August 14, 2012

Charter School Office
New York State Education Department
89 Washington Avenue
Room 471 EBA
Albany, New York 12234

It is with great pleasure that I present the enclosed Renewal Application for the Aloma D. Johnson Fruit Belt Community Charter School to the Charter School Office for your review.

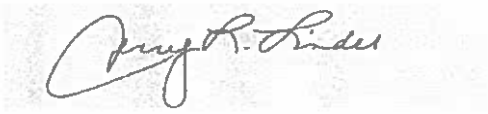
This application represents four years of hard work by the school personnel and board members. We have made great progress and, with your approval, hope to continue to serve the students of Buffalo, New York for many years to come.

We look forward to your review of this application and your upcoming site visit.

Please do not hesitate to forward any questions or concerns about this application to me at linder@buffalo.edu.

Thank you again for your support through our initial charter and your consideration of our renewal application.

Sincerely,



Jerry L. Linder, President
Aloma D. Johnson Fruit Belt Community
Charter School

Aloma D. Johnson Fruit Belt Community Charter School

Renewal Application

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Required Appendices

A. **Application for Charter Renewal Certification Statement.**
B. **Performance Goals Evidence.** *All data provided within the narrative.
C. **Enrollment of Students with Special Needs.**
D. **School Organizational Chart.**
E. **Evaluation form(s) for the school leader.**
F. **Staffing and Staff Turnover.**
G. **Board of Trustees Membership Table.**
H. **Long-term planning documents used by the board of trustees.** *No planning documents in use at this time.
I. **Up-to-date Certificate of Occupancy**
J. **Up-to-date Fire Inspection Certificate**
K. **Up-to-date Health Inspection**
L. **Up-to-date Flammable Compounds and Liquids Certificate (if applicable) *NA**
M. **Up-to-date Insurance Certificate(s)**
N. **Asbestos Inspection and Management Plan (if applicable) *NA**
O. **Lead Paint Inspection (if applicable) *NA**

Renewal Charter Exhibits

1. Mission Statement
2. Projected Enrollment
3. School Calendar
4. School Schedule
5. Key Design Elements
6. Proposed Budget
7. Staffing Plan
8. By-laws
9. Code of Ethics
10. Enrollment and Admissions Policy
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Renewal Application

1. Is the school an academic success and able to operate in an educationally sound manner?

   a. **Academic Performance Goals**

   Standard: Throughout the charter term, the school has met or come close to meeting the academic goals laid out in its performance goals and charter contract, including absolute performance and value-added student growth.

   List each objective and measure contained in the school's current performance goals relating to the success of the academic program. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure. Provide the data or other evidence supporting the statement. If desired, the data or other evidence may be provided in Appendix B (Evidence on Performance Goals) as a clearly labeled attachment.

   Academic Performance Goals as laid out in the charter are as follows:

Year	Goal	Progress toward goal
2008-09	75% of students that attend the school continually and consistently from the opening day will achieve a full grade level increase in performance in ELA and Math from their benchmarked score at the beginning of the year, as measured by the Terra Nova exams.	No data available from year 1 of the charter. Students were not pre-tested upon entry, so growth scores were not possible.
	65% of students that attend the school following the first quarter of the school year will achieve a full grade level increase in performance in ELA and Math from their benchmarked score, as measured by the Terra Nova exams.	No data available from year 1 of the charter. Students were not pre-tested upon entry, so growth scores were not possible.
2009-10	78% of students that attend the school continually and consistently from the opening day will achieve a full grade level increase in performance in ELA and Math from their benchmarked score, as measured by the Terra Nova exams.	Overall, not met. Grade 3 – MET Grade 2 – Not met. **Overall – 73% of identified students achieved a full grade level increase.** **Grade 3: 100% of identified students achieved a full grade level increase.** **Grade 2: 54% of identified students achieved a full grade level increase**
	65% of students that attend the school following the first quarter of the	Data not available. Students who transferred into the

