

THE LAWRENCE CHARTER SCHOOL

<b>FULL APPLICATION SUMMARY</b>	
Proposed Charter School Name	The Lawrence Charter School (TLCS)
Proposed Board President Name	Burton Sacks
Proposed Board President Email Address	████████████████████
Proposed Board President Telephone Number	██████████
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Public Contact Telephone Number	646-734-3133
District Location	Lawrence Union Free School District
Opening Date	September, 2016
Proposed Charter Term	Five years
Proposed Management Company or Partners	N/A
Projected Enrollment and Grade Span During Charter Term	K-5; enrollment of 360
<p>Mission Statement: The Lawrence Charter School (TLCS) prepares students for academic, personal, and civic success in a safe and nurturing environment. As a Core Knowledge school, we set challenging academic standards, establish a culture of high expectations, and develop the whole child through emphasis on knowledge and skills acquisition, hands-on learning, critical thinking, and preparation for college and career.</p>	

## Table of Contents

<i>Number</i>	<i>Title</i>	<i>Page</i>
	<b>Cover Page</b>	1
	<b>Table of Contents</b>	2
<b>I</b>	<b>Mission, Key Design Elements, Enrollment and Community</b>	3
A	Mission Statement and Objectives	3
B	Key Design Elements	4
C	Enrollment, Recruitment, and Retention	5
D	Community to Be Served	7
E	Public Outreach	9
F	Programmatic and Fiscal Impact	10
<b>II</b>	<b>Educational Plan</b>	11
A	Achievement Goals	11
B	School Schedule and Calendar	12
C	Curriculum and Instruction	14
D	Assessment System	17
E	Performance, Promotion, and Graduation Standards	18
F	School Culture and Climate	18
G	Special Student Populations and Related Services	19
<b>III</b>	<b>Organizational and Fiscal Plan</b>	23
A	Applicant/Founding Group Capacity	23
B	Board of Trustees and Governance	24
C	Management and Staffing	25
D	Evaluation	30
E	Professional Development	33
F	Facilities	35
G	Insurance	36
H	Health, Food, and Transportation Services	36
I	Family and Community Involvement	38
J	Financial Management	39
K	Budget and Cash Flow	42
L	Pre-opening Plan	42
M	Dissolution Plan	45
	<b>Attachments</b>	
1	Admissions Policy and Procedures	48
2a	Samples of Evidence of Community Outreach	50
3a	Sample Weekly Daily Schedules	61
3b	First Year Calendar	63
4	Student Discipline Policy	64
5b	By-Laws	70
5c	Code of Ethics	79
8a	Hiring and Personnel Policies and Procedures	83
9	Budget and Cash Flow Template	95

## ***I. Mission, Key Design Elements, Enrollment, and Community***

### ***A. Mission Statement and Objectives***

The Lawrence Charter School (TLCS) prepares students for academic, personal, and civic success in a safe and nurturing environment. As a Core Knowledge school, we set challenging academic standards, establish a culture of high expectations, and develop the whole child through emphasis on knowledge and skills acquisition, hands-on learning, critical thinking, and preparation for college and career. The school's objectives are to:

- empower students of diverse backgrounds to achieve high standards in core subject areas as measured by New York State Assessments, other standardized assessments, and evaluation of student work
- develop fluent readers and writers as measured by New York State Assessments, other standardized assessments, and evaluation of student work
- integrate arts throughout the curriculum as reflected in teachers' planning and review of the taught curriculum
- prepare students to succeed in higher grades as measured by student promotion rates and parent surveys
- meet student needs through the regular instructional program, in-class supports and weekend tutoring as measured by reduction in special education placements, exiting from ESL/bilingual services, and grade level performance
- engage parents and maintain a high level of communication with parents/caregivers as measured by parent surveys and student retention rates

### ***B. Key Design Elements***

Rather than replicate a specific charter school model, the organizing group reviewed the charter school research literature and descriptions of effective charter schools to identify and select approaches associated with high academic achievement. From these, the group adopted practices that best matched the needs of the community and worked together to create a coherent K-5 instructional program.

Research on effective charter schools addresses two main questions: "Are charter schools in general effective?" and "What charter schools features and practices are associated with student achievement?" Given our purpose, we focused on the second question.

In *Learning from the Successes and Failures of Charter Schools*<sup>1</sup>. Roland G. Fryer discussed a 2010 study of 35 New York City charter schools in which researchers focused on distinguishing more-effective from less-effective charter schools. He reported that "we identified five educational practices that are proving most successful: (1) focusing on human capital, (2) using

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<sup>1</sup> Fryer, Roland G., *Learning from the Successes and Failures of Charter Schools, Discussion Paper 2012-06*, The Hamilton Project, Brookings, Washington, D.C., September 2012, p. 6. This study is based specifically on charter schools in New York City.

student data to drive instruction, (3) providing high-dosage tutoring, (4) extending time on task, and (5) establishing a culture of high expectations.” The following were not associated with higher achievement: class-size, per-pupil expenditure, and percentage of teachers with certification and an advanced degree. (However, small class size is a frequent characteristic of the high-achieving schools we reviewed: see below.)

*How New York City’s Charter Schools Affect Achievement*<sup>2</sup>, published in September 2009 reported results through the 2007-8 school year. The following policies were associated with more effective charter schools: “a longer school year; a greater number of minutes devoted to English during each school day; a small rewards/small penalties discipline policy; teacher pay based somewhat on performance or duties as opposed to a traditional pay scale based strictly on seniority and credentials; a mission statement that emphasizes academic performance, as opposed to other goals.”

A third study, published in 2004, *Successful Charter Schools*<sup>3</sup>, described successful charter schools and highlighted the following characteristics they exhibited: a powerful mission, curriculum and pedagogy that are responsive to that mission, flexible structure and operatives, responsive staff, a supportive school environment, internal accountability, staff commitment, partnership with parents and the community, and accountability.

We also rank ordered New York State charter schools based on the percent of students proficient (performance levels three and four) on the 2014 English Language Arts (ELA) assessment and identified those that exceeded the New York State average with a special focus on those that exceeded the state average for low poverty districts and demonstrated high math scores.

To learn more about these schools, we reviewed documentation including school websites, annual performance reports, and for those schools located in NYC *Inside Schools*. In addition, a proposed board member and a community member visited Success Academy Williamsburg.

The following were commonalities among elementary charter schools that informed our thinking: a culture of high expectations for all students, extended day/year programs, reduced class size for core subjects, structured curriculum with periodic assessment of student progress, significant time during the school day for literacy instruction along with an emphasis on reading in school and at home, positive reinforcement for model behavior and learning, clear behavior expectations and consequences, and use of hands-on curriculums in science and/or math, integration of the arts, strong professional development, and frequent communication with parents (including progress updates) with an open invitation to visit the child’s classroom.

Based on our research, the following are key design elements of the locally-developed model we are proposing:

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<sup>2</sup> Hoxby, Caroline M; Mararka, Sonali; and Kang, Jenny. *How New York City’s Charter Schools Affect Achievement, August 2009 Report*. Second report in Series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009.

<sup>3</sup> U.S. Department of Education, Office of Innovation and Improvement, *Innovations in Education: Successful Charter Schools*, Washington, D.C., 2004.

- extended school day/year
- small class size of fifteen students
- structured curriculum setting high expectations for student performance in relationship to New York State standards
- periodic assessments and their use in planning instruction/intervention
- clear academic and behavioral expectations
- an intervention/tutoring program for students not making expected progress
- a strong program of professional development and collaboration
- frequent and open communication with parents

*C. Enrollment, Recruitment, and Retention*

**Projected Enrollment.** The projected enrollment for year five is 360 students. TLCS will seek to enroll a diverse cross-section of students representative of the current student population attending LUFSD public schools (see below for a discussion of the current school population.) The following table summarizes projected enrollment.

<b>Projected Enrollment Over the Charter Term</b>						
<i>Grades</i>	<i>Ages</i>	<i>Year 1: 16-17</i>	<i>Year 2: 17-18</i>	<i>Year 3: 18-19</i>	<i>Year 4: 19-20</i>	<i>Year 5: 20-21</i>
K	5	60	60	60	60	60
1	6	60	60	60	60	60
2	7		60	60	60	60
3	8			60	60	60
4	9				60	60
5	10					60
<i>Total</i>		<i>120</i>	<i>180</i>	<i>240</i>	<i>300</i>	<i>360</i>

**Application, Admissions, and Enrollment Process.** This section provides a summary of the application, admissions, and enrollment process, which are detailed in Attachment 1.

A child who is legally qualified for admission to any LUFSD school is also qualified for admission, without charge, to TLCS. Admission will not be restricted on the basis of race, creed, gender, national origin, religion, or ancestry. Admission will be purely on a lottery basis, except with regard to siblings of currently enrolled students and the student’s home district as per the Charter School Law of 1998 (as amended in 2007). The school is designed to meet the needs of a full range of students from gifted to those needing additional help to meet academic standards. This application describes these services as well as the services to be provided to students with special educational needs.

Commencing September 2016, we will enroll kindergarten and first grade classes of 60 students each, after which we will enroll a new kindergarten class each year reaching a final enrollment in grades K-5 of 360 students in the school’s fifth year. On January 1, 2016, applications in English and Spanish will be made available via mail, the main office, fax, our website, and email. At this time parents will be informed about their transportation options and have access to the transportation request forms for LUFSD. All applications must be received by April 1, 2016. If the number of applications is greater than the number of available seats then a public lottery will

be held. For school year 2016-17, the lottery will be held on April 1, 2016. Preference will be given to siblings of students who are already enrolled. In subsequent years, if there will be openings due to attrition, applications will be accepted for those open positions, which will also be filled through random public lottery.

If there are more applicants than seats, we will conduct a random public lottery to select the 60 students chosen for each class. Within thirty calendar days of the lottery, TLCS will send letters of notification to parents, with information of either their acceptance to TLCS or their waitlist status and number.

Students who are not selected will be waitlisted in the order in which they were drawn and offered a seat if any becomes available. If there is a vacancy during the school year, families on the waitlist will be contacted in the order the names were drawn. Vacancies occurring after January 1, 2017 will not be filled. A new waitlist will be established each year.

Parents of students who have been accepted will receive an enrollment form and will be asked to sign a TLCS contract, which lists the rights and responsibilities for the school, parents, and the prospective students. This contract will be developed during the pre-opening period so that it is available for review by families considering application. It will address a range of expectations common to many successful charter schools, including wearing the school uniform, getting to school on time, reading at home, supporting the discipline code, and encouraging and supporting successes.

Families will have approximately 14 days to sign and return the enrollment form via mail or drop-off at the school. If not received by the deadline, the applicant forfeits his/her seat, and we will contact the next name on the list in the appropriate order.

TLCS will implement a variety of approaches to student recruitment. In addition to maintaining an active website, disseminating flyers, meeting with community leaders, and organizing open houses and information sessions, we will partner with local daycare centers and Head Start programs in the district. Such partnerships are a most effective and reliable way to host to recruit students. Outreach and materials will be conducted in multiple languages, with an emphasis on Spanish, the largest non-English speaking population in the school district. Our website is currently under development. We will follow up by phone and/or email with families that express interest in enrollment.

The following table summarizes the enrollment of students with disabilities, English language learners, and economically disadvantaged students in the districts' three elementary schools as of the 2013-14 school year:

<b>Current Enrollment LUFSD Students with Disabilities, English Language Learners, and Economically Disadvantaged Students</b>					
<i>School</i>	<i>Grades Served</i>	<i>Enrollment</i>	<i># and % Students with Disabilities</i>	<i># and % English Language Learners</i>	<i># and % Economically Disadvantaged Students</i>
2	1-4	414	71/17%	79/19%	321/78%
4	PreK-K	204	32/16%	42/21%	137/67%
5	1-4	385	65/17%	63/16%	252/65%

Specific enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program are established by the New York State Education Department<sup>4</sup>, and we will reach out specifically to parents of students from these groups. In addition to the general recruitment strategies described above, we will work with prekindergarten special education providers, Head Start programs, and faith-based organizations and social service organizations to make information about the school available to parents. Outreach will include our website, onsite presentations/forums at locations serving these populations, and informational tables at locations that agree to host them.

The principal will be responsible for ensuring that a recruitment plan is developed and implemented. The business manager will be responsible for plan implementation. Beginning in year two, the business manager will be supported by an assistant business manager. Recruitment efforts will be reported on a regular basis to the board of trustees.

Retention efforts will focus on meeting the needs of enrolled students and maintaining effective communication with families. Information sessions will be held in English and Spanish, targeting current parents. In addition, parent forums with the principal will be held regularly to maintain a consistent flow of information and identify any emerging concerns.

A bilingual parent coordinator will join the staff in year 1, with a second joining in year 5. These individuals will play a key role in parent outreach, answering providing information to current and prospective families, hosting informational sessions and workshops on parenting, and working with teachers to schedule workshops on curriculum-related topics, including supporting core content areas at home, e.g., how to read aloud with a child, how to incorporate math into conversations with children.

Please see section IIG for a detailed description of services targeted specifically to these student populations.

*D. Community to Be Served*

TLCS will be located within the boundaries of the LUFSD in Nassau County, Long Island. The district includes parts of the communities of Inwood, Cedarhurst, Lawrence, Atlantic Beach, North Woodmere and Woodmere. The district currently has five schools. The following table summarizes grades served and 2013-14 demographics:

<b>Current LUFSD Grades Served and 2013-14 Demographics</b>								
<i>School</i>	<i>Grades Served</i>	<i>% Indian</i>	<i>% White</i>	<i>% Black</i>	<i>% Latino</i>	<i>% Asian</i>	<i>% Multi-racial</i>	<i>% Economically Disadvantaged</i>
#2	1-4	1	17	23	54	3	2	78
#4	PreK-K	1	18	21	55	4	1	67
#5	1-4	1	24	16	50	8	1	65
Middle	5-8	0	25	24	43	7	1	60
Senior	9-12	0	26	25	41	7	1	52

<sup>4</sup> Memorandum from Ken Slentz to the Honorable the Members of the Board of Regents, “Enrollment and Retention Targets for Charter Schools, The State Education Department, Albany, NY, July 16, 2012.

The district is being reorganized beginning with the 2015-16 school year. School #5 will be leased to an outside organization, School #4 will serve prekindergarten and kindergarten, School #2 will serve grades 1-2, and the former middle school will house a lower school for grades 3-5 and an upper school for grades 6-8. The senior high school will continue to serve grades 9-12.

The demographics of the public school student population differ significantly from the overall school-age population because many families send their children to nonpublic schools, including religious day schools:

<b>Comparison of School Age Population and LUFSD Enrollment</b>		
	<i>School Age Population (5-17) (2013 Census)</i>	<i>District Public School Population 2014 NYS Enrollment Data*</i>
# School-Age Population	7,089	2,750
# /% of 5-17 Population in Poverty/ Economically Disadvantaged Students	842 (12%)	1,715 (62%)

\*This number represents the sum of enrolled students in the five district schools.

Although the district has a wealth weighing of 3.845—above the state average and one of the highest on Long Island—many public school students are performing poorly, and the district has been identified by the NYS Controller as being in significant financial distress.

The driving force behind the establishment of TLCS is the dissatisfaction of local residents, they believe that elementary-age students are poorly served by the district’s public schools. The following chart summarizes percentages of unmatched students achieving proficiency on the grade three 2014 ELA assessment.

<b>LUFSD ELA Test Scores Third Grade 2014</b>		
<i>Third Graders</i>	<i>Number Tested</i>	<i>Percent Proficient (Levels 3+4)</i>
All students	200	36%
Females	97	41%
<b>Males</b>	<b>103</b>	<b>30%</b>
<b>Black or African American</b>	<b>52</b>	<b>25%</b>
<b>Hispanic or Latino</b>	<b>96</b>	<b>30%</b>
White	42	57%
General Education Students	171	39%
<b>Students with Disabilities</b>	<b>29</b>	<b>10%</b>
<b>Limited English Proficient</b>	<b>32</b>	<b>6%</b>
<b>Economically Disadvantaged</b>	<b>146</b>	<b>30%</b>

LUFSD graduation rates from high school are another indicator of underperformance. Only 80% of students graduated at the end of the 2014 school year and only 25% graduated with a Regents diploma with advanced designation.

**Demand:** Based on conversations with residents, educational, religious, and community leaders, we are confident there is a strong need for a charter school that establishes high standards, adopts curriculum to support those standards, and actively involves faculty and parents in implementing

the goals of the community. The large portion of families that send their children to private schools along with the dismal test scores are what led us to begin researching a charter school option. Parents' concerns about the public schools included:

- poor performance on New York State assessments/desire for better schools
- need for more challenging curriculum
- desire for hands-on learning
- need for more instructional time/assistance for children experiencing difficulty
- inadequate school/home communications, a special concern of parents of ELL students
- lack of information in the community about the schools
- dissatisfaction with the high percentage of resources committed to the provision of special education services contracted outside of the school district
- school-board policy of universal bussing, with students bussed beyond fifteen miles and across county lines

We are confident that the quality of the instructional program during an extended school day, tutoring opportunities, very strong curriculum, and a focus on parent involvement will address these concerns, attracting applicants and retaining students.

#### *E. Public Outreach*

Outreach to the public regarding TLCS has been conducted to nearly the four corners of the LUFSD: Atlantic Beach to Cedarhurst to Inwood to Lawrence to North Woodmere and Woodmere. Informational sessions and discussion groups have been held in multiple venues in English and Spanish. Among the places where sessions were conducted is the Five Towns Community Center—a hub of activity for residents served by the LUFSD. At the Five Towns Community Center, we met with parents from the Head Start Program and the Youth Community Action Center Program housed there. The Five Towns Community Center also provided space for us to distribute our surveys and flyers and to conduct weekly information sessions. Multiple meetings were also held at faith-based programs such as Our Lady of Good Counsel Church where more than two-thirds of its 750 parishioners are Spanish-speaking and recent immigrants.

Further, we met with or spoke to local civic association leaders and elected officials about the need for a charter school. For example, we conducted an informational meeting with the Atlantic Beach Civic Association and its executive board, and spoke to the president of the Water Club of Atlantic Beach. We also spoke with the mayor of the Village of Atlantic Beach, reached out to our state senator and assemblyman, and discussed the school with NYS Regent Roger Tillis.

Additionally, frequently asked questions (FAQs) about charter schools and flyers/surveys have been distributed to hundreds of people in English and in Spanish through a variety of means. Flyers/surveys were distributed and discussions held with residents of the community. For example, they were distributed and discussed with residents in front of the Staples Store in Lawrence, NY—a store frequented by parents purchasing materials for their school age children. Flyers/surveys and FAQs were also distributed at one of Inwood's largest laundromats where many parents of school age children do their laundry. Another place where distribution and

discussion took place was in front of the Dutchess Deli in Atlantic Beach—a local store frequented by parents. FAQs and surveys were distributed to parents of children at the Crossroads School for Child Development—a state funded early intervention school for young children with disabilities. These informational materials were also distributed at the Long Island Railroad stations, such as the Inwood Station. Local businesses, many serving Spanish-speaking customers, allow us to leave informational materials and surveys for their shoppers. Many enthusiastic residents also took flyers for distribution to others in the community whom they knew would be interested in having a charter school.

Lastly, telephone surveys were conducted with interested residents who heard about the upcoming charter school through our outreach efforts.

Overall, the responses received from surveys and discussions with residents were overwhelming in favor of having the choice of a charter school. This sentiment was most succinctly phrased by a resident we met at the Dutchess Deli – “I’m for charter schools. People should have a choice!”

See **Attachment 2:** Samples of Community Outreach for the summary of outreach activities; the flyers in English and Spanish announcing the open meeting held on March 11, 2015, at the Five Towns Community Center, FAQs, and parent surveys in English and Spanish.

#### *F. Programmatic and Fiscal Impact*

**Programmatic Impact:** TLCS will provide options that are not currently available within the Lawrence Public Schools: Core Knowledge curriculum, extended day and year program, and mandated participation in Saturday tutoring, and a robust arts program. We anticipate that the charter school will host visitors. It is our hope that the schools in LUFSD will be the first to benefit from the innovative practice at TLCS. We hope to use TLCS as a laboratory school to share best practices around team teaching, teacher voice, differentiated instruction, and relationship-based learning.

We will open with 120 students and will reach a maximum of 360 students by the end of our fifth year. Considering there are currently 2,981 students enrolled within the LUFSD public school system, this accounts for 12.08% of all students.

**Fiscal Impact:** For 2014-15, LUFSD has an annual budget of \$95,615,671, with a per pupil cost of \$31,845. As determined by the charter funding formula TLCS will receive \$23,002 per-pupil<sup>5</sup>. Even at full growth, the TLCS per-pupil will not exceed 8.75% of the annual budget:

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<sup>5</sup> [https://stateaid.nysed.gov/charter/html\\_docs/charter\\_1415\\_rates.htm](https://stateaid.nysed.gov/charter/html_docs/charter_1415_rates.htm)

<b>Fiscal Impact Over Five Years</b>			
<i>Calendar Year</i>	<i>Charter Year</i>	<i>Estimated Charter Based on \$23,002 per pupil</i>	<i>Percent Impact on LUFSD Budget Assuming No Increase</i>
<b>2016-2017</b>	<b>1</b>	<b>\$2,790,240.00</b>	<b>2.92%</b>
<b>2017-18</b>	<b>2</b>	<b>\$4,185,360.00</b>	<b>4.38%</b>
<b>2018-19</b>	<b>3</b>	<b>\$5,580,480.00</b>	<b>5.84%</b>
<b>2019-20</b>	<b>4</b>	<b>\$6,975,600.00</b>	<b>7.30%</b>
<b>2020-2021</b>	<b>5</b>	<b>\$8,370,720.00</b>	<b>8.75%</b>

Although LUFSD will also be required to provide supplementary services such as transportation and Committee on Special Education (CSE) support, we anticipate that the funds required for these additional supports will be less than what LUFSD currently spends per pupil.

We believe that LUFSD can mitigate the fiscal impact of the new charter school—and its status as a district in fiscal distress—by revisiting current expenditures of \$10.3 million in contracted transportation services, which is 10.8% of the current school budget. Analysis of data on the website of the Citizens Budget Commission<sup>6</sup> for 2010-2011 (the latest available), indicates that per capita spending for pupil transportation was higher for the LUFSD at \$3101 per pupil than for any of the contiguous districts: Valley Stream (\$479); Oceanside (\$814); New York City (\$981); Hewlett Woodmere (\$1098); Long Beach (\$1,418); and Island Park (\$2,093). While similar comparison data are not available for per pupil spending on special education, LUFSD currently spends \$16.8 million its budget on special education services (equal to about 65% of the district’s instructional budget of \$25.8 million) a large proportion of which is provided outside of Nassau County and it is likely savings here are also possible.

## ***II. Educational Plan***

The proposed educational plan was designed to address the needs identified by the community and to develop a coherent program that challenges students academically.

