission is to provide an exceptional interdisciplinary curriculum in a technology-rich environment that challenges students to explore connections across subjects and use experiential learning to bridge the gaps between theory and practice. In addition to core subjects, our students will benefit from high expectations in physical education, health, and the arts. Our focus on character development and community service will cultivate a student body poised to be active, engaged and responsible members of the community. The nature of the opposition, then, is not to the mission, but the method.

Our commitment has been and will be to operate within the laws of New York State to provide the best possible outcomes for the neediest children and families in our target communities. To date the founding team has neither sought nor obtained a written representation of the district's willingness to develop an ongoing relationship. We recognize and respect the institutional imperatives facing conscientious people across our district. We also choose not to impose our own morality on others. In fully respecting those who fundamentally or only marginally disagree with our approach, we have deliberately forged ahead with a non-confrontational methodology. Our principle aim is to inform and demonstrate the short and long-term viability of our model. Further, we seek to keep doors open for future collaboration with the district and other teaching and learning communities within and beyond Uniondale.

As noted throughout the application, we began our efforts in response to parents who reside in Uniondale and were seeking additional educational options within their own community. Traditionally, opposition is registered without respect to the merits of individual proposals. We are not optimistic about our ability to convince everyone. Still, we believe that our proposal has merit rooted in our tremendous track record of student achievement, our commitment to prepare students to be economically and intellectually competitive, and our commitment to leadership and service anchored around the needs of communities.

Going forward, we have a strong commitment to offer our services in support of a rich collaboration with the district. In the true spirit of national charter school legislation, we hope to share our key design elements and lessons learned with our peers so we can all strengthen the competitive chances of Uniondale's children. Areas of programmatic dissemination could include, and not be limited to, staffing and hiring, leadership development, literacy instruction, coaching, curriculum design, professional development, school culture, partnership development.

(15)(a)(b)(d) – Student Demand

(a) Student Population

The education corporation has obtained the following evidence of community support for, and interest in, the proposed charter school:

- The strongest initial indicator of support for and interest in the TACS model in Uniondale is the current enrollment. Presently, 16.7 percent of all TACS students are Uniondale residents.
- A second strong indicator of support for and interest in the TACS model is the current wait list of 733 students. The list is dominated by Hempstead residents seeking admission in grades K and 7. However, given our Uniondale enrollment, it is significant that they comprise an additional 9.6 percent of the wait list. The percentages are higher in the early grades: 12 percent for grade K, 15.6 percent for grade 1, and 12.3 percent for grade 2. The wait list pattern may indicate a strong initial desire from Uniondale which only increases as the initial inability to enroll in kindergarten. Establishing a school in Uniondale would surely reduce this number, however TACS would be able to accommodate more families from Hempstead and surrounding communities.
- A third indication of support for and interest in the proposal and the model comes from petitions obtained by the founding team on [date 1] and [date 2]. The team was able to obtain more than 120 signatures from Uniondale parents of children eligible to enroll in grades K through 2 in August 2018.

Our analysis of enrollment demand is as follows:

- The proposed charter school will seek to enroll 175 students in Year 1 in grades K through 2. Our core assumptions posit that no less than 65 percent of all students would be Uniondale residents (114 students). Uniondale schools have experienced significant enrollment growth over the past few years. We anticipate that the opening of a new charter school will provide a restorative effect wherein schools may operate at an optimal enrollment level. At present, UUFSD deems its schools to be at or above enrollment capacity. The districts' plans to meet enrollment needs acknowledge the demand for kindergarten seats may well exceed projections derived solely from live birth data within Uniondale. The district continues to attract immigrant populations seeking high-quality educational options which allow their children to compete with across the county and across the nation. Just as the district anticipates increased enrollment, we remain encouraged that a new school will not adversely impact high-quality schools in the district, nor lead to program reductions based on decreased enrollment. Moreover, we believe that students currently on waiting lists to enroll at The Academy Charter School will seek enrollment in Uniondale.

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

Our analysis of existing educational options does not indicate the proposed charter school is substantially similar to existing educational options near the proposed location.

- As noted above, the staffing model and curriculum are substantially unique from district schools. There are no charter schools in Uniondale.
- In addition to placing two teachers in each classroom, the shared services team model allows for a small group of teachers to collaborate with one another, but also leverage the experience of teachers at a high-performing charter school. TACS currently outperforms all Uniondale schools on 9 of 12 ELA and math indicators for grades 3 through 5.
- Based on published online documentation, UUFSD has yet to establish frameworks for STEAM education or to move its' mission statement beyond a vision wherein students are "users of technology."