	school year will achieve a full grade level increase in performance in ELA and Math from their benchmarked score, as measured by the Terra Nova exams.	school following the first quarter were not pre-tested and therefore had no benchmark score.
	50% of students who attend the school continually and consistently from the opening day will meet or exceed the Regents performance standards of Level 3 on the required State assessments in grade 3 (ELA).	Not met. 19% of this cohort met the Regents performance standards.
	50% of students who attend the school continually and consistently from the opening day will meet or exceed the Regents performance standards of Level 3 on the required State assessments in grade 3 (Math).	Not met. 24% of this cohort met the Regents performance standards.
2010-11	The percentage of students at FBCCS meeting or exceeding state standards by scoring level 3 or 4 on the state's ELA or Math exams will exceed the respective percentages in the Buffalo Public School District.	Met
	60% of students who attend the school continually and consistently from the opening day will meet or exceed the Regents performance standards of Level 3 on the required state assessment in grade 3 (ELA).	Not met 34% of this cohort met the Regents performance standards. (Note 1/3 of the cohort are students who are classified to receive special education services.)
	60% of students who attend the school continually and consistently from the opening day will meet or exceed the Regents performance standards of Level 3 on the required state assessment in grade 3 (Math).	Not met 48% of this cohort met the Regents performance standards (Note 1/3 of the cohort are students who are classified to receive special education services.)
	60% of students who attend the school continually and consistently from the opening day will meet or exceed the Regents performance standards of Level 3 on the required state assessment in grade 4 (ELA).	Not met 47% of this cohort met the Regents performance standards.
	60% of students who attend the school continually and consistently from the opening day will meet or exceed the Regents performance standards of Level 3 on the required	Not met 53% of this cohort met the Regents performance standards.

	state assessment in grade 4 (Math).	
	80% of students who attend the school continually and consistently from opening day will achieve a full grade level increase in performance in ELA and Math from their benchmarked score as measured by the Terra Nova exams.	Not met
	65% of students that attend the school following the first quarter of the school year will achieve a full grade level increase in performance inELA and Math from their benchmarked score, as measured by the Terra Nova exams.	Not met
2011-12	Increase test scores according to the Commissioner's Performance Index for AYP each year.	ADJFBCCS is identified as a school in good standing. Goal met.

Provide evidence that students at the school demonstrate proficiency or progress toward meeting proficiency targets on state standards as measured by the New York State Testing Program (NYSTP) exams in all subject areas and at all grade levels tested for accountability purposes.

Summarize evidence of the school's progress in making Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups. Provide information on the school's historical accountability status.

The ADJFBCCS has been identified as a School in Good Standing for the years 2009-10, 2010-11 and 2011-12. Links to Accountability and Overview Reports can be found below:

2009-10 and 2010-11 Accountability and Overview Reports
https://reportcards.nysed.gov/schools.php?year=2010&instid=800000061076

2011-12

In July 2012, the Chair of the ADJFBCCS received a letter from Ira Schwartz informing the school that " upon a review of assessment and graduation results for your school, the Department has determined that your school will maintain designation as In Good Standing for the 2012-13 school year."

If there are additional internal or external assessment measures (beyond NYSTP) that have not already been reported and that provide evidence relating to the success of the academic program, please submit that information in a clear and concise manner as well as an interpretation of the data.

b. Curriculum

Standard: The school has a clearly documented curriculum that articulates skills and concepts that all students must know and be able to do to master content, meet and exceed state standards, and achieve school-level performance goals.

Describe current curriculum documents that assist teachers in long-term and short-term instructional planning.

Curriculum mapping documents are currently being used to assist teachers in long-term and short-term instructional planning. These maps are helping teachers align curriculum and resources to the Common Core Learning Standards.

Teachers utilize an electronic lesson planning software to plan instruction based on Common Core Learning Standards.

Explain how the school revises and updates the curriculum, when/if necessary, as well as how the school ensures the horizontal and vertical alignment of the curriculum.

The application for the ADJFBCCS indicates that the school will implement a curriculum focused on all seven of New York State's Learning and Performance Standards. The school has maintained its fidelity to the promise of a standards-based, rigorous curriculum. The school has also excelled in using student performance results to inform the curricular program. The first four years of the charter served to refine the curriculum that was presented in the original charter application.

Upon opening, the school maintained fidelity to the curricular materials that were described in the original charter agreement. However it soon became apparent through formal and informal formative assessment results that the Open Court Reading Series and the Everyday Mathematics Series were not meeting the needs of our student population. The school began to utilize Reading Street and EnVision Mathematics materials to support the standards-based curriculum. Curriculum maps of alignment of these materials to the New York State Learning Standards guided the instruction at the school.

During the 2011-12 school year, the focus of the school was on alignment of the curriculum to the Common Core Learning Standards. Through our Race to the Top Network Team at Erie I BOCES, teachers have been working to align curriculum and instruction to these standards. Curriculum maps have been completed and aligned instruction is in place.

An integral component of the curriculum mapping that has been completed is the alignment to appropriate formative and summative assessments. Through analysis of these assessments, teachers can provide appropriate interventions to assure that all students have mastered content, meet standards and achieve performance goals.

Indicate the ways in which the curriculum addresses the needs of all students.

At ADJFBCCS, all students are expected to learn and achieve at high levels. This does not mean that all students are expected to learn at the same level or at the same rate. The curricular resources used at the school provide teachers with the framework from

which to differentiate their instruction, based on assessment results, to address the needs of all students.

c. Instruction

Standard: The school engages students in high quality, rigorous instruction that is aligned with the school design characteristics and curriculum, and is in evidence in all classes throughout the school.