### ***A. Achievement Goals***

The following are the measurable achievement goals for TLCS:

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<sup>6</sup> [http://www.cbcny.org/sites/default/files/transportationmap\\_perpupil.html](http://www.cbcny.org/sites/default/files/transportationmap_perpupil.html)

1. Each year, at least 75% of students enrolled for at least two years will achieve proficiency (levels 3 and 4) on the New York State English language arts assessment for students in grades 3-5.
2. Each year, at least 75% of students enrolled for at least two years will achieve proficiency (levels 3 and 4) on the New York State mathematics assessment for students in grades 3-5.
3. Each year, each disaggregated subgroup will experience a reduction in the gap between the previous year's performance on the English language arts assessment and 75% proficiency.
4. Each year, each disaggregated subgroup will experience a reduction in the gap between the previous year's performance on the mathematics assessment and 75% proficiency.
5. Each year, the school will meet the Annual Performance Objectives set forth in New York State's accountability system.
6. Each year, the percent of all students enrolled for at least two years and performing at proficiency on the New York State English language arts assessment will be greater than for all students in the same tested grades in LUFSD and in New York State.
7. Each year, the percent of all students enrolled for at least two years and performing at proficiency on the New York State mathematics assessment will be greater than for all students in the same tested grades in LUFSD and in New York State.

The following are additional goals for the school:

8. Each year, 90% of parents of enrolled students will indicate that they are satisfied with the school's program by reenrolling their child for the following school year (excluding students who exit grade 4 or move from the LUFSD).
9. Each year, student enrollment will equal or exceed 95% of capacity
10. Each year, average student attendance will equal or exceed LUFSD's attendance rate.

### *B. School Schedule and Calendar*

The school will offer an extended school day beginning at 8:00 AM and continuing until 4:30 PM for an instructional day of 8.5 hours. The extended school year will provide 185 days of instruction. The following table summarizes the teacher and student schedules detailed in **Attachments 3a**, Sample Daily Schedules, and **3b**, First Year Calendar.

Time	Students	Teachers	Notes
8:00-8:30	Exercise/breakfast	Preparation time	Students will be supervised by teacher aides
8:30-8:45	Class meetings	In classroom	
8:45-11:30	Literacy block with arts integration	In classroom	Classroom and arts teachers integrate arts and movement into literacy block
11:30-12:00	Recess	Lunch/Preparation	Teachers and teacher aides will alternate supervision to provide lunch periods.
12:00-12:30	Lunch	Preparation/Lunch	Teachers and teacher aides will alternate supervision to provide lunch periods.
12:30-1:30	Mathematics block	In classroom	Classroom and arts teachers integrate arts into mathematics block
1:30-3:30	Science/social studies with arts integration and physical education	In classroom*	Classroom and arts teachers integrate arts and movement into science/social studies block; Friday: teachers alternate professional blocks by grade, with periodic cross grade meetings by content area.*
3:30-4:15	Tutoring/clubs	In classroom*	Classroom and arts teachers work with students for tutoring/clubs; Friday: teachers alternate professional blocks by grade with periodic cross grade meetings by content area.*
4:15-4:30	Getting ready to go home/dismissal	Dismissal	

\*Professional block from 1:30 to 4:15 for teachers on alternating Fridays

Grade-level teaching teams will have the flexibility to modify this schedule as long as the basic time commitments to content areas are maintained. (For example, on some days mathematics might be taught in the morning with writing in the afternoon.)

On alternating Friday afternoons, teachers will participate in the *professional block* from 1:30 PM to 4:15 PM; on one Friday kindergarten teachers will utilize this time for collaborative planning while grade one teachers and aides work with students. On the next Friday, grade one teachers will utilize the professional block while kindergarten teachers and aids work with students. Periodically this block will be used for cross-grade meetings focusing on specific content areas. (During summer professional development, each teacher in a team will select a specific content area as a specialty: literacy, mathematics, science, or social studies. The purpose is two-fold, to serve as a resource to other team members and to work with the specialists on other teams to identify issues, solve, problems, and help ensure continuity of instruction across the grades.)

Dismissal will be at 4:30 PM on all days.

See Section IIIIE for information on the use of the professional block.

On alternating weekends (unless there is no school on the preceding Friday), two-hour tutoring sessions and/or enrichment will be held at the school with participation required for students experiencing problems mastering content/skills. Fifteen days of professional development will be required during the summer for teachers new to the school; returning teachers will participate for ten days. In addition to summer professional development and the professional development

block every other week, four professional development days are scheduled during the school year (if necessary, one or more of these may be used as makeup days for school closings).

There will be four classes on each grade with an average of fifteen students per class. A ratio of fifteen students to one teacher will be maintained except on alternating Friday afternoons, when grade level teams will participate in the professional block from 1:30 PM to 4:15 PM. Each teacher will be supported by a teaching assistant. Each grade level team of four teachers will include one teacher who is dual certified in general and special education and one teacher who is dual certified in general education and ESL.

Flexible grouping by the grade level teams will allow teachers to group students for reading, writing, and math instruction based on specifically identified skill needs. We are considering introducing looping<sup>7</sup> over two years but will consult with both faculty and staff. In this model, each teacher would stay with the same students over two years. As the school expands, we will also consider implementation of a summer school program for older students needing additional assistance.

### *C. Curriculum and Instruction*

The following section summarizes the curriculum that will be utilized. In the section of professional development, we discuss the professional development activities related to implementation and to assessment of student learning.

TLCS will work with Core Knowledge Foundation to implement a K-5 curriculum based on the *Core Knowledge Sequence: Content and Skills Guidelines for Grades K-8*<sup>8</sup> Core Knowledge was selected for several reasons:

- understanding of the importance of mastering content as well as skills
- introduction of challenging content from kindergarten
- developmental perspective on language and skills acquisition
- availability of Core Knowledge language arts curriculum kits
- delineation of a curriculum framework not only in English language arts but also for mathematics, science, social studies/geography, music and the visual arts
- compatibility with Common Core Learning Standards for English Language Arts/Literacy and for Mathematics and other New York State standards

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<sup>7</sup> Looping is an educational practice in which a single graded class of children stays with a teacher for two or more years or grade levels. The children and the teacher remain together as the class is promoted. The long-term relationships established through looping have been shown to support student learning. For students, the benefits of looping include reduced apprehension at starting a new school year, increased continuity, and more in-depth relationships with teacher and with peers (McClellan, 1995). For teachers, the benefits of looping consist of becoming familiar with other developmental stages of children, and working with students and parents for longer periods of time (Mazzuchi & Brooks, 1993). The long-term relationships established through looping have been shown to support student learning.

<sup>8</sup> *Core Knowledge Sequence: Content and Skill Guidelines for Grades K-8*, Core Knowledge Foundation, 2013.

For language arts, TLCS will use the *Core Knowledge Language Arts Skills, Listening and Learning Kits* from the Foundation's commercial publisher, Amplify Press. We will purchase and provide professional development in year one for the kindergarten and grade one kits, one kit per classroom supplemented by classroom libraries. The kindergarten and grade one programs incorporate phonemic awareness, phonics, and guided reading and are taught during an extended literacy period of 120 minutes each day. The kits and professional development for later grades will be added as the school gradually expands to K-5.

Each classroom will have a library of fiction and nonfiction books at multiple reading levels and students will take home books to read/listen to with parents. (See parent involvement for a discussion of the expectation that parents will read regularly with their children.) Beginning in year 4 we will be able to hire a fulltime librarian to advise staff on new acquisitions, teach library and study skills to students, collaborate with teachers to encourage reading (e.g., by bringing in authors to the school), and work with parents on encouraging reading at home. If sufficient funds are available in the planned fiscal reserve, we hope to be able to create a central library with computers to double as a computer laboratory.

Writing will be taught every day (on average for 50 minutes) using a Writer's Workshop approach that incorporates a mini-lesson, extended writing time, and sharing of student writing. Mini-lessons will address developmentally appropriate skills, which for very young children might be about drawing pictures to tell a story and for older students might be about a specific area of grammar or usage. In most instances students will be encouraged to write about topics of their own choosing, but experiences writing in response to prompts will also be integrated. The emphasis on the writing program is to encourage frequent writing with feedback from teachers and peers. Teachers will develop and use a rubric to establish grade-level expectations and ensure reliable grading across teachers and grades.

Consistent with the Common Core Curriculum, students will read/listen to/write about challenging nonfiction and fictional texts across all content areas.

TLCS will use Pearson's *Investigations*, to structure the K-5 mathematics curriculum. This comprehensive curriculum includes all of the resources needed to implement a successful mathematics program. The curriculum was first developed more than 20 years ago by TERC in Cambridge, Massachusetts with support from the National Science Foundation. The curriculum was revised beginning in 1999, with funding from the National Science Foundation, TERC, and the educational publisher Pearson in collaboration with over 50 classroom teachers.

For science, the school will adopt *Full Option Science System* (FOSS) developed by the Lawrence (California) Hall of Science. FOSS is a research-based science curriculum for grades K-8 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS modules (or kits), such as the kindergarten module "Trees and Weather," have been developed for grades K-8 and each follows a similar design that includes:

- Active investigation, including outdoor experiences
- Recording in science notebooks to answer focus questions
- Reading in *FOSS Science Resources*

- Assessment to monitor progress and motivate student reflection on learning

TLCS will begin by implementing two modules each year: physical science and earth science. After teachers have become more familiar with the curriculum the grade-specific life science modules, with living materials, will be added.

For social studies, the school will implement locally developed, project-based curriculum responsive to the *New York K-8 Social Studies Framework* and the *New York State K-12 Social Studies Guide*. Staff will not need to start from scratch. They will begin with the Core Knowledge Sequence. Many grade-appropriate social studies units are available for use/adaptation.

Science and social studies will be taught during an afternoon instructional block from 1:30 PM-3:30 PM. This block will also be used for art/music instruction with the goal of integrating art and music, into the science and social studies curriculums. (A dance teacher will be added part-time in year 2). A .5 art and a .5 music teacher (and in year 2 a .5 dance teacher) will work with classroom teachers and students during this time period. They will also participate monthly in grade level planning meetings with the goal of integrating art/music into the language arts block in the morning. Beginning in year 3, all three arts teachers will be fulltime and available to collaborate with teams during both the morning and afternoon learning blocks.

Tutoring/Enrichment will take place from 3:00 PM to 3:45 PM. Students will be regrouped for this block based on individual needs and interests. All instructional staff will participate in working with children during this time period, which is available for tutoring individual students and small groups and for implementing enrichment activities for those students for whom tutoring is not currently indicated. Teachers and the special education coordinator will be responsible for identifying tutoring needs and coordinating tutoring with in core subject blocks. Beginning in year four, the bilingual/ESL teacher will assist in this process.

Social/Emotional Learning. Social/emotional learning is integrated into the school's program in many ways: through the morning class meeting, through the restorative justice initiative, through use of literature that encourages affective responses, and especially through a culture of respect throughout the school day.

College and Career Preparation. We will begin college and career preparation in kindergarten and continue through grade five<sup>9</sup>. We will include college and career preparation as part of parent involvement beginning in kindergarten and we will name our classes after teachers' colleges. We will establish the expectation from kindergarten that all students will continue their educations after high school. As opportunities arise in the curriculum, instructional staff will point out different careers and emphasize the training needed to do them. Field trips provide another opportunity to focus on career preparation. For example, fourth and fifth graders will visit local college campuses.

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<sup>9</sup> See, for example, "Is Your First Grader College Ready," *New York Times*, New York, NY, February 8, 2015.

## *SD. Assessment System*

The TLCS approach to assessment is to combine diagnostic assessment, daily observations, structured analysis of student work, periodic assessments, and the New York State assessment system. Collaborative assessment of student work will be one of the underpinnings of biweekly professional development scheduled in-school for Friday afternoon. Teachers will develop a schoolwide grading policy that allows for analysis of student work over time and against benchmarks, providing insight into students' needs, growth, and achievement.

In addition to the New York State Assessment Program, the following are the assessment approaches we are adopting:

Intake. Each summer school staff will meet with newly enrolled students (kindergarteners and any students new to subsequent grades) and their families to get to know them, to share school policies, and to learn about student's prior learning experiences.

Kindergarten screening. As required by New York State law, we will conduct screening of all new kindergarten enrollees. We will use the *Early Screening Inventory-Revised, Kindergarten* and will have kits available in English and Spanish. The ESI-R is a brief developmental screening instrument that addresses visual/motor /adaptive, language and cognition, and gross motor skills and can be used to identify children who may need special education services in order to perform successfully in school. Research has shown the ESI-R to be highly reliable and valid.

Home Language Survey. We will administer New York State's Home Language Questionnaire to incoming parents using the version appropriate to the parent's home language. (See section IIG for followup if the student's home language is not English or the student's native language is not English.)

NYSITELL: If a student speaks a language other than English and speaks little or no English, we will administer the new NYSITELL. If the student scores at the beginning, intermediate, or advanced level, the student would be placed in a dual language program, if there are a number of students and sufficient interest to do so, or in an ESL program.

NYSESLAT: We will administer the NYSESLAT as the end of year assessment for students who have been identified as English language learners.

Grades K-2: Literacy: To assess literacy levels and progress, we will use the *Fontas and Pinnell Benchmark Reading System*. This can be administered three times a year and allows identification of the student's reading level as well as providing insight into the students' specific strengths and weakness. It provides results in language that is easy to communicate with parents.

Content Area Achievement Grades 3-6: Acuity Predictive Assessments. We will use Acuity Predictive Assessments to provide diagnostic measures for grade 3-8 students in English/Language Arts (ELA), Mathematics, Science, and Social Studies. Assessment reports

provide standards-aligned performance data, which support an educator's ability to inform instruction at the student, class and school level.

Writing Assessment. Teachers will use strategies detailed by Lucy Calkins in her work *Writing Pathways*. This provides an assessment system that is fully compatible with Writing Workshop and includes specific benchmarks students will master for every grade level, on-demand writing prompts, student checklists, rubrics, student writing samples, and annotated exemplar pieces of writing.

Curriculum based assessments. Assessments are imbedded in the curriculums we have adopted (Core Knowledge literacy, Pearson Investigations, FOSS) and these will be administered as appropriate to assess student progress.

Instructional activities/assessments. Instruction will be consistent across classrooms on each grade, allowing teachers to establish consistent rubrics and standards and facilitating communication with families.

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

Promotion to the next grade will be determined by the grade level teaching team based on evidence that the student has achieved the standards established for the grade. These include:

- grade level reading as assessed by the *Fontas and Pinnell* or *Acuity* assessments
- grade level writing based assessment of student writing samples
- level 2-4 on New York State's language arts and mathematics assessments.

A student will be ready to graduate if they meet promotional standards at the end of grade 5.

#### *F. School Culture and Climate*

A hallmark of successful charter schools is a culture of success and respect—one in which students are expected to succeed, are supported by faculty and parents, are taught to persevere, are rewarded for success, and are respected as individuals. In addition to a capable staff, excellent curriculum, well-thought out instructional practices, it is crucial to implement a schoolwide approach to discipline. This involves detailing expected behaviors, including a basic dress code, and rewarding positive behavior as well as identifying the consequences for misbehavior. To provide a framework, we will implement restorative discipline—a restorative approach coupled with progressive discipline. This approach is designed to enhance the school environment to prevent conflict and restore relationships after conflict arises and to reduce the need for school exclusion and juvenile justice involvement in school misconduct.

In a restorative approach, the following principles guide the response to conflict and harm:

- accountability: providing opportunities to be accountable to those harmed and to repair the hurt caused to the extent possible

- community safety: building relationships that empower the community to take responsibility for the well-being of its members
- competency development: increasing pro-social skills

The restorative approach views misconduct as a violation against people and as damaging to relationships within the school; the community includes students, teachers, and other members of the community. Discipline becomes more than responding to violation of school rules or just reacting to conflict. Recommended strategies include discussions in response to minor problems; circles (peacemaking circles), led by a trained facilitator, that bring people together to talk about issues and resolve conflict, and mediation and conferencing on a range of issues. Four key questions guide the restorative justice conversation:

- What happened?
- Who was harmed or affected by the behavior?
- What needs to be done to make things right?
- How can you behave differently in the future?

Our restorative approach provides an opportunity for offending students to learn how personal behaviors negatively impact on others and how the offending student can modify them in the future. See **Attachment 4: Student Discipline Policy**.

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

**Special Education Students.** Based on the demographics of LUFSD elementary grade students, we anticipate that 16-17% of our incoming students will be identified as students with disabilities and that 19-21% will be English language learners. Of the 120 students who will be attending TLCS in the first year, we anticipate approximately 10 kindergartners and first graders with special education needs and 25 English language learners. We anticipate that this number will decrease as students move through the grades (except to the extent students with special needs “backfill” open seats. We plan to address staffing needs by hiring at least two teachers per grade who are dually certified, one in childhood and bilingual education/ESL and one in childhood and special education. In addition, there will be a fulltime special education coordinator beginning in year one. Special education and bilingual/ESL teachers will be hired beginning in year three to provide services in classrooms and to further strengthen the afternoon tutoring/enrichment block.

Special education instructional services will be provided pursuant to each child’s Individual Education Plan (IEP) by the dually certified childhood /special education teacher. Using an integrated approach, students with disabilities will work alongside of their age appropriate peers in a seamless manner. The dually certified childhood/special education teacher will differentiate instruction for the students with disabilities using appropriate strategies as required by the students’ IEPs. The full-time special education coordinator will provide other instructional supports, such as consulting teacher services and pull-out individual instruction, as may be required by the students’ IEPs.

Students who are mandated to receive related services will be provided by TLCS and LUSD. Specifically, counseling as a related service will be provided the TLCS full-time guidance

counselor. Other related services, such as speech therapy, physical therapy, and occupational therapy, will be provided by specialists through LUSD.

Through implementation of the child study approach, grade level teams will select specific children to follow over a period of time, considering their needs in the regular instructional program as well as specific support services.

**Special Education Intervention.** All teachers will be trained in understanding Response to Intervention (RTI), including:

- *Tier One:* provides a foundation of high quality instruction to all students. Elements include a comprehensive curriculum and intentional teaching. Assessments are used to obtain baseline information about every child and to determine whether a student would benefit from additional support, i.e., small group instruction in like-ability groups for specific skills employing different learning modifications.
- *Tier Two:* consists of more intensive learning opportunities provided to large or small groups of students who have been found to need additional support. Assessments are conducted more frequently and used in conjunction with collaborative teacher teams to guide and refine interventions. Parents and families will play an integral role in setting and meeting goals.
- *Tier Three:* will focus on students who do not make expected progress through the support of Tier Two interventions. In Tier Three, the interventions are more intensive and individualized and may be conducted one-on-one with the student. More intensive instruction can be provided by a member of the grade level teaching team or by the special education coordinator during the school day, during the afternoon tutoring block, and/or during weekend tutoring sessions. Assessments and team meetings are used to guide decisions about creating and implementing the student's learning program.

RTI will be implemented in the context of child study and the professional learning community approaches described in the section of professional development. What this means in practice is that grade-level teams plan collaboratively within the school day to study student work and achievement data to identify children's strengths and needs. This information is then used to plan the instructional program collaboratively and to organize instruction to meet individual needs.

With four teachers and four teaching assistants for each grade, there is great flexibility, which includes:

- large-group instruction when many children share the same need
- small-group instruction, especially for students who are having trouble mastering content and/or skills
- one-to-one instruction in the classroom, during the afternoon tutoring block, and/or during bimonthly tutoring weekends
- where appropriate, referral by the school's guidance counselor to community services

**Additional Intervention.** If grade level teams have executed student action plans and teaching strategies in the three-tier process are not successful in promoting student achievement, different

approaches/interventions will be tried. Should the student continue to struggle, the student will be considered for special education evaluation. Prior to doing so, the special education coordinator will convene the child's grade level team and the guidance counselor share all pertinent data, actions and interventions with administration, parents, and other involved school staff and to determine whether to recommend the student to the LUFSD Committee on Special Education (CSE). It must be ruled out that the student's struggle is due to inadequacies in instruction or in the curriculum.

If a determination is made that a student should be referred for special education evaluation, the special education teacher will meet with the CSE and share all data and information to support its evaluation. We recognize the school itself cannot make a determination, and will work closely with the CSE to provide all necessary information to support its evaluation and IEP development processes. The special education teacher will be the student's advocate and act as a liaison between the CSE, school, and parents to ensure open two-way communication is established. To ensure informed consent from parents, we will provide information, explanations, and resources to parents to establish understandings around the evaluation process and subsequent services. The special education teacher will share all information and recommendations with the team teachers, service providers, and appropriate staff members and monitor subsequent student growth and actions that were decided upon in regular IEP reviews. If TLCS cannot provide a service for a student, it will work with CSE to contract service providers, including but not limited, to providers for: speech therapy, occupational therapy, physical therapy, and counseling.

A team of school leaders comprised of the principal and certified special education teachers will assess the efficacy of the special needs program and monitor progress towards achievement of IEP goals. Data will be viewed at a minimum of three times a year by this team and individual results shared with parents and aggregate results with the Board of Trustees. Data sources used are multidimensional as listed above in the Assessment and RTI sections. In addition, authentic, diagnostic and formative assessments are regularly analyzed in teacher teams.

**English Language Learner (ELL) Student Identification:** Each grade level teaching team will include at least one teacher who is dual certified in general education and ESL. Beginning in year three, an additional bilingual/ESL teacher will join the staff to support grade-level teams, work with individuals and small groups of students. A team comprised of the principal and all ESL certified teachers will monitor the education of ELLs. All newly enrolling students are routinely given the Home Language Questionnaire (HLQ) as part of enrollment completion. If the HLQ reveals the student's home language is not English or the student's native language is not English, the staff will reach out to interview the family and student in their native language by coordinating and collaborating with the district for resources and/or referrals for interpreters as well as utilize vetted community resources. Based on the results of the interview the NYS Identification Test for English Language Learners (NYSITELL) will be administered (by trained teachers) to determine eligibility for services. A copy of the HLQ signed by parent/legal guardian and the results of NYSITELL will be placed in the student's cumulative file by the team's ESL teacher. Students will be assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to determine the student's ELL classification and continuing eligibility for ELL services. Similarly, a student's progress in core subjects will be evaluated often to determine if any changes to the educational program are necessary.

**ELL Support Services:** Our teacher teams will meet the challenge of teaching linguistically diverse children. Every grade-level team will have a certified ESL teacher. With summer and continued professional development opportunities throughout the year, our teachers will be prepared to instruct ELLs who have a wide range of abilities and talents and instructional needs. In addition, TLCS is organizationally designed to support all students as described already (15:1 ratio, ESL teacher when appropriate, built in planning time). More specifically, these structures will facilitate and enhance the English immersion environment.

All ELLs will learn in the same classrooms as English speaking students with dually certified teachers. We concur with the learning principles outlined in the NYSED's Blueprint for ELL Success<sup>10</sup> that "All teachers are teachers of English Language Learners" released in April 2014. Having ELLs receive content area instruction in integrated classes along with their grade appropriate peers is consistent with the amendments to CR Part 154 that was recently approved by the NYS Board of Regents in September 2014.

During each team's biweekly professional block meetings, teams will examine and plan application of Language Acquisition Stages. This approach will help teachers teach to the individual ELL student by making instructional adjustments to content, providing activities that address how a particular ELL student may learn best, and offer a variety of ways for students to demonstrate what they've learned. ELL students who so qualify will get extended time and appropriate administration accommodations on State tests. The team will use these meetings to plan communication with parents, in their native language, via translators when needed, in order to strengthen the partnership of educational planning. No ELL student will be recommended for Special Education only because of their language proficiency.