(b) Target Population Enrollment

Enrollment and retention targets for the school are as follows:

Preliminary Student Enrollment Targets		
Student Population	UUFSD Percentage	Enrollment Target
Economically Disadvantaged	71.3%	126.7
English language learners	27.6%	49.1
Students with disabilities	6.4%	11.3
Preliminary Student Retention Targets		
Student Population	UUFSD Percent Retained	Retention Target
Economically Disadvantaged	94%	119.2
English language learners	94.4%	46.4
Students with disabilities	93.1%	10.5

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

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

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

Response R-15abd – Student Demand
Academy Charter School Uniondale

technology programs; and all after school programs including athletics.

Enrollment

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

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

(d) Community Support

Please refer to Response 15(e) for evidence of community support.

(15)(c) Student Demand

We refer the reader to our earlier discussion of “support for or interest in” the educational model. In our view, the evidence for community support comprises signatures obtained directly from parents. Additional evidence of community support includes public comments affirming the components of the program at various meetings in Hempstead and Uniondale. However, we recognize as evidence of student demand the number of currently enrolled students at TACS, the number and percentage of Uniondale students on the TACS waitlist, and the model-agnostic tendency of parents¹ to seek seats in high-performing schools. We believe that the long-term student performance at TACS constitutes a compelling proxy of excellence for parents, and will drive choice toward the proposed charter school.

¹ <http://onlinelibrary.wiley.com/doi/10.1111/econ.12153/full>

(15)(e) – Evidence of Support

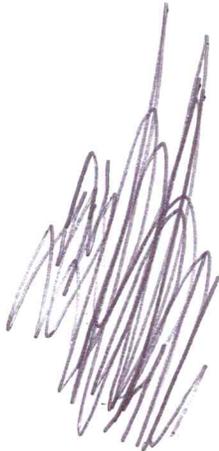
Parent signed petitions indicate interest in the prospective charter school to be located in Uniondale. Document 15(e)(1) contains 67 signatures.

The founding team acknowledges the limitations of this evidence submission. To that end, we consider the signatures merely to be an expression of interest, rather than an endorsement of the model.

THE ACADEMY CHARTER SCHOOL
UNIONDALE - COMMUNITY OUTREACH

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THE ACADEMY CHARTER SCHOOL
UNIONDALE - COMMUNITY OUTREACH



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UNIONDALE - COMMUNITY OUTREACH

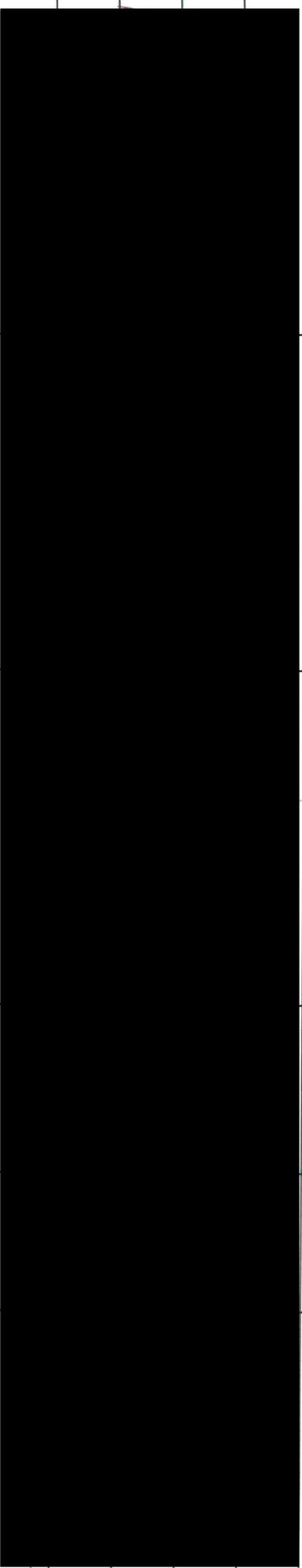
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UNIONDALE - COMMUNITY OUTREACH

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THE ACADEMY CHARTER SCHOOL
UNIONDALE - COMMUNITY OUTREACH



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THE ACADEMY CHARTER SCHOOL
UNIONDALE - COMMUNITY OUTREACH

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(15)(f) Admissions Policy

The admissions policy governing the education corporation and the school shall be as follows:

THE ACADEMY CHARTER SCHOOL UNIONDALE

Anti-Discrimination Criteria and Allowable Admission Preferences

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

Scheduled Application and Enrollment Period

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

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

The application process begins when a parent or guardian completes an application form. A bilingual representative of The Academy Charter School Uniondale team is present at all parent meetings and open houses to assist parents in filling out the admission application, as well as by phone to respond to parent questions and/or concerns. In addition, applications are provided in Spanish for parents who feel more comfortable submitting applicant information in Spanish. It will provide the school with

basic information about their child, such as name, address, date of birth and number of siblings applying to the school. All applications must be received on or before the application deadline. Once received, the application will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, 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.