The grade-level ESL teacher will be responsible for ELL student identification and support services. He/she will take the lead in team professional development and advise teacher team members on how to support English language learning in content areas. TLCS is comfortable doing so because the ESL teacher will be hired for their fluent bilingual abilities, an understanding of more than one culture, knowledge of ESL pedagogy and immersion and language acquisition techniques. We will assure parents the ESL teacher will make sure all documents are securely locked away and all discussions are confidential. The ESL teacher will share all information and recommendations with the team teachers and appropriate staff members and monitor subsequent actions that were decided upon. If this is insufficient to educate teachers, the ESL teacher will suggest professional development topics to the Master Teacher and/or principal for more formal learning opportunities, such as workshops, study groups or book clubs.

Finally, all ESL teachers will meet at least once every other month (starting in September) to compare notes, and share strategies. The ESL team will find and add intervention programs as needed. These interventions and supports will also be provided to former ELLs, who will receive

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<sup>10</sup> *Blueprint for English Language Learners (ELLs) Success*, Office of Bilingual Education and Foreign Language Studies, NY State Education Department, Albany, NY, April 16, 2014.

additional bilingual or ESL instructional support as appropriate for the immediate two years after exiting as an ELL.

**TLCS ELL Program Evaluation:** A team comprised of the principal and all ESL certified teachers will use assessments to disaggregate data in order to assess the efficacy of the ELL program. Data will be viewed at a minimum of three times a year by this team and results shared with parents and Board of Directors. Data sources used are multidimensional as listed in the above Assessment and Response to Intervention (RTI) sections. In addition, authentic diagnostic and formative assessments are regularly analyzed in teacher teams and led by the ESL Teacher.

### ***III. Organizational and Fiscal Plan***

#### ***A. Applicant/Founding Group Capacity***

Please see **Table 1** for applicant/founding group capacity.

The applicant/founding group is comprised of individuals with knowledge of the community and extensive experience related to instruction and management of the proposed charter. The following summarizes areas of expertise for currently identified board members:

- community needs and resources (Gargano, Robbins, Foley, and Sacks)
- elementary grade instruction (Robbins, Sacks, Woo, and Bergtraum)
- special education instruction and compliance (Robbins, Bergtraum, and Woo)
- English language learners (Woo)
- guidance (Sacks and Foley)
- equity (Woo)
- school facilities (Sacks and Bergtraum)
- youth services (Foley and Woo)
- fiscal management (Gargano, Sacks, and Bergtraum)
- district and school management/administration (Foley, Bergtraum, and Sacks)
- data management (Bergtraum)
- procurement (Bergtraum, Sacks and Foley)
- parent involvement (Robbins and Sacks)

The current board consists of six individuals. We are reserving three additional board positions to be filled later with priority to parents of TLCS students. The application was prepared by a team of three with input from all proposed board members. The writing team consisted of Anne Wolf, Ph.D (master's degree in social studies and doctorate in literacy education)., a colleague of Burton Sacks, the proposed board president; Ronald Woo, board member, expert on student equity and instruction for English language learners, and lawyer; and Burton Sacks, proposed board chair, Deputy Chief Operating Officer, The City University of New York, and former senior executive of the NYC Department of Education.

See **Attachment 5a**, New Applicant and Trustee Background, for two transcripts received after submission of the letter of intent.

## *B. Board of Trustees and Governance*

**Governance Practices and Procedures:** The founding group recognizes the importance of creating and maintaining a well-functioning board of trustees (three of the members have previously served on school or district boards). This effort is beginning now with the initial selection of board members, will continue with the expansion of the board described below, and will be an ongoing responsibility involving board training and reflective practice. There are many resources available to inform the work of the board of trustees such as those available through the Charter Friends National Network<sup>11</sup>.

The founding board understands the responsibility of governing a public charter school. The performance contract with the Board of Regents will provide the autonomy to design and operate its programs in exchange for accountability and results, namely academic performance, organizational viability and fiscal soundness. The board's roles and responsibilities include:

- establishing the school's mission and design
- recruiting, hiring and evaluating the principal.
- ensuring adequate resources for implementing the school program, including approving the school's budget and supporting fundraising
- approving major policies and regularly reviewing and revising them as necessary.
- preparing for and attending board and committee meetings.
- monitoring program implementation and compliance with the charter agreement and relevant laws and regulations.
- facilitating long-term strategic planning.
- recruiting and orienting new board members and assessing board performance.
- participating as appropriate in the grievance process.
- enhancing the school's public standing.
- meeting the performance commitments made in the schools charter agreement.

The qualifications to serve on the board of trustees will include:

- commitment to the mission and design of the school
- expectation all children can and will achieve academic excellence
- demonstrated understanding of board duties.
- willingness to attend board and committee meetings and volunteer for board work, e.g., serve on subcommittees
- experience and expertise in a relevant field, such as: education, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing.
- capacity to review performance data, financial documents and management reports and make informed decisions in the best interest of the school
- be at least 18 years of age.

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<sup>11</sup> Frank Martinelli, *Creating Effective Governing Boards*, Charter Friends National Network. ([www.uscharterschools.org/gb/governance](http://www.uscharterschools.org/gb/governance)).

As noted in our by-laws, the board will have at least the required five members and include the following officer positions: chair, secretary and treasurer. After the initial terms, the board members will serve staggered three-year terms. In accordance with our by-laws trustees will be elected when current terms have ceased. The board will meet monthly at the school; the agenda will be developed by the chair in consultation with the principal and will include a written or oral report by the principal, a financial report and opportunity for public comments. The board will operate as a whole and will appoint sub-committees as needed to carry out its work. For example, a committee led by the treasurer will regularly scrutinize the school's budget and financial management practices and report on fiscal soundness to the board. Committees will have a job description clearly describing any delegation of authority by the full board and a committee chair appointed by the board chair. Minutes will be taken at all board and committee meetings, copies of which will be posted on our website and archived in the school office.

The Board will delegate authority for the day-to-day operations of the school to the principal, who will oversee all operations of the school and report directly to the board. The board will establish measurable annual performance goals and conduct mid-year and end-of-year evaluations of the principal. The board will clearly communicate its reporting requirements to the principal, including content, format and frequency of data. At minimum, the principal will present a summary at each board meeting, including enrollment, attendance, financial, compliance and student performance data.

**Parent and Staff Involvement:** The board will encourage parent and staff input into the governance of the school. Three board positions will be reserved with a priority for parents of children enrolled in the school. Board meetings will adhere to the Open Meeting Law and its proceedings guided by Roberts Rules of Order include an opportunity for public comment, and surveys of parents and staff will be used as part of school oversight and the principal's evaluation. The board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the board and for the board to respond in a timely fashion. Board members will regularly visit the school and attend school events.

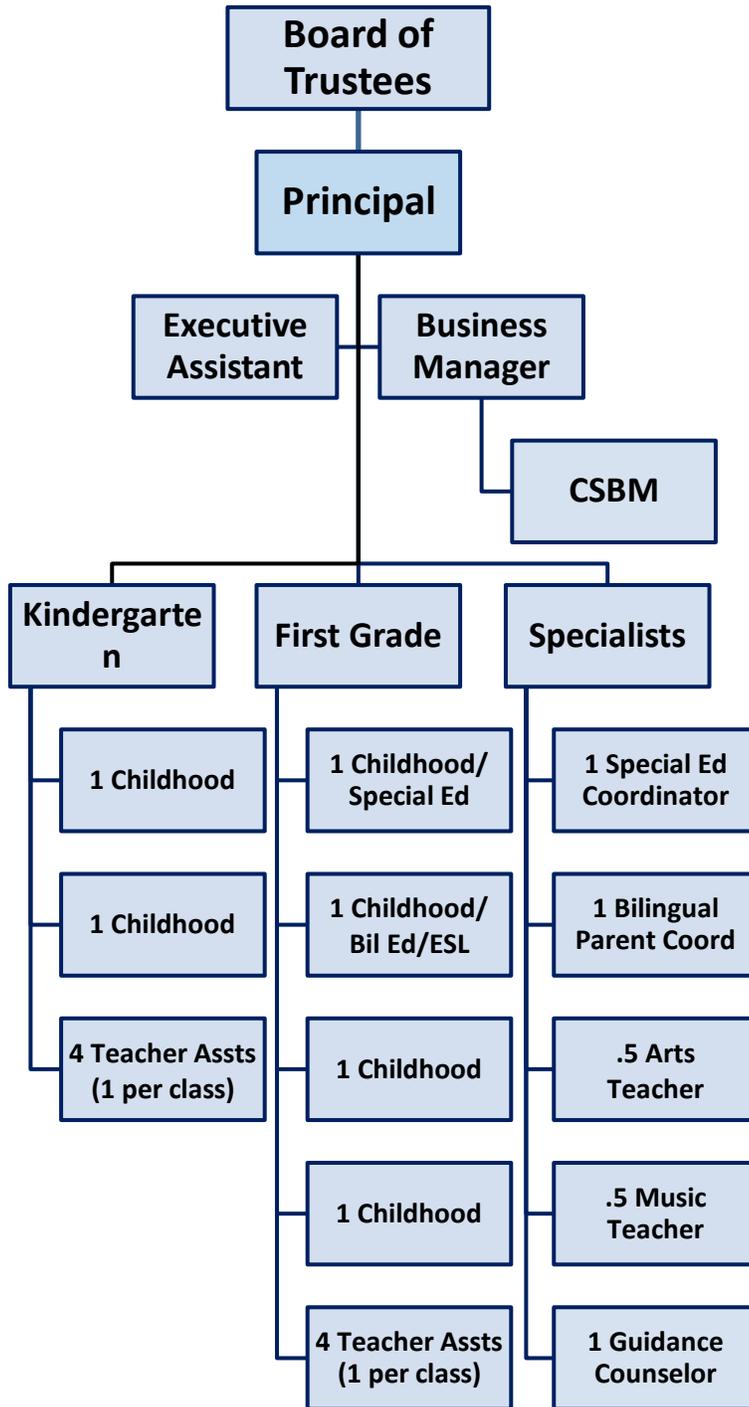
**Recruitment, Orientation and Training:** Once students are recruited and enrolled, the board will recruit and vote on the appointment of three additional new members, with priority given to individuals with children attending the school. This will result in a board with a total of seven members. The members of the initial board will be trained under the leadership of the chair and will receive orientation materials, including a copy of the charter, and board member, principal, and business manager job descriptions. All subsequent new members will receive training, these materials, and committee descriptions, previous board meeting minutes and principal summaries, and major policies. The board will undertake ongoing governance training to ensure all members have a common vision of the board's roles and responsibilities and best practices. As openings occur for new board members, the board will review its composition and effectiveness to determine if any changes are needed to round out the board's expertise and skills.

Please see **Attachment 5c:** Code of Ethics.

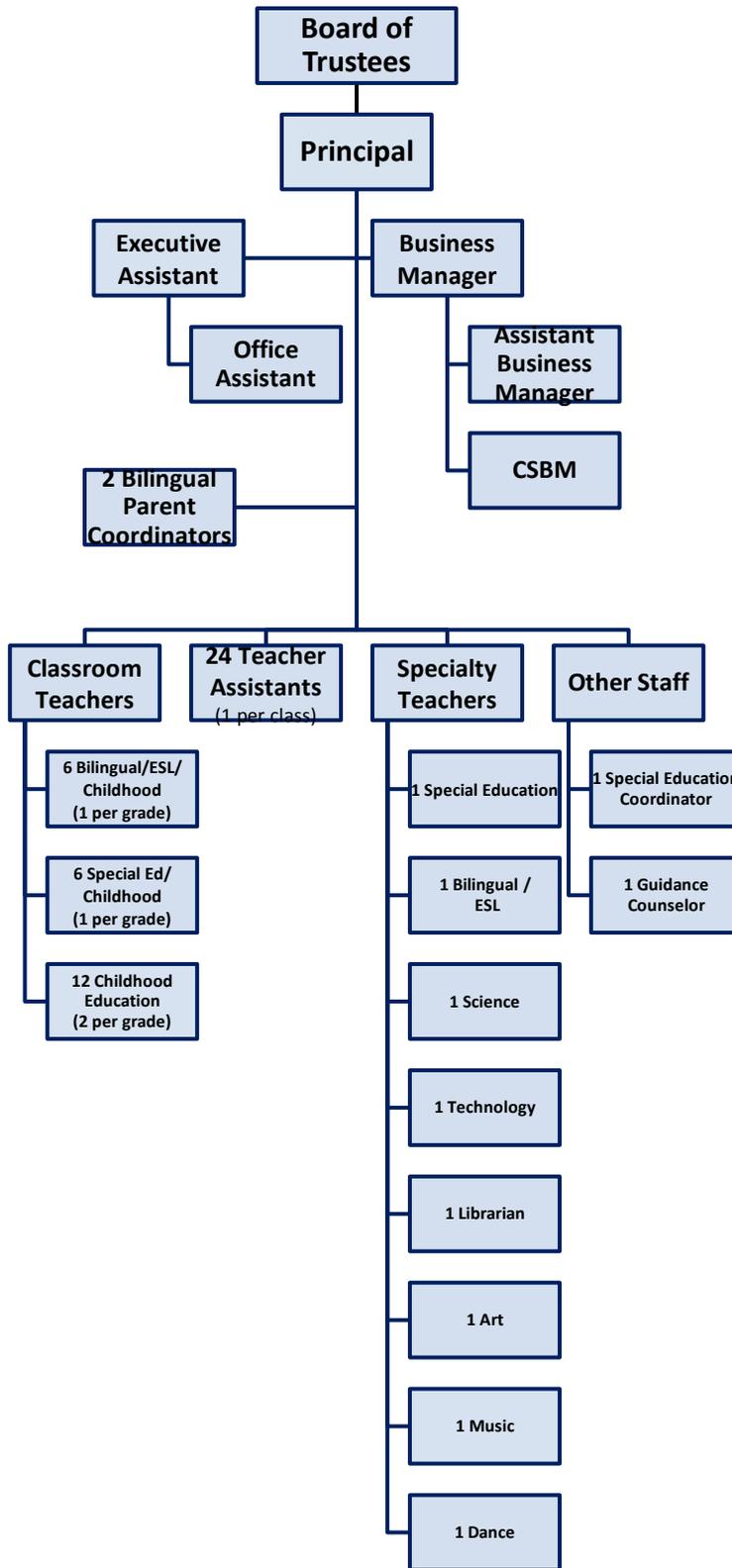
### *C. Management and Staffing*

The principal reports to the board of trustees and is evaluated by them. The following charts demonstrate the staffing structure for years one and five.

### Organizational Chart Year One



## Organizational Chart Year Five



## Organizational Structure Description

**Classroom Instructional Teams.** In developing the organizational structure, we have sought a balance between sufficient administration to support instruction and robust instructional staffing. Our primary commitment is to small class size and to high quality instruction. In each grade level team, one of the four teachers will be dual certified with a second certification in special education; a second will dual certified with a second certification in bilingual education/ESL. (These salaries are higher than for the other two team positions to facilitate recruitment.)

Class size will average 15 and each class will be staffed by a teacher and a teaching assistant. In hiring teaching assistants, we will give priority to candidates who are both highly qualified and bilingual. While each classroom team (teacher and teacher assistant) will be directly responsible for the instructional program for those 15 students, all of the teachers and assistants on a grade comprise the grade team. The grade team meets for 1.5 hours every other week and is responsible for planning instruction and for reviewing the progress of all students on the grade. (This is a key component of professional development and is described in Section IIG, Professional Development). In addition, each teacher in the grade team will adopt one content area (literacy, math, science, social studies) in which to expand his/her experience. This is designed to both provide support to the grade team and to offer opportunities for periodic cross-grade content team meetings to plan for and review continuity of instruction.

**Specialists.** In addition to the grade level teams, we will hire a number of educators in specialist positions. These specialists and their roles are described here:

- a guidance counselor will provide counseling for both general and special education students; he/she will participate in grade team professional blocks to focus on guidance issues and review progress of individual students. The guidance counselor, under the leadership of the assistant principal, will implement the restorative discipline program. This position is halftime in year one and fulltime beginning in year two.
- an art teacher will work in tandem with grade level teams to integrate art instruction across the content areas, teaching content-related art lessons and co-planning. This position is halftime in years one and two and fulltime beginning in year two. The art teacher will focus on enrichment during the tutoring/enrichment block.
- a music teacher will work in tandem with grade level teams to integrate art instruction across the content areas, teaching content-related art lessons and co-planning. This position is halftime in years one and two and fulltime beginning in year three. The music teacher will focus on enrichment during the tutoring/enrichment block. TLCS has budgeted for instruments beginning in year three so that we can develop an instrumental music program.
- a dance/movement teacher will work in tandem with grade level teams to integrate dance and movement into content area instruction. This position is fulltime beginning in year three. The dance teacher will focus on enrichment during the tutoring/enrichment block.
- a fulltime science teacher will be hired beginning in year three to further enhance the science program by helping to prepare students for the NYS science assessment and working with all grade-level teams.

- a fulltime special education teacher beginning in year two will provide small group and individual tutoring services within the regular classroom, during the tutoring block, and during weekend tutoring sessions.
- a fulltime ESL teacher beginning in year three will provide small group and individual tutoring services within the regular classroom, during the tutoring block and during weekend tutoring sessions.
- a fulltime librarian beginning in year four will work students and teachers focusing on study and research skills, matching readers and reading materials, and working with parents on literacy at home. We hope to use funds in reserve to create a centralized library in years four or five, in which case, the librarian will be responsible for the library.
- a fulltime technology teacher will be hired beginning in year five. This teacher will be responsible for professional development related to integration of technology into the classroom, for overseeing equipment maintenance, and for managing classroom technology and mobile laptop carts.

**Principal:** The principal is the primary instructional leader of the school. The principal reports to the board of trustees and evaluates all other staff. The principal will use student assessment data to drive key decisions in reference to recruitment, and evaluation as outlined in Section IIA and IID. After approval of the charter, the board of trustees will conduct a search for the principal. We recognize the importance of selecting the best possible principal to lead TLCS and this will be one of the most important tasks for the board of trustees in the pre-operational planning year. The initial salary of \$160,000 is designed to attract high quality candidates. We will utilize the recommendations of the QSL-ID<sup>12</sup> process to guide efforts in selecting an individual whose vision and skills match the school's mission. Prior to the position search, board members will assess the school's needs, cast a wide net for candidates, allocate sufficient time for the search, and review applicants' submissions without knowledge of candidates' names to ensure equity. We will also seek to raise external funding to support the principal search. The selected candidate will begin working in April of the pre-operational year.

**Assistant Principal:** The assistant principal position will be instituted beginning in year three. This individual will assist the principal in all areas of responsibility and will have primary responsibility for professional development and for the discipline program.

**Special Education Coordinator:** The special education coordinator is responsible for ensuring that students are referred as appropriate to the CSE, that communication is maintained between the school and the CSE, the IEPs are developed and updated, that parents are fully informed about their children's services, and that teams are implementing IEPs.

**Business Office:** In the school's first year, the business office will be staffed by a business manager. The business manager's responsibilities include managing student records, student enrollment, food services, health services, transportation, facilities, scheduling, and planning. The business manager will report to the principal. The selected candidate will begin working in

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<sup>12</sup> M. Clifford, *Hiring Quality School Leaders: Challenges and Emerging Practices*, American Institutes for Research, January 2012.

April of the preoperational year.. In year two we will hire an assistant business manager to work with the business manager, whose responsibilities will grow as the school adds new students and staff. Beginning in year four, an office assistant will be added to work with the executive assistant.

Please see **Attachment 8a**: Hiring and Personnel Policy and Procedures.

The following chart summarizes the five-year staffing plan:

<b>Position</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Principal	1	1	1	1	1
Assistant Principal			1	1	1
Teachers*	8	12	16	20	24
Teacher Assistants	8	12	16	20	24
Special Education Teacher		1	1	1	1
Bilingual/ESL Teacher			1	1	1
Art Teacher	.5	.5	1	1	1
Music Teacher	.5	.5	1	1	1
Dance Movement Teacher		.5	1	1	1
Science Teacher			1	1	1
Special Education Coordinator	1	1	1	1	1
Guidance Counselor	.5	1	1	1	1
Librarian				1	1
Technology Teacher				1	1
Business Manager	1	1	1	1	1
Executive Assistant	1	1	1	1	1
Bilingual Parent Coordinator	1	1	1	1	2
Assistant Business Manager		1	1	1	1
Office Assistant				1	1

\*Four teachers comprise the grade-level team; at least two teachers in each team will have dual certification general education/special education or general education/bilingual/ESL education.

**Financial Management:** As described in Section III.J, “Financial Management,” we will be contracting with Charter School Business Management (CSBM) to provide business and financial support.

Detailed information about our staffing plans, salary determination, can be found in **Attachment 8a, Hiring and Personnel Policies and Procedures**. We have not yet identified a proposed school leader and have therefore not included **Attachment 8b, Resume for Proposed School Leader**.

#### *D. Evaluation*

**Programmatic Audit:** TLCS will conduct an annual programmatic audit, as per N.Y.S. Education Law §2851(2) (f). The audit will include evaluations of teachers, administrators, the

board of trustees, overall operational effectiveness and fiscal soundness, and family and student satisfaction with the program. This audit will include analyzing the assessment data in Section II. A and II. D. The school will submit an annual report to its authorizer detailing its performance and progress toward accountability goals.

To assist us, we have arranged to work during the initial charter term with Ron Miller, Ph.D., former Deputy Executive Director for Accountability, SUNY Charter Schools Institute, to serve as a consultant to TLCS board. On an ongoing basis Dr. Miller will evaluate the school's progress toward renewal, develop performance management tools for the board and school leaders to monitor school effectiveness, support the development of the school's required annual progress report including setting meaningful internal school performance targets, and conduct bi-annual collaborative school quality reviews promoting reflective self-improvement and bolstering the school's professional development agenda.

Throughout the charter term and with an ongoing focus on the New York State Education Department Charter School Performance Framework, Dr. Miller will help the school meet Regents-authorized-charter requirements and, more importantly, leverage these requirements for school improvement. Following from the Regents Oversight Plan and the Performance Framework, the ongoing work would include:

- developing the annual New York State Education Department Progress Report in the context of a thorough review of the elements in the Framework's Student Performance Benchmark
- conducting school quality reviews based on the Framework's Teaching and Learning Performance Benchmark
- supporting the board, school leaders, and staff in systematically collecting evidence that the school is on a trajectory toward meeting at the time of renewal the quality indicators for each of the Framework's Performance Benchmarks

**Teachers:** TLCS founding team has created an Annual Professional Performance Review (APPR) system for teachers and the principal that is compliant with N.Y.S. Law §3012-c. Per the New York State Education Department's guidance on APPRs for charter schools<sup>13</sup>, the evaluation system is consistent with the following elements of Education Law §3012-c:

- is based on multiple measures of effectiveness, including 40% student achievement measures, which would result in a single composite effectiveness score for every teacher and principal
- differentiates effectiveness for teachers and principals using the following four rating categories: highly effective, effective, developing, and ineffective and uses such annual evaluations as a significant factor for employment decisions including promotion, retention, supplemental compensation, and professional development
- provides for the development and implementation of improvement plans for teachers or principals rated Developing or Ineffective

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<sup>13</sup> <http://engageny.org/wp-content/uploads/2012/05/APPR-Field-Guidance.pdf>

Sixty percent (60%) of a teacher's rating will be based on:

Professional observations and evaluations of teaching and teacher performance by the principal using Charlotte Danielson's Framework for Teaching (2011 revised edition)

- Family and student satisfaction surveys

Forty percent (40%) of a teacher's rating will be based on student achievement measures:

- Student growth on state assessments (in testing grades) or on a CCLS aligned assessment (in non-testing grades)
- Authentic artifacts in student learning, such as students' writing, graded using the rubrics developed by TLCS to evaluate student writing.

Teachers, including specialists, identified during the school year as needing assistance will be provided support through a teacher improvement plan. If a teacher is rated as developing or ineffective at the end of the school year, the teacher will not be rehired. Details regarding the teacher improvement plan are found in III.E, "Professional Development," and Attachment 8a, Hiring and Personnel Planning and Procedures.

**Principal:** As with our teacher evaluation system, the evaluation of the principal will be §3012-c compliant and TLCS's principal will be rated on a rubric by the board of trustees into one of the following four rating categories: highly effective, effective, developing, and ineffective.

Sixty percent (60%) of the principal's rating will be based on:

- Organizational and financial stability of the school
- Measurable goals set at the start of the school year in consultation with the Board of Trustees based on data sources, including but not limited to audit results, teacher evaluation results, student and teacher attendance rates, family and student satisfaction surveys, and grievance records

Forty percent (40%) of the principal's rating will be based on student achievement measures:

- Student growth on state assessments (in testing grades) or on a CCLS aligned assessment (in non-testing grades)
- Authentic artifacts in student learning, graded on a rubric to be developed by TLCS

If the principal or assistant principal is identified during the school year as needing assistance or at risk of being rated developing or ineffective at the end of the academic year, an improvement plan will be put into place. If either is found to be developing or ineffective at the end of the school year, he/she will not be rehired.

**Board of Trustees:** The Board will develop an evaluation instrument to assess its performance annually and identify priorities for the following year. In addition to self-evaluation by trustees, the measure will include informal evaluations from the parent association and the principal. A

central part of the board of trustees evaluation process will be a review of objectives for the previous school year, and the efficacy of the board's plan to fulfill them.

**Operational Effectiveness and Fiscal Soundness:** As detailed in Section C, "Management and Staffing," the staff members besides the principal who are responsible for operational effectiveness and fiscal soundness include the business manager and operations assistant (starting year two). In addition, the school will outsource the responsibilities of a chief financial officer to Charter School Business Management. Finally, the finances of the school will be independently audited by a certified public accountant each year.

At the start of each year, the principal will meet with the business manager, operations assistant, and CSBM to review the Board's operational and fiscal objectives for the school year. This operations/finance team will meet weekly to monitor progress. The principal will evaluate the business manager, and the business manager will evaluate the operations assistant.

**Family and Student Satisfaction:** Families and staff will complete confidential learning environment surveys customized to the school. The form will enable them to voice their opinions about the school, from satisfaction with the school's safety record to confidence in the school's leadership. The survey will be administered and collected by the board or a representative; data will be analyzed and interpreted by Dr. Ron Miller. These satisfaction surveys will be used in teacher, principal, and board evaluations.

#### *E. Professional Development*

Professional development will take place each summer and at least once every other week during the school year when children are engaged in activities outside the core curriculum. Content will focus on pedagogic knowledge and skills required to successfully implement the school's design. This will include the school's mission and its focus on preparation for higher education and work, the school's curriculum and assessment strategies, and standards for student work. Working with external curriculum consultants will help ensure students' work is benchmarked to high standards. We have already begun conversations with Core Knowledge, TERC, and FOSS and expect to work with their specialists in planning and implementing these components. Funding for these curriculum consultants has been included in the budget.

TLCS anticipates hiring teachers and specialists with three or more years of successful classroom experience, and we have established the beginning teacher salaries at \$75,000 for general education teachers and \$82,500 for dually certified teachers. We recognize, however, the critical importance of a strong professional development program to:

- train staff in the instructional and disciplinary approaches used in the school
- maintain consistency across classrooms on a grade in approach and pacing
- plan for instruction, critique practice, and revise curriculum, including strategies such as RTI to individualize instruction
- through review of student work, establish consistent standards and identify where learning is and isn't meeting high standards

- discuss students’ progress and identify those for whom intervention as is appropriate, whether it is inclass individualization, afternoon tutoring, or required participation in the weekend tutoring program which is implemented approximately twice a month.

**Summer.** All new teachers will participate in three weeks (fifteen five-hour days of professional development—ten in July and five in August). Returning teachers will participate in two weeks—five in July and five in August).

July professional development will focus on curriculum and assessment approaches. New teachers will be introduced to TLCS core curriculum, and the *Fontas and Pinnell* or *Acuity* assessment Systems. Returning teachers will focus on specific curriculum issues identified during the preceding school year.

At the beginning of these two weeks, each teacher in a team will select a specific content area as a specialty: literacy, mathematics, science, or social studies. The purpose is two-fold, to serve as a resource to other team members and to work with the specialists on other teams to identify issues, solve problems, and help ensure continuity of instruction across the grades.

Teachers and teaching assistants will participate for five days of August professional development. These will address restorative disciplinary practices (a focus for all staff), expectations for parent outreach and involvement. The final three days of that week will be set aside for collaborative planning and room preparation in anticipation of the first days of school.

The following is a sample schedule for summer 2016, when all teachers and specialists will be new:

<b>Sample Summer Professional Development Schedule for New Teachers</b>					
Week	Monday	Tuesday	Wednesday	Thursday	Friday
7/11-7/15/15	Core Knowledge Standards	Core Knowledge Literacy	Core Knowledge Literacy/ Movement	Readers and Writers Workshops	Literacy and the Arts Across the Curriculum: Team Teaching with Specialists
7/18-7/22/15	TERC Mathematics	TERC Mathematics	Full Options Science System (FOSS)	Full Options Science System (FOSS)	Social Studies
8/22-8/26/15	Restorative Approach	Parent Engagement	Collaborative planning and preparing for the first days of school		

## **Friday Afternoon Professional Block**

The student and teacher schedules for Friday afternoons are different from the other four days of the week. On alternating Fridays from 1:30 PM to 4:15 PM (three and a quarter hours), grade level teams, joined by specialists, will meet to critique lessons already taught, review student work, monitor progress of individual students, and plan upcoming lessons. The focus will be on collaborative reflective practice as a professional learning community. DuFour<sup>14</sup> defines three crucial questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

Integral to this process is the critical review of student work in terms of standards of excellence and continuing assessment of students who need additional time and support designed through the lens of RTI.

Professional blocks will be set aside periodically for cross-grade planning so that teachers can focus periodically on continuity and consistency across grade levels.

**Quarterly Professional Development Days.** Four Fridays have been set aside in the calendar as professional development days—days on which children do not attend school. The specific topics and approaches for these days will be planned based on emerging needs during the school year.

**Support from Specialists.** In addition to working directly with students, the guidance counselor, special education coordinator, and ESL coordinator will serve as a resource to colleagues. This may include observing specific students, observing lessons, co-teaching, co-planning, and analysis of student work and/or assessment results.

### *F. Facilities*

**Location:** TLCS is in the process of identifying a school location in LUFSD. We hope to locate in a LUFSD public space, which would minimize facility cost. However, in the event that suitable public space cannot be identified, we have budgeted to lease appropriate space in the LUFSD area..

**Facilities Need:** A standard size classroom space is required for each class listed. Space needs besides classrooms include: cafeteria, auditorium, kitchen, office space, indoor and outdoor exercise areas, and bathrooms. Specialty classrooms (e.g., science room, art room, music room, mirrored dance room, etc.) may be needed as the school grows in population. This number will remain constant from kindergarten through grade five; properly sized furniture will be ordered each year to accommodate our growing children until TLCS has the furniture to comfortably

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<sup>14</sup> DuFour, R. "What Is a Professional Learning Community?", *Education Leadership*, Vol. 61, No. 8, May 2004.

accommodate six grades of students from kindergarten to grade five. Any TLCS facility will be ADA-compliant and accessible to students and adults with disabilities.

**Facilities Cost:** As mentioned, if TLCS secures appropriate public facilities, facilities costs should be minimal. In that case, we would collaborate with LUFSD to identify and implement joint capital projects to benefit all students. If public space is unavailable, facilities costs include rent, janitorial staff and supplies, repairs and maintenance costs, and utilities costs. We have estimated these costs at \$25 per square foot. This estimate is conservative given the cost of commercial space within the school district's boundaries.

**Facilities Search:** If TLCS charter application is approved and a public location cannot be secured or is in doubt, the Board of Trustees Facilities Committee will work with prospective parents and community leaders to finalize a location. Upon charter approval, we will notify LUFSD to inquire about empty space in district school buildings.

### *G. Insurance*

Based on the insurance policies obtained by similar charter schools, the following is the approximate coverage TLCS expects to secure assuming it operates the school in a rented space:

- General: \$2 million aggregate and \$1 million for each occurrence
- Umbrella Liability: \$5 million limit of coverage
- School Leaders Errors & Omissions: \$1 million in coverage
- Student Accident: \$500,000 aggregate per accident
- Student Accident Medical: \$25,000 per accident
- Student Catastrophic Accident: \$1 million
- Auto: for non-owned vehicles used in school business
- Property: \$250,000 in coverage for school furnishings, equipment, and leased space betterments
- Workers' Compensation: rate determined by New York State
- Directors and Officers

In the event TLCS is able to secure LUFSD space, insurance policies will be adjusted accordingly.

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

**Nurse:** The school will work with the LUFSD and Nassau County Department of Health to ensure compliance with health service guidelines and N.Y. Educ. Law § 2854(1)(b). The school will secure a nurse or nursing service to maintain students' records, supervise the disbursement of medication, and the treatment of ill or injured students. This nurse or nursing service will be part-time in years one and two; when a nurse is not on-site those responsibilities that can be delegated will be assigned to the business manager.

**Other Staff:** At least two staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment. Vision and hearing screenings

will be coordinated with the Nassau County Department of Health and Mental Hygiene by the business manager.

**Immunizations:** The school will ensure new students adhere to New York State requirements for immunization before they attend:

- Required immunizations include: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella (MMR: two doses of measles containing vaccine and one dose each of mumps and rubella); Hepatitis B (three doses); Varicella (one dose).
- Parents or guardians must provide documentation their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.
- Parents or guardians may waive immunization in accordance with Public Health Law and exemptions 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 or guardian holds genuine and sincere religious beliefs contrary to such immunizations.

**Medications:** The school will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. 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 only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

TLCS will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include: student's name and date of birth; name of medication; dosage and route of administration; frequency and time of administration; conditions under which medication should be administered; date written; prescriber's name, title, and signature; and prescriber's phone number. The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school,

which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will also be informed so the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility

## **Food Services**

**Vendors:** We intend to contract with LUFSD School Food and Nutrition Services to provide a daily breakfast, lunch and snack but will consider private vendors who can demonstrate the capacity to provide effective and nutritional food services.

**Staff:** We will hire staff with appropriate food handlers permits to serve meals. Students will not be required to participate in our meal program and can of course elect to bring their own food to school.

**Food Services Program:** We intend to participate in the federal School Breakfast Program and the National School Lunch Program, administered by the United States Department of Agriculture (USDA); our meals will meet all nutritional requirements. Prior to the start of school, the school will work with families to complete the online School Meals Application form at [www.applyforlunch.com](http://www.applyforlunch.com).

Each month the business manager will estimate meal participation and bill in advance families of full-paying or reduced lunch eligible students; differences between estimated and actual participation will roll over to the next pay cycle. Per federal regulations, students with a disability that restricts their diet will be served meals at no extra charge. The school will track all meals eaten at the school; students' free and reduced lunch status will remain private. We will never turn away a student whose parent has not paid and have budgeted funds to cover such costs. The school will complete the Meals Served Report Form on a weekly basis to submit to the Office of School Food and Nutrition Services.

### *I. Family and Community Involvement*

Based on review of high performing charter schools, TLCS will welcome parents to visit their children's classes, provide continuing feedback on children's progress, and strongly encourage participation by parents in their children's education by ensuring students are prepared each day for school (for example, follow dress code, arrive at school on time), read to and with their child, reward children at home for their successes, encourage and reward perseverance.

Communication with home will be frequent and two seats on the Board of Trustees will reserved for parents of children attending the school. Open houses for parents and prospective parents will be held periodically at a variety of times (days and evenings).

**Parent-Teacher Relationships:** TLCS recognizes the importance of family and parent engagement and involvement to a child's education. In addition to regular parent-teacher conferences, teaching teams will send home weekly classroom reports, and check in with parents regularly by phone and email.

**Open Classrooms:** TLCS parents will be encouraged to visit the school to observe the classrooms at any time, without making an appointment. This policy is in effect in a number of the most effective charter schools in New York State.

**Translation:** The school will translate printed materials and have Spanish-speaking staff to ensure effective communication with all students and their families. We will also be hiring a bilingual parent coordinator beginning with the first year of operation.

**Parent Workshops:** In order to assist families in supporting their child's academic and character development, TLCS will design and host regular parent workshops. Separate family literacy workshops for native English speakers and native Spanish speakers will be held in different breakout spaces. These workshops will strengthen parents' connection to the school, their ability to support their children's learning at home, and encourage positive change in the community.

**Family Association:** TLCS will support an active family association by providing space to meet, access to communication tools, and information parents need to organize their activities. School leadership will make every effort to attend family association meetings and events, and will have an open door policy for its officers to hear their concerns. Board member Ellen Robbins has previously organized a PTA and organized and facilitated events and will contribute her expertise to this effort.

**Community Involvement:** TLCS intends to become rooted in its community and develop strong and productive relationships with community organizations (including LUFSD-specific community organizations like the Five Towns Community Center) and individuals. Staff will build connections to local agencies, non-profits and businesses to recruit students. We expect these relationships to deepen as the school demonstrates its commitment to the students in this community, and ultimately result in support ranging from advocacy to financial or pro bono contributions to services for families.

### *J. Financial Management*

**Budget:** Each spring the principal and business manager will evaluate the school's needs for the coming year, including staffing, technology, facility, and instructional materials, and develop a budget based on the previous year's revenues and expenditures and projections for the coming year. The principal will then recommend a proposed budget to the Board Treasurer who will then present a final budget to the Board for approval in May. The school will also maintain a five-year budget projection and revise it each year based on current information and long-term strategic plans.

Budgets are monitored on a monthly basis. CSBM will provide school leaders with regular reports, including budget-to-actuals, cash flow and balance statements; any significant variances

will be reviewed and discussed with the Board Treasurer, who will provide the board with a monthly report on the school's financial health. Major modifications of the budget will require board approval.

**Financial Systems:** The school intends to contract with CSBM for financial management in the first five years of operation. CSBM has extensive systems for financial management. Moreover, CSBM will professionally develop the school's staff regarding set up and maintenance of systems for accounting, student and staff records, payroll, tracking of student meals, enrollment and attendance, eligibility for free and reduced priced lunch, and special education and ELL services.

Below are the key services provided by CSBM during the planning year and once the school is operational:

### **Planning Year**

#### Payroll

- Set up payroll system using ADP
- Process payroll per school's pay schedule
- Post payroll expenses in accounting system
- Complete quarterly payroll reconciliations
- Review/distribute W-2s and prepare/distribute 1099s
- File payroll related documents

#### Finance/Accounting

- Set up accounting system using QuickBooks Online
- Create/recommend edits for the annual/multi-year budgets (including review of five year charter application budget)
- Create/recommend edits for the chart of accounts
- Create/recommend edits for Financial Policies and Procedures (FPP) manual
- Coordinate grant reporting and assess whether grant restrictions are fulfilled
- Reconcile monthly bank statements in the accounting system
- Close books and manage monthly, quarterly and annual fiscal reporting to all constituents including Charter Authorizer, Board of Trustees and School Leadership Team
- Post revenues & expenses and process deposits and disbursements
- File all financial documentation in CSBM's Binder System

#### Audit Preparation

- Introduce school to potential auditors
- Support completion of the 990 by auditors
- Provide support with completion of the Initial Statement of Financial Controls

### **Operational Years**

#### Human Resources

- Handle the administration related to HR files
- Enroll/withdraw staff members in benefits including insurance and retirement plans

#### Payroll

- Process payroll per school's pay schedule
- Post payroll expenses in accounting system
- Complete quarterly payroll reconciliations
- Review/distribute W-2s and prepare/distribute 1099s
- File payroll related documents

#### Finance/Accounting

- Create/recommend edits for budgets
- Coordinate grant reporting and assess whether grant restrictions are fulfilled
- Reconcile monthly bank statements
- Close books and manage fiscal reporting to all constituents including Charter Authorizer, Board and School Leadership Team
- Present financial reports to Board of Trustees
- Post revenues & expenses and process deposits & disbursements
- File all financial documentation in Binder System

#### Audit Preparation

- Support completion of the 990 by the auditors
- Prepare for on-site testing by auditors
- Close books for the fiscal year
- Prepare all requested schedules/analyses and work with auditors until completion
- Review/recommend edits for draft financial statements and draft management letter
- Participate in meeting with Board of Trustees and auditors

**Financial Controls:** The board will adopt detailed financial policies and procedures to guide school staff and protect school resources. The principal and two members of the Board of Trustees will be authorized check signers. Two signatures will be required for any transactions greater than \$10,000. Approval of the Board Chair is required to open a bank account.

Clear procedures will be established to ensure:

- Segregation of duties to assure funds are safeguarded and properly deposited.
- Establishment of controls to ensure all receipts and expenditures are properly recorded in the accounting records.
- Identification of payments and receipts in sufficient detail to facilitate preparation of the monthly financial reports.

**Annual Audits:** The school will contract with an independent certified public accountant (CPA) to conduct an annual fiscal audit of all financial reports, including statement of financial position, statement of cash flows, statement of activities, and schedule of functional expenses. All financial transactions will be recorded in accordance with generally accepted accounting principles (GAAP). All audits will be conducted in accordance with the Government Auditing

Standards. We expect the auditor will produce an Initial Statement of Financial Controls in the beginning of the school year and complete the annual audit the following fall. The board will review all audits, meet with the auditor without school staff present, and monitor all efforts by school leaders to address any found deficiencies.

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

We have prepared a conservative budget with assumptions based on the experiences of other operating charter schools on the advice of Charter School Business Management, Inc . Our revenue estimates are based on 100% of per capita income being derived from the LUFSD. Expenditures assume 100% enrollment. Since we will be recruiting only from LUFSD, we have utilized their per-pupil rate of \$23,002 in all calculations. On the advice of CSBM we have created a substantial reserve beginning in year two in anticipation of emergencies and with the expectation that if funds remain we can address emerging needs.

Though we hope to secure public space by working with LUFSD, we have prepared a five-year budget that assumes we will have to find private space.

#### **Pre-Opening**

*Revenue:* We have budgeted for a planning grant of \$500,000 and have set aside \$105,000 for pre-opening expenditures.

*Expenditures:* Expenditures will primarily include bringing on the principal and business manager in April to help with securing space, recruiting staff, and planning summer training. We have also set aside funds to set up operational and financial systems and to conduct staff and student recruitment. The board of trustees will be responsible for conducting first year student recruitment/lottery. We plan to seek external funding to supplement the resources available for student recruitment.

*Cash Flow:* We anticipate a positive cash balance for each month of the pre-opening period. Should the CSP grant arrive later than anticipated, we will consider deferring compensation or external fundraising.

#### **Budget for Years One to Five**

*Revenues:* In addition to the planning grant, revenue is derived from per pupil tuition from LUFSD and the IDEA, Title I, and Title II programs. All students will be recruited from LUFSD and we have used their per capita rate in our calculations. We estimate that Title I, Title II, and IDEA revenue will increase proportionately..

*Expenditures:* In year one, 47% of the total budget is allocated to salaries and benefits. This increases to 53% by year five. (If funds set aside for facilities are not needed because the school is housed in an LUFSD facility, the dollars will be largely redirected to instructional staff, curriculum, professional development, and parent involvement.) Over the first five years, the percentage of staff who are instructional increases from 69% in year one to 8. As income

increases, we are able to add more instructional staff in relationship to the relatively fixed costs of non-instructional staff:

Category	Percent of Personnel Costs Allocated to Instructional and Non-instructional Positions									
	Year 1		Year 2		Year 3		Year 4		Year 5	
	Salaries	%	Salaries	%	Salaries	%	Salaries	%	Salaries	%
Instructional	\$945,000	69	\$1,614,650	77	\$2,259,897	79	\$2,892,694	81	\$3,394,475	82
Administrative	\$425,000	31	\$482,750	23	\$617,233	21	\$675,749	19	\$736,022	18
Total	\$1,370,000		\$2,097,400		\$2,877,130		\$3,568,443		\$4,130,497	

The following are highlights of expenditures in non-personnel categories:

- **Benefits:** In addition to mandated benefits, we have incorporated an annual contribution of 4% to employee 401(k) accounts. Employees may also contribute additional dollars. This is important for recruitment purposes.
- **Curriculum and instruction:** This category ranges from \$274,000 in year one to \$614,000 (cent) in year five. Major expenditures are for textbooks, library books for individual classroom libraries, classroom supplies and materials, and field trips
- **Professional Services** range from \$292,500 in year one to 508,430 in year five. This total includes funding for financial management services that would otherwise have to be provided by administrative personnel, custodial services, substitutes, and educational consultants to provide professional development in curriculum and restorative discipline.
- **Facilities** have been budgeted at \$25 per square foot, a conservative estimate for our location. Total facility costs range from 284,600 in year one to 742,080 in year five. If we are able to occupy space in an LUFSD school building, these resources can be redirected to increased personnel to support the instructional and discipline programs.

*Cash Flow:* We anticipate a positive cash balance for each month of the pre-opening period. Most start-up costs are incurred early in the year, while salaries are distributed across the year. Based on other schools’ experiences, we anticipate receiving DYCD funds in the spring. We project a positive cash balance in all but one month of the first year of operation.

*Salaries:* For budgeting purposes, salaries have been increases an average of 3% per year. Specific salary increases will range from 1-5% and will be based on performance.