Outreach Plan

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

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

Attracting Students with Disabilities and English Language Learners

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

- Designing marketing materials that highlight the number of special education teachers on staff

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

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

Lottery

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

Students who were not accepted will receive a postcard with the waitlist number drawn from the night of the lottery notifying them that they will be placed on a waiting list. Should openings become available, the waitlisted students will be contacted in the order they were pulled in the lottery.

The board ensures that the admission process adheres to Ed. L §2854(2)(a) and (b). Please note that The Academy Charter School admission policies will include provisions to allow for ten percent (10%) of newly enrolled students to be admitted via transfer under the No Child Left Behind choice program.

Student Registration

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

Withdrawal Procedures

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

Re-Enrollment

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

Admissions Letter

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



April 1, 2018

Dear Parents,

We are pleased to inform you that The Academy Charter School has many new families wanting to join our student body for September 2018. Please know that you are an important part of our school family, and we are looking forward to having you continue with us.

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

Please send it by your child by April 1, 2018. We want to save your child's seat for September.

Sincerely,

Principal

-----Tear-off-----

Dear Principal:

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

Child's Name_____ Class_____ Yes or No_____

Child's Name_____ Class_____ Yes or No_____

[If No, reason please_____]

Sincerely,

Parent's Signature_____

PLEASE RETURN SIGNED IMMEDIATELY. THANK YOU.

The admissions procedure of The Academy Charter School Uniondale will replicate the existing practice of The Academy Charter School in Hempstead. The procedure is as follows:

One application must be filled out for each child who wishes to attend

- Only one application will be accepted per child.
- Applications must be received by **April 2, 2018** to be entered into the lottery. Lottery will be held on **April 5, 2018**.
- An application must be submitted for each sibling before the lottery deadline. (For the purposes of the lottery, two students are siblings if and only if one student has a legal parent, legal guardian, or legal foster parent who is also the legal parent, legal guardian, or legal foster parent of the other student.)

An adult will only be considered a student's legal parent if there is proof of blood-relation (as evidenced by valid birth certificate), legal adoption (as evidenced by valid, appropriate court documents), or legal marriage (i.e. step-child, as evidenced by a valid marriage certificate). An adult will be considered a student's legal guardian or legal foster parent only if there is proof of such a relationship (as evidenced by valid, appropriate court documents).

- Applications are not considered valid until they have been received and reviewed for completeness and a confirmation card or email has been sent back to the applicant.
- If information on the application is incorrect, the application will be considered invalid, and any offer made for a place in the school based on this information will be taken back.

For example, if the application indicates that the child will be 5 years old by December 31st, but in reality the child is not, the offer will be rescinded. Likewise, if the application indicates that the child will be entering a given grade in **September 2018**, but the child is actually entering a different grade – for any reason – the offer will be rescinded, and the child will have to reapply for the grade in which they are entering.

- If the students or parent/guardian's address or phone number changes, please notify the school so that we may contact you in the event that the student is offered a place at the school.
- The school is a public school open to all applicants entering grades **K-2**, based on space availability within each grade.
- Any child qualified under the laws of New York State for admission to a public school is qualified for admission to the THE ACADEMY CHARTER SCHOOL; there is no tuition.

- Students who have a disability or who may be in need of special education services or programs are eligible for admission into the school on the same basis as all other students.

Students will be admitted to the school by lottery.

- The lottery is open to all eligible applicants applying to grades **K-2**.
- All applications received by **APRIL 2, 2018 at 4:00 pm** will be separated by grade and entered into the lottery.
- The lottery will be on held on **April 5, 2018**.
- A random drawing of names by grade will be held.
- Preference will be given to **siblings enrolled** at THE ACADEMY CHARTER SCHOOL UNIONDALE , **students of staff** of THE ACADEMY CHARTER SCHOOL UNIONDALE, and then **students residing** in UNIONDALE UNION FREE SCHOOL DISTRICT.
- If students do not accept their spots by the registration deadline, those spaces will be given to students on the waiting list.

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

(16)(ac) - Facilities

(a) Facility Needs

The founding team has not yet selected a facility in Uniondale to locate the school. At present, team members are in conversations with several property owners regarding space commensurate with accommodating the school for all five years of the growth plan.

We anticipate requiring a space ranging from 26,000 square feet (approximately 55 square feet per student at full capacity) to 38,000 square feet (approximately 70 square feet per student at full capacity). The educational program that we require can be fully supported within such a space. Alternatively, should a full-growth space be unavailable in time for opening, trustees and administrators will evaluate plans to secure a location adequate for two years of school operations (approximately 14,000 square feet). The education corporation has significant real estate and finance experience, including site selection, acquisition and bond financing. Our goal will be to mitigate any disruptions to the academic team due to required relocations.

The education corporation is presently housed in a single 35,000 square foot facility at 117 N. Franklin Street that serves grades K through 5. The building contains eighteen classrooms. Additionally, the new space provides an art room, science lab, music room, gymnasium, and cafeteria. This space provides us with the opportunity to further implement our school's educational program, while also providing our students with many amenities we did not enjoy at our previous location and that is not common in traditional public schools in the Hempstead school district. For example, in addition to enjoying technology-rich classrooms, a gymnasium, and a library, The Academy has its own state of the art kitchen that gives our students the opportunity to enjoy freshly prepared meals. We would like to extend the same benefits to the Uniondale community.

Commercial rents in Hempstead and Uniondale generally range between \$20/psf and \$25/psf. To that end, we project rental expenses ranging from \$190,000 to \$250,000 in Year 1. The education corporation presently projects debt service requirements of approximately \$2.5M in year ending June 30, 2018. School revenues and education corporation revenues are sufficient to meet anticipated obligations. We believe the education corporation's long history of sound financial management, strong academic results, and organizational stability bode well for our capacity to obtain financing to purchase a facility in Uniondale, if necessary. Therefore, our options include, but are not limited to, obtaining a lease wherein a relocation is required at some point prior to Year 5; renting a facility for a duration to be determined with or without an option to purchase; and obtaining financing over the course of the charter term to purchase a facility commensurate with our long-term growth strategy in Uniondale.

Our board of trustees and administration team both possess the experience and acumen to execute the required deal. As we seek properties within the Uniondale community for the location of the proposed school, we will remain mission driven and continue to prioritize the educational needs of our students, the operational and resource support needs of our teachers, and the organizational continuity of the education corporation.

(b) Facility Selection

The Uniondale community has a selection of large lots and buildings which can be adapted to meet our instructional and operational needs over the next five years. The team has not yet identified a facility for use, but has outlined the requirements to meet the needs of the educational program. In Uniondale's district schools, there are 143 grade level classrooms for grades K through 5. The majority (137) are at or above NYSED's suggested minimum of 770 square feet. Thirty classrooms are at or above 900 square feet.¹ Within the Academy Charter School, our average classroom size is approximately 900 square feet. Our building design has emphasized creating large, well-lit, accessible spaces that support our co-teaching model. Our model requires additional space for teachers to work seamlessly with diverse small groups of learners. We intend to increase our usage of push-in strategies to support English language learners and students with disabilities. Therefore, our design necessitates space for 25 students and three or four adults to work in a manner that supports high-quality instruction, intensive group work, re-teaching, mentoring of teaching assistants, collaboration with special education and ENL teachers and more.

The education corporation will also comply with all health, safety, sanitation and building code requirements of NYSED. In addition to line items for rental expense, we have established line items for meeting compliance needs under repairs and maintenance based on costs set in the expansion of the middle and high school program expansions within the education corporation. The school will follow all existing procedures established within the education corporation to ensure compliance.

(c) Facility Related Conflicts of Interest

The education corporation and its partners will own or lease a facility. As noted above, the precise timing of that lease/own structure is still to be determined. We anticipate any future lease arrangements would mirror our existing lease agreements in substance and form. At present, there are no conflicts of interest between education corporation members and any potential property owners. Our process to surface and avoid such conflicts is rooted in our by-laws and code of ethics. Trustees are expected to disclose the potential for any conflict of interest at a stage that does not jeopardize the independence of the board or contribute to the perception of impropriety by a trustee individually or the board. The school retains counsel to advise on matters that may pose

¹ Uniondale Kindergarten through Grade Twelve Program Delivery Study, 2015-16.

a conflict, and on the exercise of recusal or other options which may include removal of a trustee for failing to the adhere to the code of ethics.

The administration team is presently working to identify a facility at a competitive market rate. An independent appraisal of fair market value will be provided to the Institute upon request. The education corporation assures that no trustees will have an ownership interest in the facility.

(16)(d) Facility Documents

This request is not yet applicable. There are no supplemental facility documents available.

(17) – Food Services

The policy of the proposed charter school shall be aligned with TACS and the education corporation.

The Academy Charter School of Uniondale will provide students breakfast, lunch and a morning and afternoon snack. TACS Uniondale will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

TACS Uniondale will hire cafeteria staff to provide food services to students on site. The long-standing policy of the education corporation has been to hire staff to provide the best and freshest meals possible for students.

TACS Uniondale intends to lease space in the Uniondale community. As such, we expect the school will have its own food service facilities, including kitchen and cafeteria accommodations that will be shared by all programs within the school. If the sharing arrangement is not satisfactory to the Head of School, he or she may choose to provide food services to students directly in the classroom or in other suitable common areas.