Please see **Attachment 9: Budget and Cash Flow Template.**

*L. Pre-Opening Plan*

Domain	Action	Start Date	End Date	Responsibility
Governance	Ratify by-laws and code of ethics	January 2016	January 2016	BOT
Business	Recruit principal and business manager	January 2016	March 2016	BOT
Governance	Appoint board officers	January 2016	January 2016	BOT

Business	Contract with CSBM for payroll and other financial systems	January 2016	August 2016	BOT, PR
Academic	Develop parent contract	January 2016	January 2016	BOT
Business	Obtain 501(c)3 status	January 2016	May 2016	BOT
Business	Seek external funding to support student recruitment	January 2016	March 2016	BOT
Academic	Recruit students	January 2016	April 2016	PR, OM
Business	Select/administer schoolwide insurance policies	February 2016	April 2016	BOT, PR
Facility	Secure facility	February 2016	March 2016	BOT
Facility	Ensure improvements and repairs are made	March 2016	May 2016	OM
Academic	Recruit and hire teachers and teaching assistants	March 2016	May 2016	HM, OM
Academic	Plan/coordinate summer professional development: Core Knowledge, TERC, FOSS, social studies, and restorative discipline	March 2016	May 2016	PR, OM, CS
Operations	Complete 5-year technology plan, select server and computers to be purchased	March 2016	April 2016	OM
Operations	Principal and operations manager on staff	April 2016	June 2016	BOT
Facility	Purchase and assemble furniture	April 2016	July 2016	OM
Facility	Install and test internet connectivity	April 2016	June 2016	OM
Facility	Install and test phone lines, phone system, and fax machine	April 2016	June 2016	OM
Academic	Hold student lottery	April 2016	April 2016	PR, OM
Business	Approve budget for FY16-17	April 2016	April 2016	BOT
Operations	Secure school meals and transportation	April 2016	May 2016	OM
Operations	Secure nursing and custodial contractors	April 2016	May 2016	OM
Operations	File all student enrollment forms as required by law	April 2016	August 2016	OM
Academic	Select and order professional development materials	April 2015	May 2015	PR, OM
Academic	Draft, send and collect signed hire letters for all staff with support of pro bono attorney	May 2016	May 2016	OM
Operations	Select/administer staff benefits- insurance and retirement plan	May 2016	August 2016	PR

Facility	Obtain certificate of occupancy	June 2016	July 2016	OM
Facility	Finalize facility preparation (prepare offices, post room signs and emergency exit procedures, ensure staff mailboxes are in place)	July 2016	August 2016	OM
Academic	Conduct 15-day summer professional development	July 2016	August 2016	HM, OM, CS
Operations	Complete school safety manual	July 2016	July 2016	OM
Operations	Complete operations manual	July 2016	July 2016	OM
Operations	Complete human resources manual	July 2016	July 2016	HR, OM
Governance	Approve financial policies and procedures, and procedures manuals	July 2016	July 2016	BOT
Business	Complete financial policies and procedures manual	July 2016	July 2016	PR, OM
Academic	Host parent orientations	July 2016	July 2016	OM
Academic	Train staff on all financial, operational, HR and safety procedures	August 2016	August 2016	OM

BOT=Board of Trustees; PR=Principal; Operations Manager; CS=Consultants

### *M. Dissolution Plan*

In the event of dissolution, the school will work closely with appropriate representatives of the LUFSD to develop and implement a dissolution plan that complies with Education Law §§ 219 and 220 and all applicable NYSED guidelines. Within five days of the decision to close, the board will designate one trustee and one school employee to oversee the closing of the school from an operational and financial perspective.

**Transfer of Students:** The school employee tasked with overseeing the closing of the school will schedule a series of meetings for parents to provide information about the dissolution, including a timeline and to offer support for a seamless transition to a nearby public or non-public school. He or she will also work with the home district to transfer current students to an appropriate school environment as per typical regulations.

**Transfer of Student Records:** The trustee will provide the district with files of all scholars currently enrolled at TLCS, including Individualized Education Programs (IEPs), student health and immunization records, attendance records, and report cards. Copies of these files will be given to parents or guardians at the school's expense.

**Employee Termination:** After an employee termination date is established by the board, the school will notify employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for

New York State Unemployment Insurance pursuant to any regulations of the New York State Department of Labor.

**School Assets:** The dissolution plan will provide that all property, which the school has leased, borrowed, or contracted for use will be returned. The return of such property will conform with contractual prearrangement, where applicable, and will be done with reasonable promptness.

The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for the first three years of operation to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another nonprofit organization within the LUFSD as designated by the Board.

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name The Lawrence Charter School  
Proposed School Location (District) Lawrence Union Free School District  
Name of Existing Education Corporation (for replication) \_\_\_\_\_

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”<sup>12</sup>

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

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

<sup>12</sup> N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;<sup>13</sup>

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>14</sup> and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>15</sup>

*Existing Education Corporation (if seeking to replicate):* I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, Burton Sacks, hereby certify that the information submitted in this Full Application to establish The Lawrence Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:

Date:

3/19/15



<sup>13</sup> ESEA § 5203(b)(3)(J)

<sup>14</sup> ESEA § 5203(b)(3)(K)

<sup>15</sup> ESEA § 5203(b)(3)(N)

## **Attachment 1**

### **Admissions Policy and Procedures**

A child who is legally qualified for admission into any Lawrence Union Free School District is also qualified for admission, without charge, to TLCS. Admission will not be restricted on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Admission will be purely on a lottery basis, except with regard to siblings of currently enrolled students and the student's home district, as per the Charter School Law of 1998 (as amended in 2007).

In school year 2016-2017, TLCS will enroll students in Kindergarten and First Grade. Thereafter, it will accept nearly all of its students for Kindergarten. TLCS will backfill upper grades as a result of attrition and student "mobility". Children must turn five years old by December 1 to be eligible for Kindergarten, just as in Lawrence Union Free School District.

If a student is admitted to TLCS for the first time after having attended another school, that student will be placed into the appropriate grade based on the available educational records from the student's last school. In the absence of sufficient educational records to make a determination, the student will be placed based upon his or her age.

On January 1, 2016, applications will be made available via mail, the main office, fax, our website, and email. At this time parents will also be informed about their transportation options and have access to the transportation request forms for LUFSD. By April 1 (as per an amendment to the Charter School Law), all applications must be received.

TLCS will distribute flyers and pamphlets throughout the local community advertising for admission to the school. Information sessions will be held in the community informing families and community members about the school and the admissions process. Bi-weekly information sessions will be held during January and February preceding the academic year. While these information sessions will not be mandatory, they will be strongly encouraged. The purpose of the sessions is to provide information and to allow parents to make an informed choice for their child. Information sessions will be available in Spanish and accommodations will be made for individuals with any disabilities.

If the number of applications is greater than the number of available seats, then a public lottery will be held. This lottery will be conducted in a public space and administered by a third party. For School Year 2016-2017, the lottery will be held on April 1, 2016. The lottery will always be held after April 1 of each upcoming academic year per the Charter School Law, as amended.

Admission will be based on the following preferences in strict order. After the first year, first priority will be for returning students. Once those slots have been filled, siblings of students who have also been accepted in this lottery are accepted. Third, priority will be those students living in the home district of TLCS. Thereafter, applicants from outside the home district will

be drawn. Once all seats are filled, all other names will be pulled and put onto a waitlist in the order in which they were selected. The waitlist will be reset each year.

Within three calendar days of the lottery, TLCS will send letters of notification to parents, with information of either their acceptance to TLCS or their waitlist status and number.

Students who have been accepted will receive an enrollment form and will be asked to sign the TLCS Contract, which will list the rights and responsibilities for the school, parents, and the soon-to-be student.

Families will have approximately 14 calendar days to sign and return the Enrollment Form via mail or drop off. If not received by the deadline, the applicant loses his/her seat and we will contact the next name on the list in the appropriate order.

If the number of applications is less than the number of available seats, then, rather than implement a lottery process, all scholars will be admitted, and a second round of information sessions will be held to fill any remaining seats. If a second lottery process is necessary, the Public Lottery will be held 20 business days after the first lottery held (for example, April 29, 2016 if the first lottery is held on April 1, 2016).

All scholars who are accepted for enrollment or re-enrollment must complete all required enrollment forms on time to enroll at TLCS. If these forms are not completed and returned on time, the relevant scholar loses his/her spot in the school and will be placed on the waiting list. These forms include immunization forms, LAB-R for home language, blue card, proof of home address, and proof of the child's successful completion of the previous grade, if entering after kindergarten. Families will also receive a TLCS Student Handbook, which will include information on discipline, rights of students, and expectations.

TLCS will reserve 10% of open seats in a given year for student transfers under the No Child Left Behind (NCLB) School Choice Program. If the school at any time has a scholar enrollment that is 10% over or under its enrollment plan, it will notify its authorizer.

## **Attachment 2. Meetings/Outreach to Community and Related Materials**

### ***Meetings***

- 12/22/14 Met with New York State Regent Roger Tilles and parents of North Woodmere, convened in response to a number of telephone conversations with Mr. Tilles between October and December.
- 2/3/15 Met with Lorenzo Sistrunk, Executive Director of the Five Towns Community Center. He gave permission to conduct information sessions at the center and to distribute parent surveys, flyers and any information to parents dropping off and picking up their children from the Head Start program on an ongoing basis. Currently there are 76 children attending this program.
- 2/8/15 Addressed to over 200 parishioners at the end of the Spanish service at Our Lady of Good Counsel Church and distributed surveys and FAQs
- 2/13/15 Conducted follow-up meeting with Dina Finklestein, Director of Crossroads School for Children, who agreed to distribute surveys in English and Spanish.
- 3/1/15 Met with Jesse Lunin Pack, a community advocate, and provided him with an in-person opportunity to ask and receive extended responses to questions regarding the proposed new charter school
- 3/8/15 Met with Victoria Libbey Simao, a community advocate, to provide her with an opportunity to discuss and ask clarification questions regarding the proposed Charter School and offer to meet with the Parent Association Executive Board of the Lawrence Union Free School District.
- 3/9/15 Met with the Executive Board of the Atlantic Beach Civic Association who agreed to post information on their website that serves the 275 families in that community.
- 3/11/15 Conducted Public Meeting at Five Towns Community Center. After presentation to the group, a participant who provides services to the Hispanic Community indicated he would put our charter school information meeting flyers on his Facebook page; another participant indicated he would put our information on the Facebook page of the Soccer league that he works with

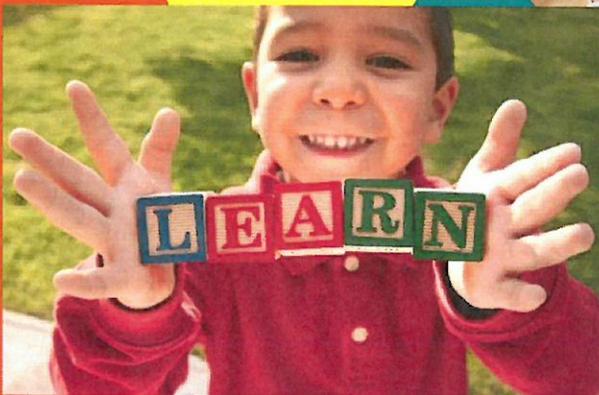
### ***Outreach***

- 1/29/15 Spoke to Father Fasano of Our Lady of Good Counsel Church about our intent to reapply and need to reach out to the community. Father Fasano agreed to distribute 100 surveys and FAQs in English and will mention the Charter School after services. He recommended that we speak to Father Fernando about distributing 250 surveys and FAQs in Spanish.

- 1/29/15 Followed up with Father Fernando of Our Lady of Good Counsel Church. He suggested that we address the parish on Sunday, February 8, 2015 about our intentions and the need for community input.
- 2/2/15 Held follow-up conversations with a number of parents, community members (names and contact information received from a Community Outreach sign-up sheet) from the 7/27/14 meeting
- 2/11-27/15 Spoke with parents of children attending the Head Start program and employees of the Five Towns Community Center.
- 3/1/15 Spoke with Church leaders and parents at Our Lady of Good Counsel Church and distributed the public meeting flyer and charter school FAQs; was invited to attend a meeting with them on 3/5 (which was postponed due to snow); reached out to church leaders to reschedule for March 12<sup>th</sup>.
- 3/1/15 Distributed charter school FAQs and flyers to local residents at the Dutchess Deli in Atlantic Beach.
- 3/1/15 Spoke to a number of parents and community members and handed out flyers at the Five Towns Community Center.
- 3/2-9/15 Spoke to parishioners from Our Lady of Good Counsel who convene prayer meetings with small groups in the evenings at the Church; reached out to all, distributed public meeting flyers, FAQs and answered questions.
- 3/6/15 Spoke to local residents at Staples in Lawrence and distributed the charter school FAQs and flyers for public meeting.
- 3/6/15 Spoke to customers in the New Dutch 24 Hour Laundromat, Inwood about proposed Charter School; posted flyers, public meeting information, and charter school FAQs on its Bulletin Board.
- 3/9/15 Spoke to an assistant at Our Lady of Good Counsel who agreed to have follow-up conversations with the Church Priests to urge them to continue reaching out to parishioners after Sunday masses.
- 3/10/15 Spoke to proprietors and some patrons of Bonilla's Barber Shop and in the Las Familias Deli on Mott Ave, Lawrence who allowed us to leave information about the proposed Charter School and public meeting flyers for other patrons.

**Come to an Informational Meeting on  
Wednesday, March 11, 2015 @ 6 pm  
at the  
Five Towns Community Center  
270 Lawrence Avenue, Inwood, NY 11559  
DISCOVER A BETTER FUTURE FOR YOUR CHILD  
THE LAWRENCE CHARTER SCHOOL**

- ✓ Free public education
- ✓ Challenging academic standards
- ✓ Experiential learning
- ✓ Learn critical thinking skills
- ✓ Culture of high expectations



Will open in September, 2016  
for children entering Kindergarten &  
1<sup>st</sup> Grade (Adding a grade each year  
until it is a K-5 school)

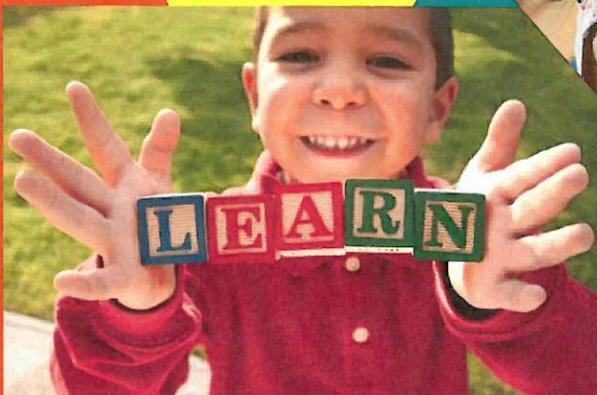
Don't miss out on this educational opportunity for your child.  
Call Evelyn Batista Gargano at 917-716-5595 or email her at [ebati@msn.com](mailto:ebati@msn.com) for more  
information.

Venga a una reunión informativa el  
Miércoles 11 de Marzo 2015 a las 6 pm  
en el

Five Towns Community Center  
270 Lawrence Avenue Inwood, NY 11559

## DESCUBRA UN FUTURO MEJOR PARA SU NIÑO THE LAWRENCE CHARTER SCHOOL

- ✓ Educación gratis y pública
- ✓ Estándares académicos desafiantes
- ✓ Aprendizaje experiencial
- ✓ Cultura de altas expectativas
- ✓ Aprender habilidades de pensamiento crítico



Se abrirá en Septiembre 2016  
para niños ingresando en  
Kindergarten & 1<sup>er</sup> Grado  
(Añadiendo un grado cada año  
hasta que sea una escuela K-5)

No se pierda esta oportunidad educacional para su niño. Llame a Evelyn Batista Gargano al 917-716-5595 o envíe un correo electrónico a [ebati@msn.com](mailto:ebati@msn.com) para más información.

## Facts you should know about the Lawrence Union Free School District

- Finances:
  - In “significant fiscal stress” as per NY State Comptroller’s report
  - Poor financial practices (unrealistic revenue projections and inaccurate budget estimates)
  - Filling gaps with one-shot unsustainable actions (e.g., selling its assets - school buildings)  
“...district’s budget status should improve greatly...when the system receives \$8.6million from the sale of an elementary school building.”  
*Gary Schall – Newsday (January 15, 2015)*
  - Appears to favor the interest of private school students over public school students
- Transportation:
  - 10.8% of school budget consumed by transportation
  - No mileage limitations on transportation for all K-12 students (“universal busing”) including transportation beyond district lines into New York City and other areas
- Special education:
  - Consumes enormous proportion of district budget
  - Private school students receive special education services in non-public schools
  - Placement made in private schools when appropriate placements can be provided by district within district lines

### ----- Poor Academic Performance -----

- High School Graduation
  - 4<sup>th</sup> lowest percent of student graduating from high school of the 44 school districts in Nassau County
  - 33% of high school graduates reaching state marks on examinations
- English Language Arts: (2013-2014)
  - 30% of all students in Grades 3-8 are proficient
  - 24% of Latino students in Grades 3-8 are proficient
  - 22% of black/African-American students in Grades 3-8 are proficient
  - 5% of students with disabilities in Grades 3-8 are proficient
  - 3% of limited English proficient students in Grades 3-8 are proficient
- Mathematics: (2013-2014)
  - 27% of all students in Grades 3-8 are proficient
  - 21% of Latino students in Grades 3-8 are proficient
  - 17% of black/African-American students in Grades 3-8 are proficient
  - 6% of students with disabilities in Grades 3-8 are proficient
  - 3% of limited English proficient students in Grades 3-8 are proficient

Charter School Interest Survey

Dear parents,

We are a group of Lawrence School District parents and community members who are interested in ensuring that our public school children are successful. We all want our children to graduate from high school with high test scores, and college and career ready. Currently, the Lawrence School District has among the lowest percentage of students graduating from high school and the lowest percentage of students performing at high proficient levels on statewide tests. This must change and that change must start now!

We believe that a charter school here with a rigorous and enriched curriculum in the Lawrence School District would build the solid educational foundation necessary for our children. We want to build a charter school that has the best features to meet our children’s needs. And we want you to help us do so. Please take five or ten minutes to complete the survey below to let us know what you would like see in a charter school and return it to Evelyn Batista Gargano at 139 Bayside Drive, Atlantic Beach, NY 11509.

Thank you very much.

	Please check one.			
	Strongly agree	Agree	Disagree	Strongly disagree
<b>What kind of school do you wish for your child?</b>				
• Rigorous academic program				
• Small class sizes				
• Enrichment programs – art, music, foreign language				
• Extracurricular activities and services				
• Extended school day				
• Extended school year				
• Weekend classes				
• Support services for all students: gifted and talented, struggling, high achieving, English language learners, students with disabilities				
• Technology				
• Library				
<b>What kind of School Environment do you wish for your child?</b>				
• Students have high expectations				
• Students respectful of self and others				
• Staff and faculty respectful of students				
• Staff and faculty open to discussion with parents				
• Safe and orderly school				
• Strong moral code of conduct with clear consequences				
• School uniforms				
• Parents who are involved				

Charter School Interest Survey

	Strongly agree	Agree	Agree	Strongly disagree
<b>What would you expect in school's instructional program?</b>				
• Clear instructional vision, goals and high expectations				
• Rigorous curriculum/instructional program				
• Clear focus on reading, writing, arithmetic and science				
• Sufficient instructional materials				
• Technology				
• Meaningful assignments and homework				
• School trips				
• Ongoing formal and informal assessments				
<b>What would you expect your child to learn in school?</b>				
• Good study habits				
• Self-discipline				
• Strong moral code of conduct				
• Social and emotional skills				
• Critical thinking skills				
• Problem solving skills				
• Preparation for state tests				
<b>What are your expectations of a school principal and teachers?</b>				
• Effective school leader and teachers				
• Approachable and open to meeting with parents				
• Strong communications with parents				
• Caring/nurturing				
• High expectations for my child and other students				
• Respectful and attentive				
• State certified				
• Experienced and trained				
• Multi-talented				
<b>What parents expect from schools for them?</b>				
• Ongoing and regular communications				
• Electronic communications - website, text, emails, tweets, etc				
• Communications in the parent's home language or mode of communication				
• Translated materials and translators available, as necessary				
• Meaningful and timely feedback on your child's performance				
• Information about what is being taught in school				
• Open to discussions about your child				
• Provides extra help when necessary				
• Convenient meeting times				
• Responsive to my concerns				
• Parent workshops				

Charter School Interest Survey

	Strongly agree	Agree	Agree	Strongly disagree
<b>What should the school expect from parents?</b>				
• Participation at parent teacher conferences				
• Participation in school decision-making				
• Accountable for student's attendance and behavior				
• Participation in special events and celebrations				
• Volunteering for school fund raisers				
• Chaperoning school trips				
<b>What should be in the school's extra-curricular or afterschool program?</b>				
• Remediation for students who require additional assistance				
• Home language supported academic tutorial assistance for struggling English language learners				
• Additional English as a second language sessions for English language learners				
• Curriculum enrichment programs – art, music, foreign language				

**Other Comments or Suggestions:**

Charter School Interest Survey

Queridos padres,

Somos un grupo de padres del Distrito Escolar de Lawrence y miembros de la comunidad que están interesados en asegurar que nuestros niños de escuelas públicas tengan éxito. Todos queremos que nuestros hijos se gradúen de la escuela secundaria con altos puntajes, y preparados para la universidad y una carrera. Actualmente, el Distrito Escolar de Lawrence tiene entre el porcentaje más bajo de estudiantes que se gradúan de la escuela secundaria y entre el porcentaje más bajo de estudiantes desempeñándose en los altos niveles de proficiencia en los exámenes estatales.

Creemos que una escuela aquí en el Distrito Escolar de Lawrence con un plan de estudios riguroso y enriquecido construiría la base educativa sólida necesaria para nuestros niños. Queremos construir una escuela charter que tenga las mejores características para satisfacer las necesidades de nuestros niños. Y queremos que nos ayuden a hacerlo. Por favor, tome cinco o diez minutos para completar la siguiente encuesta para hacernos saber lo que les gustaría ver en una escuela charter y devuelvanla a Evelyn Batista Gargano en 139 Bayside Drive, Atlantic Beach, NY 11509.

Muchas gracias.

	Por favor, marque uno.			
	Muy de acuerdo	De acuerdo	No de acuerdo	Totalmente en desacuerdo
<b>Qué tipo de escuela desea para su hijo?</b>				
• Riguroso programa académico				
• Clases pequeñas				
• Programas de enriquecimiento - -arte, música, idioma extranjero				
• Actividades y servicios extraescolares				
• Día escolar extendido				
• Año escolar extendido				
• Clases de fin de semana				
• Servicios de apoyo para todos los estudiantes: dotados y talentosos, luchando, alto rendimiento, que están aprendiendo inglés, estudiantes con discapacidades				
• Tecnología				
• Biblioteca				
<b>Qué tipo de ambiente escolar desea para su hijo?</b>				
• Los estudiantes tienen altas expectativas				
• Estudiantes respetuosos de sí mismos y los demás				
• Personal y la facultad respetuosos de los estudiantes				
• Personal y la facultad abiertos a discusiones con los padres				
• Escuela segura y ordenada				
• Fuerte código de conducta moral con consecuencias claras				
• Uniformes escolares				
• Padres que están involucrados				

Charter School Interest Survey

	Muy de acuerdo	De acuerdo	No de acuerdo	Totalmente en desacuerdo
<b>Qué se puede esperar en los programas académicos de la escuela?</b>				
• Clara visión de instrucción, objetivos y expectativas				
• Plan de estudios riguroso/programa de instrucción				
• Claro enfoque en la lectura, escritura, aritmética y ciencias				
• Suficientes materiales de instrucción				
• Tecnología				
• Asignaciones y tareas significativas				
• Viajes escolares				
• Evaluaciones formales e informales en curso				
<b>Qué se puede esperar que su hijo aprenda en la escuela?</b>				
• Buenos hábitos de estudio				
• Autodisciplina				
• Fuerte código de conducta moral				
• Habilidades sociales y emocionales				
• Habilidades de pensamiento crítico				
• Habilidades para resolver problemas				
• Preparación para las pruebas del estado				
<b>Cuales son sus expectativas de un director de la escuela y los maestros?</b>				
• Líder y maestros de la escuela eficaces				
• Accesibles y abiertos a reunirse con los padres				
• Fuerte comunicación con los padres				
• Mantener un ambiente de cariño y buen cuidado				
• Altas expectativas para mi hijo y otros estudiantes				
• Respetuosos y atentos				
• Certificados por el estado				
• Experimentados y capacitados				
• Múltiples talentos				
<b>Lo que los padres esperan de la escuela para ellos?</b>				
• Comunicaciones continuas y regulares				
• Comunicaciones electrónicas - sitio web, texto, tweets, etc.				
• Comunicaciones en el idioma materno o modo de comunicación del padre				
• Materiales traducidos y traductores disponibles, según sea necesario				
• Retroalimentación significativa y oportuna sobre el desempeño de su hijo				
• Información acerca de lo que se enseña en la escuela				
• Abierto a discusiones acerca de su hijo				
• Proporciona ayuda adicional cuando sea necesario				
• Horas de reunión convenientes				
• Receptivo a mis preocupaciones				
• Talleres para padres				

Charter School Interest Survey

	Muy de acuerdo	De acuerdo	No de acuerdo	Totalmente en desacuerdo
<b>Lo que debe esperar la escuela de los padres?</b>				
• La participación en las conferencias de padres y maestros				
• La participación en la toma de decisiones escolares				
• Responsable por la asistencia y el comportamiento del estudiante				
• Participación en eventos y celebraciones especiales				
• Ofrecerse como voluntario para la recaudación de fondos para la escuela				
• Acompañando en excursiones escolares				
<b>Que debería haber en el programa extracurricular o el programa después de la escuela?</b>				
• Clase de refuerzo para estudiantes que requieren asistencia adicional				
• Asistencia tutorial académica en la lengua materna para los estudiantes aprendiendo inglés				
• Sesiones adicionales de inglés como segundo idioma para estudiantes aprendiendo inglés				
• Programas de enriquecimiento del currículo - arte, música, idioma extranjero				

**Otros Comentarios o Sugerencias:**

### Attachment 3a: Sample Weekly Student and Teacher Schedules

The following sample schedules are for the lower elementary grades. These are the first grades that will be phased in.

#### Sample Weekly Student Schedule

Time	Activity	Notes
8:00-8:30	Breakfast	Students have breakfast; they are supervised by teacher aides.
8:30-8:45	Class meetings	Daily class meeting; activities may include restorative discipline.
8:45-11:30	Literacy block with art, music, and dance integration	Core Knowledge language arts curriculum, reader's and writer's workshops; integration of art, music, and dance
11:30-12:00	Recess/Lunch	One-half of children will have recess while the other half have lunch; children will be supervised by teachers and teacher aids.
12:00-12:30	Recess/Lunch	One-half of children will have recess while the other half have lunch; children will be supervised by teachers and teacher aids.
12:30-1:30	Mathematics block	TERC mathematics curriculum
1:30-3:30	Science/social studies with art, music, and dance integration	Full Option Science System (FOSS) and locally developed social studies units based on Core Knowledge social studies sequence. On Friday afternoons from 1:30 PM to 4:15 PM, students are regrouped to allow teachers to participate in the bi-weekly professional block. Friday afternoons will have a special focus on the arts.
3:30-4:15	Tutoring/enrichment	Classroom, arts, and special education and ESL teachers implement tutoring and enrichment activities
4:15-4:30	Getting ready to go home/dismissal	Classroom teachers and teacher aides prepare students to go home.

## Sample Weekly Teacher Schedule

Time	Teachers	Notes
8:00-8:30	Preparation time	Teachers prepare for the school day; students are supervised by teacher aides
8:30-8:45	In classroom	Daily class meeting
8:45-11:30	In classroom	Grade level teams implement the language arts curriculum; arts teachers rotate among teams to support arts integration; special education and ESL teachers provide small group and individual support in the classroom.
11:30-12:00	Lunch/Supervision	One half of teachers and teacher aides will supervise students. The others will have lunch.
12:00-12:30	Supervision/Lunch	One half of teachers and teacher aides will supervise students. The others will have lunch.
12:30-1:30	In classroom	Grade level teams implement the mathematics curriculum; arts teachers rotate among teams to support arts integration; special education and ESL teachers provide small group and individual support in the classroom.
1:30-3:30	In classroom*	Classroom and arts teachers integrate arts and movement into science/social studies block; Friday: teachers alternate professional blocks by grade, with periodic cross grade meetings by content area.*
3:30-4:15	In classroom*	Classroom, arts, and special education and ESL teachers implement tutoring and enrichment activities*
4:15-4:30	Dismissal	Classroom teachers and teacher aides prepare students to go home and supervise dismissal.
4:45	Leave	

\*On alternating Fridays, teacher teams use the science/social studies block and the tutoring/enrichment block (1:30 to 4:15 PM) for professional development.

## Attachment 3b: Proposed First Year Calendar

<p><b>4 Independence Day</b></p> <p>Summer Professional Development: 7/11-15 and 7/18-22</p>	<p><b>JULY 2016</b></p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>15</td> </tr> <tr> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>24</td> <td>25</td> <td>25</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> <tr> <td>31</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15	17	18	19	20	21	22	23	24	25	25	27	28	29	30	31							<p><b>JANUARY 2017</b></p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> </tr> <tr> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> </tr> <tr> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>25</td> <td>27</td> <td>28</td> </tr> <tr> <td>29</td> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	25	27	28	29	30	31												<p><b>1 New Year's Day</b> <b>16 M.L. King Day</b></p> <p>Saturday Tutoring: 1/14, 1/28</p>														
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<p>3-4 Rosh Hashanah <b>10 Columbus Day</b> 12 Yom Kippur</p> <p>Saturday Tutoring: 10/1, 10/15, 10/29</p>	<p><b>OCTOBER 2016</b></p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr> <td>30</td> <td>31</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31													<p><b>APRIL 2017</b></p> <table border="1"> <thead> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> <tr> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> </tr> <tr> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> </tr> <tr> <td>30</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30														<p><b>12-21 Spring Recess (includes Good Friday and Passover)</b></p> <p>Saturday Tutoring: 4/8, 4/29</p>
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### Highlights

- School day is 8:00 am to 4:30 pm
- 185 days of instruction
- 13 Saturday morning tutoring sessions
- 3 weeks of summer professional development
- Biweekly professional development block for teachers

## Attachment 4: School Environment and Student Discipline

The Lawrence Charter School (TLCS) exists to inspire leaders and empower learners to help create a better world. The development and nurturing of a environment of learning and respect is a critical step in helping us achieve this goal. TLCS school environment will be based upon our H.E.A.R.T values: Humility, Empowerment; Aspiration; Responsibility; and Teamwork. We are committed to practicing these values as a school and will engage teachers and parents in the development of actions to be followed by adults and students. All members of the school community— students, staff and parents—must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met.

### Dress Code:

TLCS is a relationship-based model and community plays a vital role, therefore, we will institute a school uniform. This uniform will be a unifying factor within our school community. It is also a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. A uniform also imparts a sense of pride, purpose, and responsibility. While we have identified an inexpensive uniform provider, we understand that all families may not be able to afford the uniform. No student will be denied access to the school because of an inability to purchase the school uniform. We will keep reserves on hand to assist families who cannot afford the uniform.

Boys	Girls
White polo shirts Navy blue pants (not jeans) Black shoes	White polo shirts Navy Blue skirts or pants (no jeans) Black shoes

The following dress code guidelines apply to all students:

1. Students are to wear the TLCS uniform every day
2. All shirts are to be tucked in and worn appropriately.
3. All pants must fit around the waist. Boys must wear a belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
4. Students may not wear hats, caps, do-rags, or other head coverings in the school (except for religious observance).
5. For safety reasons the following will not be permitted:
  - Necklaces/chains worn outside of shirt, chains, multiple finger rings, and dangle earrings.
  - shoes that show their toes or heels.

### School Discipline:

While we believe that a positive school environment and engaging academic program help minimize negative behavior, at times they are not enough and a disciplinary process is needed. In particular, behaviors that disrupt learning or harm oneself or others will not be allowed. Our guiding policy is to be fair, firm and consistent in the application of discipline for inappropriate behavior.

A restorative approach will be used as both a prevention and intervention measure to promote a positive school learning environment. Restorative processes can help schools build relationships and empower community members to take responsibility for the well-being of others; prevent or deal with conflict before it escalates; address underlying factors that lead youth to engage in inappropriate behavior and build resiliency; increase the pro-social skills of those who have harmed others; and provide wrong doers with the opportunity to be accountable to those they have harmed and enable them to repair the harm to the extent possible. When used as an intervention measure, taking a restorative approach to discipline changes the fundamental questions that are asked when a behavioral incident occurs. Instead of asking who is to blame and how those engaged in the misbehavior will be punished, a restorative approach asks four key questions:

1. What happened?
2. Who was harmed or affected by the behavior?
3. What needs to be done to make things right?
4. How can you behave differently in the future?

As appropriate, intervention and prevention approaches will be used. They include but are not limited to guidance support and services to address personal and family circumstances; social/emotional learning, such as conflict resolution/peer mediation/negotiation, restorative circles, anger management, stress management, and/or communication skills acquisition; the use of alternate instructional materials and/or methods; enrichment services; alternate class placement; and/or development or review of functional behavioral assessments and behavioral intervention plans which should be developed and/or reviewed as an early intervention strategy.

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. Using a restorative approach coupled with a progressive discipline that uses incremental interventions will be used to address inappropriate behavior with the ultimate goal of teaching pro-social behavior. Restorative justice and progressive discipline approaches do not seek punishment as the ultimate goal. Instead, these approaches seek concurrent personal accountability and behavioral change.

The goal is prevention of a recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the impact it has caused
- understand what they could have done differently in the same situation
- take responsibility for their actions
- be given the opportunity to learn pro-social strategies and skills to use in the future
- understand the progression of more stringent consequences if the behavior reoccur

### **Code of Conduct:**

A Code of Conduct will be initially established by the Headmaster and faculty accounting for the age, gender and maturity of the children. The Code of Conduct will provide graduated accountability measures for students who engage in repeated misbehaviors despite prior interventions and/or prior imposition of appropriate disciplinary measures. Once the school is in operation, the Code of Conduct will be reviewed annually by faculty and parents.

The standards set forth in the Code of Conduct apply to behavior:

- in school during school hours,
- before and after school, while on school property,
- while traveling on school buses or other school hired vehicles
- at all school-sponsored events and
- on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

Violations of the Code of Conduct and consequences are subject to the discretion of the Headmaster and may be adjusted accordingly. Finally, any breaches of state or federal law may be handled in cooperation with Nassau County Police.

**Disciplinary Procedures and Due Process:** Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and be provided with the opportunity to describe their side of the story. The Headmaster or other school official shall consider this explanation prior to taking disciplinary action. For minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation. For more serious issues that involve removal of the student from participation in the school, parents will always be notified and have opportunities to discuss and appeal the disciplinary action. In cases where the student has committed a crime or violation of local, state or federal law, law enforcement authorities will be notified. The contents of the notice and due process are outlined below for suspension and expulsion.

**Short- and Long-term Suspension:** A short-term suspension is defined as an in-school or out-of-school suspension of five days or less. The Headmaster may impose short-term suspension for serious cause. A long-term suspension is defined as an in-school or out-of-school suspension of more than five days. If necessary, the student will be immediately removed from the class or the school. The school staff involved shall make reasonable efforts to verify facts and statements prior to recommending suspension.

When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone or email and will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school.

The notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Headmaster or his/her designee for short-term suspensions. The student and parent/guardian will be given an opportunity to deny or explain the charges and to present his/her own evidence. The Headmaster may then, at his or her discretion, decide to impose lesser consequences than suspension. A written decision, in the parent's dominant language, will be issued after the informal conference.

For long-term suspension, a hearing with the Headmaster or a delegate will be scheduled. All members of the staff who were involved in witnessing the alleged discipline violation are required to participate. A decision by the Headmaster will stand as the final decision, though the student's family has the right to appeal to the Board.

**Expulsion:**

An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the Headmaster decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Headmaster will make a recommendation to the Board of Trustees, which will make the final decision. That decision may be appealed to the Board.

**Students with Disabilities:**

The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act (IDA), its implementing regulations and applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education ("CSE") of the student's district of residence as necessary to ensure compliance with all applicable laws and regulations.

Generally, a student with a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above, unless it is determined that the infraction is a manifestation of his/her disability. A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the CSE for consideration of a change. However, when a student is suspended for more than ten days, or on multiple occasions that, in the aggregate, amount to more than ten days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to or was a manifestation of his/her disability. An exclusion from school for a period greater than 10 days, is considered a change in placement. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, the school will contact the CSE for reconsideration of the student's educational placement. Such student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE prior to the eleventh day of suspension.

TLCS will work with the CSE to ensure that it meets within seven days of notification of any of the following: an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; any infraction resulting from the student's disability; or any infraction by a student with a disability, regardless of whether the student has previously been suspended during the school year, if the Headmaster would seek to impose a suspension in excess of ten days. Specifically, when a change of placement of greater than ten days is proposed, a manifestation team consisting of: someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally; the parent/guardian; and relevant members of the student's CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than ten days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability.

In the event of a proposed short-term or long-term suspension or expulsion of a student with disabilities, the school will follow the notice procedures described above. The notice to the parent/guardian will advise that the CSE has been notified, state the purpose of the CSE meeting, the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian. If the team concludes that the child's behavior resulted from his disability, they must conduct a functional behavioral assessment (FBA) and implement a BIP to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules, in which case each should be reviewed and revised, if necessary, to address the behavior. A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines.

Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child: (i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency; (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency.

The CSE shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days. If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action, the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

**Alternative Instruction:**

Students who are suspended will be provided with alternative instruction. Alternative instruction means actual instruction for no less than one hour a day as opposed to simply giving homework or assigning self-study. Arrangements will be made between the school and each individual family on a case-by-case basis. In cases of suspension, alternative instruction by qualified staff will be offered within 24 hours of any suspension. Such instruction can be at a location and time of the school's choosing, so long as each is reasonable and the student has notice of it. The school can choose to provide tutoring to a suspended student at the school, the student's home or some other reasonably accessible location, either during the school day or before or after school hours. The quality of the instruction will be designed to allow the student to keep pace with school-work, receive all assignments and assessments, and generally advance with the curriculum. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension. During long-term suspensions, the school may also seek to place the student in any alternate education program that is operated by the student's school district of residence. For a student who has been expelled by the school, the means and manner of alternative instruction will be the same as for a student who has been suspended. Alternative instruction will be provided until the

student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law.

If the suspension of a student with a disability is upheld, the student, at the school's sole discretion, may be placed in alternative instruction, or be required to remain at home during the term of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student.

During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion.

**Bus Policy:**

Appropriate behavior on school buses is necessary at all times to make transportation safe and efficient; therefore, misconduct on the bus will not be tolerated. The following system is in place in the event a student does not behave properly on the bus: 1st incident: a warning is issued; 2nd incident: the student will not be allowed to use the bus for one day; 3rd incident: the student will not be allowed to use the bus for an entire school week; 4th incident: the student will be prohibited from using the bus.

**Gun-Free Schools:**

Federal and State Law require expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Headmaster may modify such expulsion requirement for a student on a case-by-case basis. "Weapon" as used in this law includes firearms and explosives. The Headmaster shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding. Any action taken by criminal justice or juvenile agencies will be in addition to, and independent of, discipline imposed by a school.

## **Attachment 5b: By-Laws**

### BYLAWS OF THE LAWRENCE CHARTER SCHOOL A New York Education Corporation

#### ARTICLE I NAME

Section 1.1 Name. The name of this School is The Lawrence Charter School (the “Corporation”).

#### ARTICLE II PURPOSE

Section 2.1 Purpose. The Corporation has been organized as set forth in the Articles of Incorporation. The Corporation will take no action that is inconsistent with the Articles of Incorporation, the Corporation’s Charter, or these Bylaws.

#### ARTICLE III OFFICE

Section 3.1 Offices. The Corporation’s principal office shall be located at [Insert Address]. The Board (as defined in Section 4.1 below) may change the location of the Corporation’s principal office.

#### ARTICLE IV BOARD OF TRUSTEES

Section 4.1 Powers. Subject to the provisions of the Articles of Incorporation, the Corporation’s Charter, and these Bylaws, all powers and activities of the Corporation shall be exercised and managed by the Board of Trustees of the Corporation (the “Board”). Trustees shall have no power as individual trustees and shall act only as members of the Board. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board’s ultimate authority.

Section 4.2 Number of Trustees/Composition. The authorized number of trustees shall be not less than five, with the exact number of authorized trustees to be fixed by the Board from time to time. Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the Board.

Section 4.3 Term of Office. Each trustee shall be elected for a term of 3 years and shall hold office until a successor has been elected and qualified. Notwithstanding the foregoing, in the first 3 years of its existence, at least 2 Board members shall serve a 1-year term, and at least 2 Board members shall serve a 2-year term. New Board members may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting, his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

Section 4.4 Resignation. A trustee may resign at any time by giving written notice to the Chair of the Board or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

Section 4.5 Removal. A trustee may be removed from office at any time by a vote of a majority of the trustees then in office, in a manner consistent with the laws of New York.

Section 4.6 Vacancies. A vacancy in the Board shall be deemed to exist in the event that the actual number of trustee is less than the authorized number for any reason. The Board may declare vacant the office of any trustee who has been declared of unsound mind by a final order of court, has been convicted of a felony, or is found by a majority of the Board or by any governmental body with jurisdiction to have violated the Code of Ethics adopted by the Board. Vacancies on the Board may be filled by approval of the Board of Trustees or, if the number of trustees then in office is less than a quorum, by (1) unanimous written consent of the trustees then in office, (2) a vote of a majority of the trustees then in office at a meeting in accordance with Section 5, or (3) a sole remaining trustee. In addition, as provided by the Articles of Incorporation, the Trustee may fill any vacancy created by the Trustee exercising its removal right set out in the Articles of Incorporation. Each trustee elected or appointed to fill a vacancy, whether by the Board or by the Trustee, shall hold office for the unexpired portion of the term, or until his or her death, resignation, or removal from office.

Section 4.7 Compensation of Trustees. Trustees shall not receive any compensation for their services as trustees or for any other goods or services. The Board may authorize the advance or reimbursement to a trustee of actual reasonable expenses incurred in carrying out his or her duties as a trustee.

Section 4.8 Standing Committees. The Board may create standing committees of no less than 2 trustees, elected by the Board, to focus on particular aspects of the operation of the Corporation. These committees may include a finance committee to focus on accounting for revenues and expenditures, an audit committee to ensure a proper audit of the Corporation's finances on an annual basis, and a compensation committee to focus on the salaries and benefits received by employees to ensure competitiveness, reasonability, and fairness. If the number of trustees exceeds 5, the Board may elect an executive committee of 5 trustees.

Section 4.9 Advisory Committees. The Board may create one or more Advisory Committees, each consisting of two or more trustees, non-trustees or a combination of trustees and non-trustees. Appointments to any Advisory Committee shall be by approval of the Board of Trustees. Advisory Committees may not exercise the authority of the Board to make decisions on behalf of the Corporation. Advisory Committees shall be restricted to making recommendations to the Board or Board Committees and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee. Each members of an Advisory Committee shall be provided a copy of and be obligated to comply with the Code of Ethics adopted by the Board to the same extent as trustees, officers, or employees of the Corporation.

Section 4.10 Advisory Board. The Board may create an advisory board, consisting of persons who are not officers of the Corporation or members of the Board of Trustees, to serve at the pleasure of the Board and to report its findings and recommendations, and to carry on such activities (as requested by the Board) on subjects of interest to the Board in which the members

of such an advisory board have a particular expertise or capability. The appointment of members of such an advisory board requires Board approval. Any such advisory board, to the extent

provided in the resolution of the Board of Trustees, shall act only in an advisory capacity to the Board of Trustees, shall have no legal authority to act for the Corporation and shall be clearly titled and held out as the “advisory board.”

#### ARTICLE V MEETINGS

Section 5.1 Annual Meeting. An annual meeting of the Board shall be held each year on a date to be specified by the Board and will coincide with one of the regular meetings.

Section 5.2 Regular Meetings. When the Corporation holds a charter for the operation of a public school and such school is operating, serving enrolled students and receiving public funds for such operation, regular meetings of the Board shall be held each month at the school.

Section 5.3 Quorum and Voting. A majority of the total number of authorized trustees shall constitute a quorum for the transaction of business. The vote of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The trustees present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of trustees from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

Section 5.4 Video Participation in Meetings. Trustees may participate in a meeting through use of video screen communication. Participation in a meeting through use of video screen communication constitutes presence in person at that meeting so long as all members participating in the meeting are able to see and hear one another.

#### ARTICLE VI CERTAIN MATTERS

Section 6.1 Board-Approved Policies. The Board may adopt additional governance and management policies as it deems appropriate.

Section 6.2 Executive Compensation Review. The Board (or a Board Committee) shall review any compensation packages (including all benefits) of the Headmaster and the 2 other highest paid employees. The Board shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur annually, as well as when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of the Corporation.

## ARTICLE VII OFFICERS

Section 7.1 Officers. The officers of the Corporation shall be a Chair of the Board, a Secretary, and a Treasurer. The Chair of the Board must be a trustee. The Corporation may also have such other officers as may be determined by the Board. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

Section 7.2 Election and Term. The officers of the Corporation shall be elected by the Board at an annual meeting and shall serve at the pleasure of the Board.

Section 7.3 Chair of the Board. The Chair of the Board shall, if present, preside at all meetings of the Board, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.4 Secretary. The Secretary shall keep or cause to be kept a full and complete record of the proceedings of the Board and its committees, shall give or cause to be given notice of all Board meetings as required by law or these Bylaws, and in general shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.5 Treasurer. The Treasurer shall be the chief financial officer of the Corporation. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of account. The Treasurer shall send or cause to be given to the trustees such financial statements and reports as are required to be given by law, and as may be prescribed by these Bylaws or the Board. The books of account shall be open to inspection by any trustee upon request at all reasonable times. The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as designated by the Board, shall disburse or cause to be disbursed the Corporation's funds as ordered by the Board, shall render to the Board, upon request, an account of the Treasurer's transactions as Treasurer and of the financial condition of the Corporation, and shall exercise and perform such other powers and duties as may be prescribed by these Bylaws or the Board.

Section 7.6 Resignation. An officer may resign at any time by giving written notice to the Corporation. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the contract or other rights, if any, of the Corporation in respect of the officer.

Section 7.7 Removal. Officers may be removed from office by the Board, consistent with the voting procedures in the bylaws.

Section 7.8 Vacancies. A vacancy in any office for any reason shall be filled by the Board.

## ARTICLE VIII NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

Section 8.1 Definitions. For purposes of this Article, "Agent" means any person who is or was a trustee, officer, employee or other agent of the Corporation, or is or was serving at the request of

the Corporation as a trustee, officer, employee or other agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise; “Proceeding” means any threatened, pending or completed action or proceeding, whether civil, criminal, administrative or investigative; and “Expenses” includes, without limitation, attorneys’ fees and any expenses incurred in establishing a right to indemnification under Section 8.3 of this Article.

Section 8.2 No Liability of Trustees. The Trustees shall not be personally liable for the Corporation’s debts, liabilities or other obligations.