(18) – Health Services

The policy of the proposed charter school will be aligned with the existing policies of the education corporation and TACS Hempstead. This draft policy clarifies policy elements within the existing policy, and incorporates language from various schools.

TACS UNIONDALE shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. TACS UNIONDALE shall provide on-site health care services similar to the extent that such health services are available to children attending other public schools in the district where TACS UNIONDALE will be located. This will be done, if possible, through a contractual arrangement with the Uniondale Union Free School District office to supplement the level of health services mandated to be provided to TACS UNIONDALE in accordance with §2853(4)(a) and §912 of the Education Law or through the hiring of a nurse on staff.

Staff: TACS UNIONDALE will not hire a Nurse to supervise the disbursement of medication, the treatment of students who are ill, the treatment of students who are injured, and to train faculty and staff in first aid, including but not limited to, cardiopulmonary resuscitation and emergency response utilizing the Automated External Defibrillator (AED). UUFSD will provide nursing services to the school. In the Nurse's absence these responsibilities will become that of the Principal or his/her designee. The nurse will additionally be responsible for all record keeping and correspondence related to these responsibilities. Hearing and vision testing will be done on all new students by qualified individuals of the NYS Department of Health (NYSDOH). A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. School staff will work with the NYSDOH, local school districts, and other appropriate authorities to provide these services.

TACS UNIONDALE, in accordance with NYS law, requires that each student entering TACS UNIONDALE have a certificate of immunization at the time of registration or not later than the first day of school. State immunization requirements include: Diphtheria [Toxoid Containing Vaccine (DTP, DTaP) 3 doses]; Polio [(IPV) (OPV)3 OPV or 4 IPV]; Measles/Mumps/Rubella (MMR) 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR); Hepatitis B [3 doses, 7th graders entering school after 9/1/00 – 3 doses of RecombivazHB, Engerix B or 2 doses of adult hepatitis B vaccine for children 11 to 15 years old]; Varicella [1 dose].

Before a child can be permitted to enter or attend TACS UNIONDALE, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and

exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent A-91 Charter Application Module Appendix 2009 or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

Defibrillator: TACS UNIONDALE, in accordance with §917 of the Education Law, will maintain on-site AED equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member(s) is trained in the operation and use of such equipment for use in TACS UNIONDALE and at any TACS UNIONDALE-sponsored events at other locations. It shall be the responsibility to contact medical services through 911.

Medication Delivery System Procedures:

TACS UNIONDALE will establish a secure, easy to understand, and safe medication delivery system. The nurse, with support from the TACS UNIONDALE Principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. TACS UNIONDALE will avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook; school publications/calendars; inserts with report cards; mailings to physicians and/or local medical societies; and individual parent/student counseling.

Pharmacies: (1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures; (2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given by the nurse or licensed practical nurses under the direction of the nurse. Administration of such prescribed medications will not be performed by the other members of TACS UNIONDALE staff; and (3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist self-directed students with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders: TACS UNIONDALE requires written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status. Written

orders for prescription and nonprescription OTC medications should minimally include: (1) Student's name and date of birth; (2) Name of medication; (3) Dosage and route of administration; (4) Frequency and time of administration; (5) For prn (as necessary) medications, conditions under which medication should be administered; (6) Date written; (7) Prescriber's name, title, and signature; and (8) Prescriber's phone number. The nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery A-92 Charter Application Module Appendix 2009 should not be delayed pending this information, unless such information is essential to the safe administration of the medication. Special considerations: Medication orders must be renewed annually or when there is a change in medication or dosage: (1) The pharmacy label does not constitute a written order and cannot be used in lieu of a written order from a licensed prescriber; (2) When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed: (a) Contact parent regarding need for written order from a licensed prescriber; (b) Contact licensed prescriber to obtain verbal permission to administer medication; (c) Request fax or written orders to be received within 48 hours; (d) Contact parent and discontinue medication if written orders are not received in 48 hours; and (d) Document above steps. Parental Responsibility: (1) A written statement from the parent or guardian requesting administration of the medication in school as ordered by the licensed prescriber is required; and (2) It is the responsibility of the parent or guardian to have the medication delivered directly to the health office in a properly labeled original container. Prescription medications: The pharmacy label must display: (1) Student name; (2) Name and phone number of pharmacy; (3) Licensed prescriber's name; (4) Date and number of refills; (5) Name of medication/dosage; (6) Frequency of administration; and (7) Route of administration and/or other directions

OTC Medications: (1) Must be in the original manufacturer's container/package with the student's name affixed to the container. The same applies to drug samples; (2) For certain medications, especially controlled substances, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking; (3) Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school; (4) Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage; and (5) Education of families regarding the TACS UNIONDALE's medication protocols is an ongoing responsibility of TACS UNIONDALE.