Section 8.3 Right to Indemnity. The Corporation may, to the fullest extent permitted by law, indemnify any person who was or is a party or is threatened to be made a party to any Proceeding by reason of the fact that such person is or was an Agent of the Corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with the Proceeding.

Section 8.4 Approval of Indemnity. On written request to the Board by any Agent seeking indemnification, to the extent that the Agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with law. Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of trustees who are not parties to the Proceeding, whether, in the specific case, the Agent has met the applicable standard of conduct stated, and, if so, may authorize indemnification to the extent permitted thereby.

Section 8.5 Advancing Expenses. The Board may authorize the advance of Expenses incurred by or on behalf of an Agent of the Corporation in defending any Proceeding before the final disposition of such Proceeding, if the Board finds that:(a) the requested advances are reasonable in amount under the circumstances; and (b) before any advance is made, the Agent submits a written undertaking satisfactory to the Board, in its sole discretion, to repay the advance unless it is ultimately determined that the Agent is entitled to indemnification for the Expenses under this Article.

Section 8.5 Insurance. The Board shall have the power to purchase and maintain insurance on behalf of any Agent against any liability asserted against or incurred by the Agent in such capacity or arising out of the Agent’s status as such, whether or not the Corporation would have the power to indemnify the Agent against such liability under this Article.

#### ARTICLE IX FISCAL YEAR AND REPORTING OBLIGATIONS

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall begin on July 1 and end on June 30.

#### ARTICLE X GIFTS, GRANTS, CONTRACTS, INVESTMENTS

Section 10.1 Gifts. The Board may accept on behalf of the Corporation any contribution, gift, request or devise for the general purposes or for any specific purpose of the Corporation. The Corporation shall retain complete control and discretion over the use of all contributions it receives.

Section 10.2 Grants. The Board shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by the Corporation, including, without limitation, fiscal sponsorship relationships.

Section 10.3 Contracts. The Board may authorize any officer(s) or agent(s), in the name of and on behalf of the Corporation, to enter into any contract or execute any instrument. Any such authority may be general or confined to specific instances, or otherwise limited. Consistent with actions by the Board, the Chair of the Board is authorized to execute such instruments on behalf of the Corporation.

Section 10.4 Payment of Money. Unless otherwise determined by the Board, all checks, drafts or other orders for payment of money out of the funds of the Corporation and all notes or other evidences of indebtedness of the Corporation may be signed on behalf of the Corporation by the Treasurer.

Section 10.5 Deposits. The funds of the Corporation not otherwise employed, including any amounts in any reserve fund, shall be deposited from time to time to the order of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 10.6 Investments. In investing, reinvesting, purchasing, acquiring, exchanging, selling and managing the Corporation's investments, other than assets which are directly related to the Corporation's public or charitable programs, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the Corporation's capital. No investment violates this Section where it conforms to provisions authorizing the investment contained in an instrument or agreement pursuant to which the assets were contributed to the Corporation.

#### ARTICLE XI CODE OF ETHICS AND CONFLICTS OF INTEREST

Section 11.1. Code of Ethics. The Board shall adopt a Code of Ethics applicable to trustees, officers, and employees of the Corporation, compliant with the General Municipal Law, which may be amended from time to time by the Board.

Section 11.2. Conflicts of Interest. Sections 11.2 – 11.7 sets forth a conflicts of interest policy to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a trustee, officer, or employee of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations or the Code of Ethics adopted by the Board.

Section 11.3. Definitions.

(a) Interested Person. Any Trustee, principal officer, or member of a committee with Board-delegated powers, or employee of the Corporation who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

- (1) an employment, ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- (3) a potential employment, ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

#### Section 11.4. Procedures.

(a) **Duty to Disclose.** In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board.

(b) **Determining Whether a Conflict of Interest Exists.** After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board' meeting while the financial interest is discussed and voted upon. The remaining Board of Trustees shall decide if a conflict of interest exists.

#### (c) Procedures for Addressing the Conflict of Interest

(1) An interested person may make a presentation at the Board, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

(2) The Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

(3) After exercising due diligence, the Board shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

#### (d) Violations of the Conflicts of Interest Policy

(1) If the Board has reasonable cause to believe that a trustee, officer, or employee of the Corporation has failed to disclose actual or possible conflicts of interest, it shall inform the

member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

(2) If, after hearing the response of the trustee, officer or employee and making such further investigation as may be warranted in the circumstances, the Board determines that the trustee, officer or employee has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 11.5. Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain:

(a) Names of Persons with Financial Interest

The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present

The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 11.6. Annual Statements. Each Trustee, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person:

(a) Receipt has received a copy of the conflicts of interest policy.

(b) Read and Understands Has read and understands the policy.

(c) Agrees to Comply Has agreed to comply with the policy.

(d) Tax Exemption Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 11.7. Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

## ARTICLE XII OTHER PROVISIONS

Section 12.1 Rights of Inspection. Every trustee shall have the right at any reasonable time to inspect and copy all books, records and documents, and to inspect the physical properties of the Corporation.

Section 12.2 Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms "written"

and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

ARTICLE XIII AMENDMENTS

Section 13.1 Amendment of Bylaws. Except as otherwise provided by law, these Bylaws may be amended or repealed and new bylaws may be adopted by approval of the Board.

\* \* \* \* \*

CERTIFICATE OF SECRETARY I, , hereby certify: That I am duly elected and acting Secretary of The Lawrence Charter School, and that the foregoing Bylaws constitute Bylaws of The Lawrence Charter School, as duly adopted at the meeting of the Board held on \_\_\_\_\_.

IN WITNESS WHEREOF, I have hereunder subscribed my name this \_\_\_\_\_day of \_\_\_\_\_, 2015.

\_\_\_\_\_Secretary

## **Attachment 5c: Code of Ethics**

The public purpose and tax-exempt status of charitable organizations imposes a special obligation to maintain the public trust. The Board of Trustees, officers, and employees of the The Lawrence Charter School (“TLCS”) recognize that, in order to conduct their affairs in the best interests of the school and in the protection of public interest, they must avoid conflict, or the appearance of conflict, between their personal interests and those of TLCS, and ensure that they do not receive improper personal benefit from their positions. The TLCS Board of Trustees (the “Board”) also recognizes its obligation to adopt a code of ethics under the General Municipal Law, setting forth the standards of conduct required of all school TLCS trustees, officers, and employees.

Accordingly, every trustee, officer, or employee of TLCS, whether paid or unpaid, shall adhere to the following code of conduct:

1. **Gifts:** A trustee, officer, or employee shall not directly or indirectly solicit any gifts; nor shall a trustee, officer, or employee accept or receive any single gift having a value of \$50 or more, or gifts from the same source having a cumulative value of \$50 or more over a twelve-month period, whether in the form of money, services, loan, travel, meals, entertainment, hospitality, thing or promise, or any other form, if either: (a) the gift is from actual or potential suppliers of services or goods for TLCS; or (b) it could otherwise reasonably be inferred that the gift was intended to influence the trustee, officer, or employee in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

This code does not prohibit a trustee, officer, or employee from accepting: (i) a gift presented to TLCS for the benefit of the school where the recipient is representing TLCS and thereafter presents the gift to TLCS; or (ii) a gift that is motivated solely by a pre-existing personal relationship, but is in no way connected with the recipient’s official TLCS duties. Notwithstanding the foregoing, trustees, officer, or employees should make every effort to decline to accept gifts on behalf of TLCS, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, TLCS. Gifts received on behalf of TLCS shall be turned over to the Headmaster (or the Headmaster’s designee) who will ensure the gift is used for the benefit of the school. The Headmaster (or the Headmaster’s designee) shall give written notice to the Board of any gift received by TLCS having a value of \$50 or more along with a description of its use for the benefit of the school.

### **2. Disclosure of Interests:**

- a. *Disclosure of Interests in Matters before the Board:* Trustees, officers, or employees shall disclose to the Board any Interest (as defined below) that he or she has, will have, or later acquires with respect to a transaction the Board is considering. Such transactions include contracts and the provision of goods and services. The disclosure of an Interest may be made orally or in writing. A trustee, officer or employee has an “Interest” if he,

she, or a family member (including a trustee, officer or employee's parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or business associate (i) is employed by, or (ii) holds a fiduciary, ownership, or investment interest with, any entity or person with which TLCS is considering a transaction. Trustees, officers, or employees with Interests shall recuse themselves from the Board's consideration of the relevant transaction. In no event shall trustees vote on transactions in which they have a financial interest. The individual's recusal, shall be recorded in the appropriate minutes. In addition, the Board expects trustees, officers, or employees to disclose close friendships with (a) any person with whom TLCS is considering a transaction, and (b) any person who has a significant position in an entity with which TLCS is considering a transaction.

- b. *Disclosure of Interests in Other Matters:* An officer or employee (1) shall disclose to the Headmaster (or Headmaster's designee), orally or in writing, any Interest (as defined above) that he or she has, will have, or later acquires, and (2) shall recuse her- or himself from any decision-making process related to each such Interest unless the Headmaster (or Headmaster's designee) in consultation with the Board determines the officer or employee's continued participation is in the best interest of the TLCS and consistent with the applicable law and the principles contained in this code of ethics. The Procedures set forth in the preceding sentence shall also apply to any trustee who has knowledge that he or she has an Interest in a transaction being considered by TLCS below the Board level. The individual's recusal shall be memorialized in writing. In addition, trustees, officers, or employees shall disclose close friendships with (a) any person with whom TLCS is considering a transaction, and (b) any person who has a significant position in an entity with which TLCS is considering a transaction.
  - c. *Disclosures of Contracts with Not-For-Profit Entities:* Trustees, officers, or employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
  - d. This Section 2 shall not be construed as requiring disclosure of an Interest if the person from whom disclosure ("covered person") would otherwise be required (1) has no knowledge that TLCS is or may be contemplating a transaction with the entity or person that is the basis for an Interest and (2) has no role in the applicable decision- making process. It is, however, the responsibility of each covered person to determine whether the covered person has a relationship with any entity or person the covered person knows or, as a result of the covered person's responsibilities, has reason to know that TLCS is contemplating a transaction with.
3. **Representation before the Board:** Trustees, officers, or employees shall not receive or enter into any agreement, express or implied, for compensation by a third party for services to be rendered in relation to any matter before the Board, including but not

limited to compensation that is to be dependent or contingent upon any action by the Board with respect to such matter.

4. **Investments in Conflict with Official Duties:** Trustees, officers, or employees shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
5. **Confidential Information:** Trustees, officers, or employees will exercise the highest degree of care not to disclose confidential information including, but not limited to student records, financial information, personnel records, and payroll records. Trustees, officers, or employees shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, except as required by law, trustees, officers, or employees shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

**6. Employment Conflicts:**

- a. *Private Employment:* A trustee, officer, or employee shall not engage in, solicit, negotiate for, or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
- b. *Future Employment:* A trustee, officer, or employee shall not, after the termination of service or employment with the Board or TLCs, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration.

**7. Compliance with Applicable Conflict of Interest Laws:**

The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§800-804, 804-a, 805, 805-a, 805-b, 806, as amended) are applicable to school districts. All trustees, officers, or employees shall comply with such laws.

**8. Additional Code of Ethics Requirements:**

- a. Trustees, officers, or employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- b. Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- c. Trustees, officers, or employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
  - ! Theft or inappropriate removal or possession of property;
  - ! Falsification of documents;

- ! Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty;
- ! Use of tobacco or tobacco products on school grounds; - Insubordination or other disrespectful conduct;
- ! Violation of safety or health rules;
- ! Sexual or other unlawful or unwelcome harassment; or
- ! Excessive absenteeism or any absence without notice.

#### **Distribution of the Code of Ethics'**

The Headmaster (or Headmaster's designee) shall cause a copy of this Code of Ethics to be distributed annually to every trustee, officer, and employee. Each trustee, officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

#### **Penalties**

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

## Attachment 8a: Hiring and Personnel Policies and Procedures

### Equal Opportunity Employer

It is the policy of The Lawrence Charter School (TLCS) to seek and employ the best qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status age, marital status, or disability. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

TLCS will comply with all federal equal employment opportunity laws and other applicable federal laws, including the American with Disabilities Act (ADA) of 1990, and New York State Division of Human Rights laws. Consistent with this policy, TLCS is committed to:

- Recruit, hire and promote on the basis of an individual’s qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of a job;
- Protect the disabled individual’s right to privacy and confidentiality to the extent possible; and
- Full compliance with all requirements of applicable law, including those relating to employee benefits.

### Qualifications

TLCS will conduct national searches for the best teachers and staff. All teachers and guidance counselors will be New York State Education Department certified. Below are the responsibilities and qualifications for key personnel:

#### Key Staff Responsibilities and Qualifications

<b>Principal</b>	
<b>Responsibilities</b>	<b>Qualifications</b>
<ul style="list-style-type: none"> <li>• Accountable for everything that happens in the building and delegates responsibilities as needed;</li> <li>• Completion of staff evaluations</li> <li>• Hiring/termination/promotional decisions;</li> <li>• Responsible for leading moment of silence, exercise, reciting of credo, directions during meal time;</li> <li>• Accountable and responsible for overall safety of students and staff;</li> <li>• Emergency procedures;</li> <li>• Approves all out of building field trips;</li> <li>• Physical plant of the building, ensuring that things are working;</li> <li>• Compliance with all applicable Commissioner’s, State, Federal</li> </ul>	<ul style="list-style-type: none"> <li>• NYSED certification as SAS/SBL or SDA/SDL</li> <li>• Commitment to TLCSs mission, goals, culture and virtues;</li> <li>• Demonstrated success in raising student achievement;</li> <li>• High expectations for themselves, staff and students;</li> <li>• Teaching and leadership experience, especially in an setting where there are at risk students;</li> <li>• Experience hiring, managing and evaluating employees;</li> <li>• High level of organization and resourcefulness necessary for start-up environment;</li> <li>• Exemplary communication skills and</li> </ul>

<ul style="list-style-type: none"> <li>regulations</li> <li>• Budget planning;</li> <li>• Sets academic goals and expectations as instructional leader;</li> <li>• Attainment of mission and charter agreement;</li> <li>• Provides feedback and guidance on instructional techniques;</li> <li>• Accountable for professional development and adult learning of each staff member;</li> <li>• Leader of Education Leadership Team.</li> </ul>	<ul style="list-style-type: none"> <li>sophisticated analytical analysis;</li> <li>• Strong recommendations from prior employers, colleagues and employees;</li> <li>• Master’s degree;</li> <li>• Successfully co-founding and/or serving in a leadership position in a private or charter school (preferred);</li> <li>• Fluent in Spanish (preferred);</li> <li>• Experience with elementary grades (preferred).</li> </ul>
<b>Business Manager</b>	
<p style="text-align: center;"><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Oversee all day-to-day operational activities of the school in collaboration with Principal;</li> <li>• Manage a team of back office personnel, including Operations Assistant (starting Y2);</li> <li>• Manage major academic-related systems and activities, including student recruitment and enrollment lottery, student information systems;</li> <li>• Coordinate HR functions, including onboarding and summer training;</li> <li>• Oversee procurement and building; maintenance, renovations and upgrades;</li> <li>• Coordinate food services, health services and transportation;</li> <li>• Plan logistics for school-wide events for students, staff and families;</li> <li>• Manage all volunteers, including sourcing, selection, and assigning of duties;</li> <li>• Coordinate communications with parents and the community;</li> <li>• Manage technology needs.</li> </ul>	<p style="text-align: center;"><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Bachelor’s degree;</li> <li>• Master’s Degree (preferred)</li> <li>• Teaching or education program experience ideal;</li> <li>• At least 3 years relevant professional work experience, ideally in a charter school or other K-12 education organization;</li> <li>• At least 1 year direct experience successfully managing and developing staff;</li> <li>• Demonstrated success providing superior customer service;</li> <li>• Strong interpersonal skills and track record of collaborating with diverse stakeholders;</li> <li>• Strong communication, writing, and presentation skills;</li> <li>• Organized planner and project manager with proven ability to multi-task, take initiative, prioritize effectively, and deliver for multiple stakeholders on deliverables and deadlines;</li> <li>• Proactive and creative problem-solver.</li> </ul>
<b>Executive Assistant</b>	
<p style="text-align: center;"><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Warmly greet all visitors to the school and direct them to the appropriate place or person;</li> <li>• Serve as primary contact for all school</li> </ul>	<p style="text-align: center;"><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• BA;</li> <li>• Minimum of 1 year of school experience required;</li> <li>• Oral and written proficiency in</li> </ul>

<p>communication via phone;</p> <ul style="list-style-type: none"> <li>• Maintain records in accordance with legal requirements and audit guidelines;</li> <li>• Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community;</li> <li>• Type, translate, and distribute school correspondence;</li> <li>• Maintain and ensure the accuracy of students' daily attendance, as well as medical, tardy, and early leave logs;</li> <li>• Update data in student information system;</li> <li>• Assist in ordering and receiving materials;</li> <li>• Provide administrative support including scheduling meetings and conference calls, maintaining calendars, arranging travel and managing correspondence;</li> <li>• Check and summarize all voice messages and respond to general inquiries;</li> <li>• Sort and route mail;</li> <li>• Manage inventory and order office supplies;</li> <li>• Update school calendar.</li> </ul>	<p>Spanish strongly preferred;</p> <ul style="list-style-type: none"> <li>• Proficiency with the Microsoft Office Suite;</li> <li>• Experience in proper office procedures including filing, answering the telephone professionally, photocopying, greeting all visitors cordially, and handling information with confidentiality;</li> <li>• Excellent communication skills, both oral and written;</li> <li>• Strong organizational and interpersonal skills;</li> <li>• Ability to manage the ambiguity and multiple priorities inherent in an entrepreneurial environment;</li> <li>• Relentless results orientation;</li> <li>• Detail oriented team player willing to roll up sleeves and get the job done;</li> <li>• Demonstrates initiative and a desire to learn.</li> </ul>
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**Special Education Coordinator**

<p align="center"><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Prepare annual budget and support the annual auditing process, working closely with the Principal;</li> <li>• Serve as liaison to the LUSD committee on special education (CSE)</li> <li>• Coordinate referrals to CSE</li> <li>• Facilitate parent consent for evaluations and placements with LUSD CSE</li> <li>• Ensure IEPs are updated</li> <li>• Informs parents and teachers regarding services to be provided</li> <li>• Provide in-house consulting teachers services and/or individualized instruction as required by students' IEPs</li> </ul>	<p align="center"><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Dual NYSED certification as childhood education and special education teacher</li> <li>• At least five years of special education teaching and leadership experience</li> <li>• Highly organized, detail-oriented problem-solver</li> <li>• Strategic and critical thinker;</li> <li>• Values input and feedback;</li> <li>• Team-player capable of working both collaboratively and independently;</li> <li>• Flexible and strong ability to multi-task;</li> <li>• Excellent interpersonal and communication skills, ability to</li> </ul>
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	interact with various stakeholders.
<b>Bilingual Parent Coordinator</b>	
<p style="text-align: center;"><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Serve as liaison to parents</li> <li>• Provide information to parents in multiple venues – individual, small and large groups;</li> <li>• Translates informational materials into Spanish;</li> <li>• Conduct parent needs assessments;</li> <li>• Conduct parent workshops;</li> <li>• Administer family satisfaction surveys;</li> <li>• Support student recruitment</li> </ul>	<p style="text-align: center;"><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• BA; MA preferred;</li> <li>• Bilingual Spanish;</li> <li>• Excellent communication skills, both oral and written;</li> <li>• Strong organizational and interpersonal skills;</li> <li>• Experience working with parents and community groups;</li> <li>• Experience providing workshops or information sessions to large and small groups</li> </ul> <p><b>Preferred:</b></p> <ul style="list-style-type: none"> <li>• Elementary school teaching experience</li> </ul>
<b>Teachers</b>	
<p style="text-align: center;"><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Provides classroom instructional services and coordinate their learning expectations to ensure that all sixty students meet or exceed NYS learning standards;</li> <li>• Participates in professional learning communities with colleagues;</li> <li>• Maintaining instructional records of student progress;</li> <li>• participate in ongoing professional development for their own learning and for adult learning;</li> <li>• Take opportunities to lead professional development sessions and support other teachers and teacher assistants;</li> <li>• Embody, preserve and promote the school’s mission, vision, and core values;</li> <li>• Engage in effective and appropriate classroom management;</li> <li>• Provide direct and indirect instruction that is aligned with student, class, and grade-level;</li> <li>• Prepare individual student achievement</li> </ul>	<p style="text-align: center;"><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Certified teacher with at least four (4) years of satisfactory service;</li> <li>• Appropriate NYSED Certificate in Childhood Education, Bilingual, ESL;</li> <li>• Demonstrated success in incorporating hands-on and co-operative learning activities;</li> <li>• Experience in differentiating instruction for all students;</li> <li>• Record of creating model classroom learning environments;</li> <li>• Writing and presentation ability as evidenced by a demo lesson and a writing sample;</li> <li>• Demonstrated success in working collaboratively with colleagues and parents/caregivers;</li> <li>• Demonstrated commitment to professional growth;</li> <li>• Proven ability to use data to inform instruction;</li> <li>• Demonstrated scholarship in the content area;</li> </ul> <p><b>Preferred:</b></p>

<ul style="list-style-type: none"> <li>reports;</li> <li>• Establish and maintain meaningful partnerships with colleagues, family members, and the school community;</li> <li>• Engage in reflective practice and document your learning regarding pedagogical best practices and student learning after each lesson;</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to teach advanced math and science concepts and curriculum a plus;</li> <li>• Experience in differentiating instruction for special education and English Language Learners a plus;</li> <li>• Prior experience with team teaching a plus;</li> <li>• Fluency in a language other than English, preferably Spanish.</li> </ul>
<b>Teacher Assistant</b>	
<p style="text-align: center;"><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Provide instructional services to students under the general supervision of certified teacher;</li> <li>• Work with individual students or groups of pupils on special instructional projects;</li> <li>• Provide the teacher with information about pupils which will assist the teacher in the development of appropriate learning and behavioral experiences;</li> <li>• Assist students in the use of available instructional resources</li> <li>• Assist the development of instructional materials;</li> <li>• Utilize their own special skills and abilities by assisting in instructional programs in such areas as: arts, crafts, music and similar subjects;</li> <li>• Assist in related instructional work as required.</li> </ul>	<p style="text-align: center;"><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Certified teaching assistant</li> <li>• At least three years of experience working as a teaching assistant in an elementary school setting</li> <li>• Demonstrated success in working collaboratively with colleagues and parents/caregivers;</li> <li>• Demonstrated commitment to professional growth;</li> </ul> <p><b>Preferred:</b></p> <ul style="list-style-type: none"> <li>• Bilingual Spanish</li> <li>• Experience working with students with different instruction needs – special education, English language learners, etc.;</li> <li>• BA</li> </ul>

### **Hiring Process**

While the school Principal has final authority to hire staff members, he or she may delegate conduct of the hiring process to other administrators or committees. All job applicants must fill out completely and sign an application for employment. In addition, all job applicants must:

- Provide an up-to-date resume;
- Supply proof of teaching certification and qualification pursuant to No Child Left Behind (NCLB) (such as college matriculation, copies of school transcripts); and
- Be interviewed by the Principal or his or her delegate.

As part of the interview process, prospective teachers will write essays, participate in phone, group, and individual panel interviews, and be observed teaching, either at TLCS, their current school, or another school. Video of instruction may be substituted. The hiring process will include the following additional mandatory steps:

- At least two references checked, credentials verified, qualifications confirmed;
- Documentation of employment eligibility, i.e., proof of identity and legal authority to work in the United States;
- Fingerprinting and a criminal background check and clearance; and
- The candidate's signature on an offer letter confirming the offered position.

Refusal to comply with any of the above requirements or the falsification of information, or the inability to provide proof of legal authority to work in the U.S. will result in the individual not being hired or the job offer being rescinded.

### **Full-Time and Part-Time Employment**

Employees shall receive annual letters of employment that state the terms of their employment. Employees may be hired as regular full-time employees, and as such will be eligible for all benefits provided by the school. The organization also may hire part-time staff. Part-time staff is those who are employed for less than 40 hours per work-week. Part-time employees are not eligible for benefits, unless their contract specifically provides for benefits. Time-off from work, without pay, for part-time employees may be granted by the Principal or his or her designee. TLCS will verify that all of our employees are authorized for employment in the United States. All employees will complete an I-9 form.

### **Fingerprinting and Criminal Background Check**

TLCS faculty, staff (including temporary staff) and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment. Consultants who are either independent contractors or agents of a company who have unsupervised access to students and whose work involves spending time in the school also must be fingerprinted and have a criminal background check. Classroom volunteers who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of TLCS to require fingerprinting and background checks on parent classroom volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. No employee may start working until clearance is received.

### **Drug-Free Workplace**

All employees are required to notify the Principal within five days of any criminal conviction if it occurred either in or out of the workplace. Employees will be notified that the unlawful manufacture, distribution, possession or uses of controlled substances are prohibited in the workplace.

### **Smoking**

All facilities of TLCS will be smoke-free.

## **Performance Evaluation**

### *Teachers*

Annually, each teacher will undergo a thorough, summative performance review with the Principal. Along with a detailed written review and assessment of job performance, teachers will receive a rating that falls in one of the following four rating categories: Highly Effective, Effective, Developing, and Ineffective. Sixty percent (60%) of a teacher's rating shall be based on:

- Professional observations and evaluations of teaching and teacher performance by the Principal using Charlotte Danielson's Framework for Teaching (2011 revised edition)

Forty percent (40%) of a teacher's rating shall be based on student achievement measures:

- Student growth on state assessments (in testing grades) or on a CCLS aligned assessment (in non-testing grades)
- Authentic artifacts in student learning, graded using rubrics developed by TLCS.

Only teachers who are rated as "High Effective" or "Effective" will be retained for the following academic year.

### *Principal*

The Principal is directly responsible to the Board of Trustees, and will be evaluated each year. Evaluations are among the factors considered in determining salary increases. Other factors include, but are not limited to, competitive data, the financial resources of the school and the general state of the economy.

Along with a detailed written review and assessment of job performance, the Principal will yearly receive a rating that falls in one of the following rating categories: Highly Effective, Effective, Developing, and Ineffective.

Sixty percent (60%) of the Principal's rating shall be based on:

- Organizational and financial stability of the school
- Measurable goals set at the start of the school year in consultation with the board based on data sources, including but not limited to audit results, teacher evaluation results, student and teacher attendance rates, family and student satisfaction surveys, and grievance records

Forty percent (40%) of the Principal's rating shall be based on student achievement measures:

- Student growth on state assessments or on a CCLS aligned assessment (in non-testing grades)
- Authentic artifacts in student learning, graded on a rubric to be developed by TLCS

The Principal would be retained for the following academic year only if s/he is rated as "Highly Effective" or "Effective" using this rubric.

### *Other Staff members*

The Principal is responsible for all employees' performance evaluations. At the beginning of each year, each staff member will meet with principal to discuss position responsibilities, and performance goals/objectives and expectations for the year. At the end of year, these staff

members will undergo a thorough summative performance review with the Principal or his or her delegate. At this time the employee will receive formal feedback on his or her performance. A performance evaluation consists of a written review and assessment of job performance followed by an in-depth discussion.

Over the course of the year, the principal may use the following mechanisms to inform staff if their performance is below expectations: oral and written warnings, improvement plans and suspension. Employees may also be terminated for misconduct and/or poor job performance (see termination section below).

### **Termination**

Specific termination policies for teachers will be negotiated with the Lawrence Teacher's Association during the school's first year.

Offenses which can result in teacher dismissal may include, but are not limited to:

1. Repeated teacher ratings of Ineffective or Developing
2. Failure to meet goals in Teacher Improvement Plan
3. Repeated absence attendance or lateness
4. Corporal punishment of a student
5. Verbal, physical, and/or sexual abuse of a student
6. Sexual harassment of an employee
7. Lack of ability to have collegial relations with colleagues or administrators
8. Possession, use, sale, purchase, or distribution on school property, or reporting to work under the influence, of a drug and/or alcohol
9. Falsifying or altering records
10. Theft of school property
11. Sabotaging or willfully damaging school equipment or the property of other employees.
12. Insubordination involving, but not limited to, defaming, assaulting, or threatening to assault a supervisor, and refusing to carry out the order of a supervisor
13. Fighting or provoking a fight on school premises
14. Working for another employer while on leave without consent of the school
15. Carrying concealed weapons on school property or during any school-sponsored event
16. Failure to perform professional duties.

### **Salaries and Compensation Packages**

Individual base salaries will be determined based on position responsibilities, qualifications, experience, and years of service. All teachers will be provided with a four percent (4) contribution to the 401(k) plan of their choice.

### **Final Pay**

Employees who leave the service of TLCS for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates at their own expense for up to 18 months.

2. An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, any borrowed school property, including personal laptop and office materials and supplies, in such employee's possession to the Principal. Failure to return TLCSs items will result in delay in payment of final pay until all of TLCSs property is returned.
3. 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 permission of the Principal.
4. The final date of employment is the final date on which the employee serves his or her duties at TLCS. It shall never be construed as the date upon which the employee receives his or her final pay.

### **Severance Pay**

Employees shall not be entitled to severance pay.

### **Exit Interviews**

All employees are strongly encouraged to participate in an exit interview before leaving TLCS.

### **Faculty Responsibilities**

Instructional faculty are required to be present for all scheduled school related activities and classroom instruction for the entire academic year. Typically, the academic year is from the last week of August through the first/second week of July. Teachers are expected to participate in 15 days of professional development during the summer months. Faculty should expect to be at school at least fifteen minutes prior to the beginning the instructional day to fifteen minutes beyond the end of the instructional day. When not in the classroom or performing scheduled duties, faculty members are expected to be at school to attend all school meetings and assemblies, and to be available to students. The TLCS phone is answered from 8:00 a.m. until 3:30 p.m. on regular school days. The office is open from 8:00 a.m. to 3:30 p.m. on normal school days. Summer office ours are from 9:00 a.m. to 3:00 p.m.

### **Leave and Absences**

TLCS does not distinguish between Personal Leave, Bereavement Leave or Sick Leave. All staff members must request of the Principal the use of leave, giving advance notice whenever possible, and all instructional staff should make every reasonable attempt to use leave so as to disrupt classroom instructional time as little as possible. All employees should use their best judgment in determining what constitutes "reasonable" leave taking. As a general guideline, the school shall consider three days in the case of bereavement, five days for illness, and three personal days annually "reasonable." Additional days may be considered reasonable with sufficient explanation. Teacher leave policy is subject to union contract.

All absences and lateness must be reported directly to the Business Manager or his/her designee by telephone by 6:30 a.m. In addition, all teachers are expected to call their classroom colleagues and report their absence. If a teacher is absent a substitute will not be called; instead the remaining teachers are expected to adapt their plans to reflect the absence of their colleague. Teacher teams are expected to keep up-to-date lesson plans, which can be referred to in case of an absence. When an absence is planned faculty members should communicate, in writing, to the Principal and Business Manager, the day(s) he/she will be absent. If a faculty member knows

that he or she will be absent far enough in advance, it is the faculty member's responsibility to make every effort to see that classes and other obligations are covered by their team. Faculty must call the Business Manager each day they are absent unless the staff member is on an approved leave of absence. Failure to call in daily may result in disciplinary action, up to and including termination. Employees who are absent for three (3) or more days and have not contacted the Business Manager will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with TLCS.

Faculty with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for disciplinary action up to and including termination. Failure to notify the Business Manager before the start of school or failure to call his/her designee will be considered an unexcused absence and will be subject to disciplinary action up to and including termination. Teachers who must be absent for reasons other than illness must communicate, in writing, and arrange for their absence in advance with the Business Manager and Principal.

### **Handling Emergencies**

All staff members are expected to familiarize themselves with the building facilities and the location of fire-fighting equipment; they are also encouraged to take the Red Cross training for first aid and child CPR offered periodically at the school. In emergency situations staff shall use their best judgment in following these procedures. If anyone needs immediate medical attention, use the school phone to call the main office and request whoever answers to contact 911. If the person has stopped breathing, tell the office to send someone trained in CPR to the classroom immediately. Be prepared to provide the following information:

- Your location and name;
- Child/person's name and age; and
- The child/person's condition and what if anything happened to cause the condition

Do not allow the person/student to be left unattended by an adult. The person who answers the office phone will contact 911, the nurse and the Principal. The staff member also will designate a staff person to wait outside the facility for the ambulance and emergency officials to arrive at the school entrance and escort them to the classroom. The Secretary will stay in the office in case the EMS needs to contact the school and make sure a copy of the Emergency Contact Form and Before Providing Care Form are given to the appropriate medical emergency staff and the attending faculty member. The Secretary also will notify the student's family as soon as possible. Their contact information can be found on the Emergency Contact Form.

### **Reporting Responsibilities**

As school personnel staff members are MANDATED to report SUSPECTED child abuse or neglect. We need not be certain that a child is being abused; we need only to suspect abuse or neglect in order to report it. The following examples of "Red Flags" should be reported to the Principal immediately:

- A child who talks about wanting to hurt or kill him or herself;

- Any injury, mark or bruise that looks concerning and for which there is no viable explanation. Note: only one adult should ask the child how the injury occurred. Avoid excessive questioning. If you prefer, you may ask the Principal to do the questioning;
- A child who complains that he/she cannot sit down because they have been spanked;
- Inappropriate sexualized behavior, either acting out or knowledge that is not age appropriate;
- A child who expresses fear or concern about going home, or about someone in his / her home or about something happening at home.

If you suspect that a child is being abused or maltreated you should contact the Principal in person as well as provide them with written documentation by using the Confidential Report of an Allegation of Child Abuse. Once this is completed it is every teacher's responsibility to report the suspicion to the Association of Children's Services (ASC) with consultation of the Principal. Do not let a child that you suspect may be a victim of abuse leave school at the end of the day without first talking to the Principal. In addition, all employees are REQUIRED to report any allegations of child abuse in an educational setting to the Principal. The term educational setting means the building and grounds of any school as well as vehicles used to transport students to and from school, field trips and extracurricular activities as well as the sites where those activities take place. The Principal should be notified of any such concerns and complete a Confidential Report of an Allegation of Child Abuse in an Educational Setting.

### **Confidentiality Policy**

School employees are required to preserve the confidentiality of any and all records containing personally identifiable information of students. Student records are confidential by virtue of the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities in Education Act (IDEA), state privacy laws and other laws and regulations. School employees may not disclose personally identifiable information about school students unless they have been given clearance by the Principal and are certain that the disclosure is permitted by law. All student records maintained in the central school office as well as in individual teacher's classrooms must be secured at all times. Only those employees with a legitimate need for access to a student's records may access such records absent written parental permission. Therefore, absent a special reason, only faculty members who provide instruction or other services to a student should have access to his/her records. In addition, school employees who have access to social security numbers of school personnel are required to preserve the confidentiality of such information and only disclose the information for legitimate or necessary business purposes.

### **School Calendar and Holidays**

Each year the school will establish a school calendar that complies with the New York State Education Law relating to compulsory attendance. TLCS has discretion with regard to the dates of attendance. Unless exempted by the Principal or Business Manager, all staff are expected to be in attendance on all days indicated by the school calendar, including Summer Institute. The school calendar should be consulted for dates on which the School is closed.

### **Weather Days and Other Closings**

The School may be closed due to inclement weather or other situations. An orderly process for notification of public media outlets and, if practical, parents shall be developed and implemented when necessary. The school will be closed on any regular school day when the Lawrence UFSD

cancels school due to inclement weather. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

**Military Leave**

Members of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

**Lawrence District Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

**Assumptions**  
DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

	Year 1 20xx	Year 2 20xx	Year 3 20xx	Year 4 20xx	Year 5 20xx
<b>Total Revenue</b>	3,102,740	4,331,110	5,594,480	6,977,850	8,361,220
<b>Total Expenses</b>	2,919,418	4,162,453	5,478,549	6,658,907	7,737,900
<b>Net Income (Before Cash Flow Adjustments)</b>	183,322	168,657	115,931	318,943	623,320
<b>Actual Student Enrollment</b>	120	180	240	300	360
<b>Total Paid Student Enrollment</b>	-	-	-	-	-
	<b>Year 1 20xx</b>	<b>Year 2 20xx</b>	<b>Year 3 20xx</b>	<b>Year 4 20xx</b>	<b>Year 5 20xx</b>
	<b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b>				
	<b>Per Pupil Revenue Percentage Increase</b>				
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>
<b>REVENUE</b>					
<b>REVENUES FROM STATE SOURCES</b>					
Per Pupil Revenue					
Lawrence UFSD	23.002				
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
	2,760,240	4,140,360	5,520,480	6,900,600	8,280,720
Special Education Revenue	-	-	-	-	-
Grants	-	-	-	-	-
Stimulus	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	<b>2,760,240</b>	<b>4,140,360</b>	<b>5,520,480</b>	<b>6,900,600</b>	<b>8,280,720</b>
<b>REVENUE FROM FEDERAL FUNDING</b>					
IDEA Special Needs	2,000	3,000	4,000	5,000	6,000
Title I	45,000	47,000	49,000	51,000	53,000
Title Funding - Other	5,000	5,250	5,500	5,750	6,000
School Food Service (Free Lunch)	-	-	-	-	-
Grants	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	275,000	120,000	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	<b>327,000</b>	<b>175,250</b>	<b>58,500</b>	<b>61,750</b>	<b>65,000</b>
<b>LOCAL and OTHER REVENUE</b>					
Contributions and Donations, Fundraising	15,000	15,000	15,000	15,000	15,000
Erate Reimbursement	-	-	-	-	-
Interest Income, Earnings on Investments,	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developm.)	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	500	500	500	500	500
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	<b>15,500</b>	<b>15,500</b>	<b>15,500</b>	<b>15,500</b>	<b>15,500</b>
<b>TOTAL REVENUE</b>	<b>3,102,740</b>	<b>4,331,110</b>	<b>5,594,480</b>	<b>6,977,850</b>	<b>8,361,220</b>

	No. of Positions	Year 1 20xx	Year 2 20xx	Year 3 20xx	Year 4 20xx	Year 5 20xx
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
Executive Management	-	-	-	-	-	-
Instructional Management	1.00	160,000	164,800	289,744	298,436	307,389
Deans, Directors & Coordinators	1.00	130,000	133,900	137,917	142,055	186,316
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	75,000	122,250	125,918	129,695	133,586
Administrative Staff	1.00	60,000	61,800	63,654	105,564	108,731
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>4.00</b>	<b>425,000</b>	<b>482,750</b>	<b>617,233</b>	<b>675,749</b>	<b>736,022</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	18	630,000	1,038,900	1,460,067	1,818,869	2,188,435
Teachers - SPED	1.00	-	75,000	77,250	79,568	81,955
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	16.00	200,000	306,000	415,180	527,635	643,464
Specialty Teachers	3.00	75,000	114,750	225,000	381,750	393,203
Aides	-	-	-	-	-	-
Therapists & Counselors	-	40,000	80,000	82,400	84,872	87,418
Other	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>38.00</b>	<b>945,000</b>	<b>1,614,650</b>	<b>2,259,897</b>	<b>2,892,694</b>	<b>3,394,475</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>42.00</b>	<b>1,370,000</b>	<b>2,097,400</b>	<b>2,877,130</b>	<b>3,568,443</b>	<b>4,130,497</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes	-	120,393	181,257	241,421	299,405	346,574
Fringe / Employee Benefits	-	325,625	490,312	655,797	850,905	1,032,023
Retirement / Pension	-	54,800	83,896	115,085	142,738	165,220
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>500,818</b>	<b>755,465</b>	<b>1,012,303</b>	<b>1,293,048</b>	<b>1,543,816</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>42.00</b>	<b>1,870,818</b>	<b>2,852,865</b>	<b>3,889,433</b>	<b>4,861,492</b>	<b>5,674,313</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	-	133,000	143,000	150,000	157,000	164,000
Legal	-	10,000	10,000	10,000	10,000	10,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	-	4,000	5,000	6,250	7,813	9,766
Special Ed Services	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	145,500	191,500	231,625	274,531	324,664
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>292,500</b>	<b>349,500</b>	<b>397,875</b>	<b>449,344</b>	<b>508,430</b>
<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	5,000	5,000	5,000	5,000	5,000
Classroom / Teaching Supplies & Materials	-	60,000	135,000	180,000	225,000	270,000
Special Ed Supplies & Materials	-	12,000	25,200	33,600	42,000	50,400
Textbooks / Workbooks	-	120,000	72,000	72,000	72,000	72,000
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-
Telephone	-	20,000	20,600	21,218	21,855	22,510
Technology	-	-	-	-	-	-
Student Testing & Assessment	-	22,000	27,000	32,000	37,000	42,000
Field Trips	-	48,000	72,000	96,000	120,000	144,000
Transportation (student)	-	10,000	15,000	20,000	25,000	30,000

List exact titles included in the position category, if different from description, and staff FTE's ( Full time equivalent)

1.  
Assistant Principal  
Assistant Business Manager  
YR 3 positions change from FTE of .5 to full FTE  
Converted from FTE of .5 to full FTE

Student Services - other	-	-	-	-	-
Office Expense	33,500	28,575	28,652	29,182	29,727
Staff Development	20,000	20,000	20,000	20,000	20,000
Staff Recruitment	2,500	1,250	1,250	1,250	1,250
Student Recruitment / Marketing	15,000	7,500	7,500	7,500	7,500
School Meals / Lunch	3,500	5,250	7,000	8,750	10,500
Travel (Staff)	3,000	3,090	3,183	3,278	3,377
Fundraising	-	-	-	-	-
Other	500	515	530	546	563
<b>TOTAL SCHOOL OPERATIONS</b>	<b>375,000</b>	<b>437,980</b>	<b>527,933</b>	<b>618,361</b>	<b>708,827</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	21,500	23,220	25,078	27,084	29,251
Janitorial	6,000	6,180	6,365	6,556	6,753
Building and Land Rent / Lease	225,000	337,500	450,000	562,500	675,000
Repairs & Maintenance	20,000	20,600	21,218	21,855	22,510
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	33,600	34,608	35,646	36,716	37,817
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>306,100</b>	<b>422,108</b>	<b>538,307</b>	<b>654,710</b>	<b>771,331</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>50,000</b>	<b>75,000</b>	<b>100,000</b>	<b>75,000</b>	<b>75,000</b>
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>2,919,418</b>	<b>4,162,453</b>	<b>5,478,549</b>	<b>6,658,907</b>	<b>7,737,900</b>
<b>NET INCOME</b>	<b>183,322</b>	<b>168,657</b>	<b>115,931</b>	<b>318,943</b>	<b>623,320</b>

<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
Lawrence UFSD	120	180	240	300	360
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>
<b>REVENUE PER PUPIL</b>	<b>25,856</b>	<b>24,062</b>	<b>23,310</b>	<b>23,260</b>	<b>23,226</b>
<b>EXPENSES PER PUPIL</b>	<b>24,328</b>	<b>23,125</b>	<b>22,827</b>	<b>22,196</b>	<b>21,494</b>

<b>CASH FLOW ADJUSTMENTS</b>					
<b>OPERATING ACTIVITIES</b>					
Example - Add Back Depreciation	50,000	75,000	100,000	75,000	75,000
Other	-	-	-	-	-
Total Operating Activities	50,000	75,000	100,000	75,000	75,000
<b>INVESTMENT ACTIVITIES</b>					
Example - Subtract Property and Equipment Expenditures	(200,000)	(104,000)	(117,500)	(220,500)	(220,500)
Other	-	-	-	-	-
Total Investment Activities	(200,000)	(104,000)	(117,500)	(220,500)	(220,500)
<b>FINANCING ACTIVITIES</b>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>(150,000)</b>	<b>(29,000)</b>	<b>(17,500)</b>	<b>(145,500)</b>	<b>(145,500)</b>
<b>NET INCOME</b>	<b>33,322</b>	<b>139,657</b>	<b>98,431</b>	<b>173,443</b>	<b>477,820</b>
<b>Beginning Cash Balance</b>	<b>-</b>	<b>33,322</b>	<b>172,979</b>	<b>271,411</b>	<b>444,854</b>
<b>ENDING CASH BALANCE</b>	<b>33,322</b>	<b>172,979</b>	<b>271,411</b>	<b>444,854</b>	<b>922,673</b>

Capital Expenses

TABLE 1: APPLICANT GROUP INFORMATION							
*Minimum of 5 members must be designated as Trustees							
NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Judith Bergtraum	[REDACTED]	Interim Vice Chancellor for Facilities Planning, Construction and Management, The City University of New York	Senior administrator, The City University of New York and New York City; expertise in facilities management, procurement, data management, and education; member, (NYC) Mayor's Panel of Educational Policy; President, NYC Community School District 25 School Board and Community Educational Council; teacher of elementary and special education; admitted to NY State Bar.	Trustee	Trustee	tbd	Yes
Margaret Foley	[REDACTED]	Senior US Program Officer, US Probation Office, Brooklyn; Adjunct Instructor, St. Francis College	Senior probation officer and drug and alcohol treatment specialist, US Probation Office, Brooklyn; instructor, St. John's University; professional diploma in educational administration; master's degree in social work; community member	Trustee	Trustee	tbd	
Evelyn Gargano	[REDACTED]	Community Member; former options Floor Market Manager, Intercontinental Exchange, New York Board of Trade	Derivatives trader for more than 23 years; board member, Atlantic Beach Estates Civic Association, community member; community outreach	Trustee	Constituent Representative	tbd	Yes
Ellen Robbins	[REDACTED]	Retired; former Unit Coordinator and Job Coach at Brooklyn School for Career Development/Transition Site	Special education teacher for 25 years; early childhood teacher for 4 years; coordinator of school PTA, parent and grandparent; community member	Trustee	Trustee	tbd	Yes

Burton Sacks		Deputy Chief Operating Officer, The City University of New York	Senior administrator, NYC Department of Education, United Federation of Teachers, and The City University of New York; expertise in community school district affairs, funded programs, intergovernmental relations; elementary school teacher and guidance counselor; community member; community outreach	Trustee	Chair	tbd	Yes
Ronald Woo		New York University	Senior educational leadership positions at The City University of New York, NYU, NYC Department of Education; expertise in bilingual and special education, teacher preparation, court-ordered mandates and agreements, integrated services to schools, recruitment, and equal opportunities for students and staff; admitted to the NYS Bar.	Trustee	Trustee	tbd	