Response R-18 – Health Services
Academy Charter School Uniondale

Medication Administration: (1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised, so that they can advise TACS UNIONDALE if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time; (2) If a student fails to come for a dose, the A-93 Charter Application Module Appendix 2009 administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, TACS UNIONDALE will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly; (3) If students chronically fail to come for medications, the nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication; (4) Ongoing communication and collaboration between TACS UNIONDALE and parents will occur to assist students in assuming personal responsibility for their health behaviors; (5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, TACS UNIONDALE will send a confirmation to the parent with a copy to the prescriber of TACS UNIONDALE's intention to discontinue the medication on the parent's request; and (6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of Medication: (1) No medication will be brought into TACS UNIONDALE without informing the nurse and the building principal. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and (2) All medications, except as otherwise arranged, will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of TACS UNIONDALE. Whenever possible,

medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when either requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition. Carry and Self-administer Medication: If the TACS UNIONDALE nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria: (1) Severity of health care problems, particularly asthmatic or allergic conditions; (2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer; (3) Parent statement requesting compliance with licensed prescriber's order; (4) Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school; (5) School nursing assessment that student is self-directed to carry and self-administer her/his medication properly; and (6) Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to insure that the student is carrying and taking the medication as ordered. This contact will be documented. Any student self-administering medication without proper authorization will be counseled by the nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

Emergency Medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents. Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products: TACS UNIONDALE will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation should be made on the student's health record.

(19) – Transportation Services

The policy of the proposed charter school is aligned to the policy of the education corporation.

Transportation is provided according to the local school district of your residence. Uniondale Union Free School District does not provide busing within Uniondale. Students attending The Academy from other towns that provide busing services will receive a schedule that is disseminated to parents at the beginning of the school year. Parents/guardians must contact their individual school district's transportation department for assistance with arrangements immediately upon registering for The Academy.

(20) Insurance

Description of Coverages

Please refer to Attachment R-20-1 Insurance for a description of coverages.



ADDITIONAL REMARKS SCHEDULE

AGENCY Arthur J. Gallagher & Co. Insurance Brokers of CA.		NAMED INSURED The Academy Charter School (TACS)	
POLICY NUMBER		[REDACTED]	
CARRIER	NAIC CODE	EFFECTIVE DATE:	

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
 FORM NUMBER: 25 FORM TITLE: CERTIFICATE OF LIABILITY INSURANCE

Effective 7/1/2016 to 7/1/2017
 Policy [REDACTED]
 Limit [REDACTED]
 Retention [REDACTED]

Fiduciary Liability Coverage
 Effective 7/1/2016 to 7/1/2017
 Policy [REDACTED]
 Limit [REDACTED]
 Retention [REDACTED]



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
7/20/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher & Co. Insurance Brokers of CA. [REDACTED]	CONTACT NAME:	
	PHONE (A/C, No, Ext):	FAX (A/C, No):
	E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE	
	INSURER A:	NAIC #
	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

INSURED
The Academy Charter School (TACS)
[REDACTED]

COVERAGES CERTIFICATE NUMBER: [REDACTED] REVISION NUMBER:

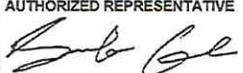
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input checked="" type="checkbox"/> LOC OTHER:		BGP-100154-01	7/1/2016	7/1/2017	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG Sexual Molestation
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		BGA-300154-01	7/1/2016	7/1/2017	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)
D	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$		48883291-191	7/1/2016	7/1/2017	EACH OCCURRENCE AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A				PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
B C E	Educators Legal Liab/D&O/EPL Crime Student Accident		0202-6243 UC11518394.16-004 US745873 / US745874	7/1/2016 7/1/2016 7/1/2016	7/1/2017 7/1/2017 7/1/2017	[REDACTED]

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Locations:
[REDACTED]

Additional Coverages:
Cyber Liability Coverage
See Attached...

CERTIFICATE HOLDER Evidence of Coverage	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

21 – Fiscal Soundness

(a) Budget

The budget to support the Academy Charter School in Uniondale is conservative. It is a mission-aligned budget that holds revenues constant and assumes varying increases ranging from one to three percent on various line items. The budget increases of three percent are on line items with highly variable costs impacted by a broad range of factors such as employee benefits, health care contributions, 401 (k) contributions and rent/lease expense.

Facility expenses are calculated at the high end of regional rates for commercial real estate. Staff salaries are calculated to reflect our two-fold commitment of offering a competitive salary to high performers, and of providing experienced staff with opportunities to grow within the organization. In practice, we find these commitments save time and other finite resources lost due to hiring searches and comparable matters.

Our pre-opening budget reflects our commitment to seek CSP funding. The budget does not include philanthropic funding, nor does it exceed the threshold of \$550,000 for new applicants. We will continue to direct our services to underserved populations, and will embark within TACS to initiate a STEAM curriculum in 2017-2018. In Uniondale, we will mirror that shift and provide instruction across all areas of scientific inquiry. Our budget will provide administrators and teachers with an opportunity to plan and purchase the essential materials required for a rigorous curriculum.

A budget for the proposed school is attached as Response 21(e). A budget for the education corporation is attached at Response 21(e)2. At this time, the education corporation trustees and management do not envision or plan for cashflows between schools. In the event that such transactions are required, trustees will evaluate the merits of the proposed action and take action on behalf of the best interests of both schools.

(b) Financial Planning

Please refer to Section VIII of the Business Plan for a comprehensive discussion of the financial planning at both the education corporation and school level. Additionally, at the school level:

Budget Development

The Academy's finance committee works with the school's business manager and representatives from BoostED Financial (BF) to collaborate on drafting the school's budget and making financial decisions that ensure the schools remains a fiscally sound entity. This group communicates regularly to discuss the school's financial status. The

board's chairperson and treasurer are two of several trustees with extensive experience in finance and budgeting. The board of trustee's finance committee presents a monthly financial report at the monthly meetings, at times with the assistance of members of BF's finance team.

The needs of the school are identified and weighed through meetings with The Academy's business manager, the board's finance chair, and a representative from BoostED Financial. At the school level, the business manager works closely with the principal to identify any financially problematic issues that may occur.

A budget for each school year is presented to the board, voted on, and approved prior to the beginning of each fiscal year (July 1). The business manager works closely with representatives from BoostED Financial and the board's finance committee to ensure the school's best interests and needs are being addressed in the school's annual budget.

To ensure that decisions made at the school level are in keeping with the annual budget, the board will continuously review financial data. The board's finance committee will review monthly reports that provide data on funds already disbursed, encumbered, and budgeted and will have the ability to review financial performance in real time whenever they choose. This real-time data will allow the board to make quick yet informed decisions regarding funds remaining, including re-allocation of funds where necessary and applicable, and allow the board to make more informed planning decisions for the following year's budget.

Additionally, at the mid-way point of each fiscal year, the business manager meets with the board's finance committee and financial representatives from BoostED Financial to ensure the projected budget is meeting the reality of the school's operational costs. If the group discovers the budget is significantly off from the actual expenditures of the school, the business manager will create a new budget with the board's finance chair to ensure fiscal solvency and long-term financial health. This new budget will be presented to the school's board of trustees and put up for a vote.

Long-term Fiscal Oversight

The Academy has and continues to be a fiscally sound operation. The school has been successfully managing its debt (bonds, line of credit, capital financing, etc.) and there have not been any defaults whatsoever. The current 6-year projection for the school includes an Operating Surplus as well as a Cash Surplus each year. Per Pupil Revenue was held flat through FY2013 and then a small (2%) increase was factored in from FY2014 and beyond. Expenses were budgeted for a 2% increase each year as well. The budget factors in all debt payments as well as the staffing model needed to ensure that the academic success of the school is continually maintained.

Enrollment Budget

The school is able to easily rely on a budget that is solely sustainable through the per-pupil allocation it receives from the state. Because the school has been open for four years and has consistently been highly lauded in community, The Academy is able to boast an expansive wait list that can be utilized to fill empty seats. While neither student turnover nor attrition has been a problem for the school, it is fiscally comforting to know that the school will not face fiscal jeopardy if several students need to withdraw from the school. In the event of that happening, the seats can be easily filled, and thus, a budget that relies upon the projected enrollment will be both reliable and sustainable.

Internal Controls

In order to confirm that management reports accurately reflect the School finances, all PO's, non-cash Revenue Forms, and School-based account activity must be forward to BoostED Financial Accounting. (The Accounting department refers to this as "Accruals.") The Accounting department will depreciate fixed assets, calculate management fees, book any interest expense and address any other items required to ensure accurate financial statements for the School. Financial reports for the preceding month will be mailed from the Accounting Department to the Business Manager, Principal and School Operations team by the 25th of each month. These reports include:

- YTD Profit & Loss – Budget vs. Actual
- YTD Profit & Loss – Budget vs. Actual Variance Analysis
- Balance Sheet – Current vs. Prior Year-End
- Balance Sheet - Current vs. Prior Year- End Variance Analysis
- Statement of Cash Flows
- Capital Expenditures
- Accounts Receivable, if applicable

Reviewing Reports

The Business Manager, Principal and School Operations team review these reports and do the following:

- Provide feedback and substantiation to correct any misallocation for misclassification of items.
- Evaluate levels of spending vs. current budget to estimate future expenditures or request budget amendments (see section 13, Budgeting for more details.)
- Evaluate the necessity of each expenditure and implement procedures to correct for any inappropriate or unnecessary expenditure.

- Provide feedback for designing the next year's budget usual actual expenditures as guidelines.

Steps for Evaluating Reports

In order to properly assess reports, the Business Manager, Principal and School Operations teams follow these steps:

- 1) Scan report for items that are unusually over or under budget or otherwise might need attention based on related circumstances.
- 2) Look to corresponding categories on the General Ledger Trial Balance for a line byline detail of what made up the month's expenses of revenues.
- 3) Look to the Payroll Report, Purchase Orders, Accounting Department Check Requests Expense Reimbursements and other documents, which provide further detail on the lines for the General Ledger Trial Balance.

If these reports are found to be inaccurate in any respect, feedback is given to the BoostED Financial Accounting Department personnel

Financial Oversight

As the ultimate governing authority of the school the Board of Trustees exercise, "final authority for policies and operational decisions of the school," [Educational Law §2854(1)(f)]. Primary responsibilities include:

- Developing and approving school policies, such as curriculum design, budget policies, Board of Trustee's code of ethics, and personnel policies
- Monitoring effectiveness of the educational program and educational outcomes
- Approving the hiring/firing of the principal
- Receiving and reviewing reports on academic, operational and financial performance
- Maintaining open communication with parents, the community and the general public
- Adhering to the Open Meetings Law [Education Law §2854(l)(e) [Article 7 of the Public Officers Law §100 et. Seq]
- Fundraising for the school

The board's Executive committee facilitates effective decision-making by the Board. Comprised of the Board's officers and additional members by nomination, the executive committee is responsible for planning Board meeting agendas; making decisions on behalf of the Board; serving as a communication link with other Board members; assessing the charter school's short and long-term needs and presenting a long range plan to the Board.

The board's Finance and Fundraising committee work closely with the business manager to oversee the financial viability of the school. The committee will meet periodically to review fiscal budgets for the upcoming year and provide guidance on the school's business objective. After the budget is completed, they will present to the rest of the Board and make a recommendation for approval. This committee will also oversee the hiring of the schools business manager position. When needed, the committee will arrange and obtain financing for the school for expansion, and will organize fundraising events.

The Board will hold monthly Board meetings at which the Committees and the principal report on the educational, financial and operational functions of the school. Meetings will be open to the public and the Board expects that parents and other concerned community members will attend.

(c) Fiscal Audits

Independent Audits

As indicated in the financial statements and independent auditors' report, TACS has been in good financial standing since it was established in 2009. The school has received positive audits from Koch Group & Company, LLP Certified Public Accountants in each of the independent audits they have performed. The proposed charter school will continue to work with BoostEd Financial on monthly and quarterly financial reporting, and audit prep. At the school level, the building principal and business manager will work with BoostEd Financial.

At each monthly board meeting, a representative from BoostEd Financial presents a financial report. This report includes income, expenses, variances and enrollment information. If the report's projection indicates there is an imminent financial shortfall, members of BF's financial team works with the Finance Committee and The Academy's business manager to ensure that the shortfall is addressed before it becomes an issue.

Financial Condition

The school keeps a sizeable amount of cash on hand, but relies on BoostED Financial to pay most bills and expenses. The cash that is kept on hand is primarily used for emergency situations or for reimbursing small school-based purchases.

Members of BoostED Financial' financial team work with the business manager and the board's finance committee to prepare and monitor cash flow projections. If an issue arises the monitoring system that the BF and the school has put in place will

The school accumulates unrestricted net assets that are equal to or exceeds two percent of the school's operating budget for the upcoming year.

Please see Response R-21c -1 – Financial Policies and Procedures for the procedures used by the education corporation (and the proposed charter school) with Victory Partners, Inc., d/b/a BoostED Financial.

(d) Dissolution Procedures

In the event of dissolution of a single school, the principle procedures the school would follow are:

1. Convene a meeting of the board of trustees and key administrators to assign roles for the winding down of the business of the education corporation.
2. Confirm the financial position of the school and the available of sufficient funds held in escrow to manage and effect the dissolution.
3. Consult with legal counsel on the status and obligations of the education corporation.
4. Convene a meeting with our larger stakeholder communities to share the process of dissolution and their forward-looking options, including placement in the continuing school, lottery procedures (if necessary), and records transfers.
5. Notify bondholders, if applicable, of the status of the education corporation and the status of each school operated by the education corporation.

The detailed steps in the SUNY Closure Plan are effective, but will require a dedicated person to ensure high-fidelity fulfillment of the items on the list. Our trustees may hire an independent party/organization to lead the dissolution process subsequent to the fulfillment of all trustee and administrative duties required by the authorizer, the New York State Education Department and the laws of New York State.

The current dissolution procedures of the education corporation are incorporated by reference.