Describe expectations for school-wide instructional practice and the ways in which expectations for instruction reflect school design characteristics.

The ADJFBCCS remains true to the instructional vision of its charter. The charter states that "the FBCCS will provide all students an innovative, high quality, and comprehensive school program based on fostering students' intellectual, physical, social and emotional growth and helping them acquire the knowledge, skills and abilities they need to reach their full learning potential.....This has lead to the vision of a charter school devoted to giving young students an exemplary start in education – a school whose strengths are providing exceptionally small classes and high adult to student ratios, utilizing the resources of community-based and higher education institutions, commitment to continuous improvement in the skills and abilities of its teaching staff, employing scientifically based reading programs and best practices in the classroom, and creating a family-friendly environment in support of student learning."

Throughout the term of the initial charter, all curriculum and instruction was aligned with the New York State Learning Standards. During the 2011-12 school year, teachers worked to assure alignment of curriculum and instructional practices with the Common Core Learning Standards. This renewal application is being developed at a time in which teachers are engaging in professional development, conversations and instructional implementation focused on the expected major changes in instruction and student learning that the Common Core brings.

Working within the Common Core Learning Standard framework, instruction has begun to be focused on the identified "shifts" in ELA/Literacy and Mathematics instruction. ELA/Literacy instruction is now more balanced between informational texts and literary texts. While scaffolded instruction was always integral to the instructional practices of ADJFBCCS, the focus on the increased complexity of central texts (the "Staircase of Complexity"), teachers are working to create additional experiences for students to deeply comprehend text at higher levels of Bloom's taxonomy. For struggling learners, structures are being developed to support increased complexity of text and guide learners along the continuum. This includes focus on building academic vocabulary, and focusing expressive language (written and spoken) on text-based sources.

The Common Core Learning Standards are also reinvigorating instruction in Mathematics at the ADJFBCCS. It is expected that teachers balance mathematics instruction, and assure that students are not only adept at simple calculations, but also supported in deep understanding and application of more complex mathematical concepts.

Both of these identified "shifts" in instruction lend themselves well to the ADJFBCCS instructional program. While basing instruction on these identified tenets of ELA/Literacy and Mathematics under the Common Core Standards, teachers at ADJFBCCS are expected to meaningfully integrate content in ELA/Literacy, Mathematics, Science, Social Studies and Career Development (Business and Leadership). This meaningful integration results in instruction that leads students balance informational and literary text at increasingly complex levels, express themselves in the spoken and written word based on complex text and understand mathematical concepts at the highest levels of Bloom's taxonomy.

Indicate how teachers at the school go about planning high-quality, rigorous instruction for all students.

Thoughtful and purposeful instructional planning is necessary to assure that teachers are providing rigorous instruction for all students. Weekly common planning time is provided to grade level teams. The planning team includes the special education professional at each grade level. Based on a comprehensive assessment of student needs (from formative, summative, formal and informal assessments as described in section 1.d of this renewal application), and expectations within the Common Core Learning Standards, teachers develop long-term and short-term goals for students. Units and lessons are planned with instructional activities to develop student proficiency within those set goals.

This common planning time gives teachers time to share research-based best practices and strategies for reaching all learners. The inclusion of special education professionals and those certified with TESOL credentials enable sharing of strategies for struggling learners.

Monthly staff meetings are focused on professional development that supports high-quality, rigorous instruction. In addition to monthly professional development, the ADJFBCCS contracts with Erie I BOCES – our Network Team provider – for ELA/Literacy and Mathematics professional development based on the Common Core Learning Standards. This professional development is provided throughout the school year and focuses on the development of innovative, rigorous instructional practices aligned with the Common Core.

Describe strategies that the school uses to engage all students in high-quality, rigorous instruction.

Various strategies are used to engage all students in high-quality, rigorous instruction based on Common Core Learning Standards.

Differentiation of Instruction – Teachers plan and implement strategies for the differentiation of instruction to meet the needs of all learners. Instruction is planned based on a particular learning objective(s). This instruction is then leveled to meet the needs of struggling, on-target and advanced learners by providing delineated activities to meet individual learning needs. This differentiation is based on individual needs of students as per data analysis results. Therefore, flexible grouping strategies must also be utilized.

Flexible grouping – Teachers utilize group instruction in their classes. Grouping is often based on needs of individual learners. However this grouping is not stagnant in composition, but rather is based on data. As learner need is determined, students are grouped for appropriate instruction. This dynamic grouping is reevaluated and reconfigured based on student need.

Below-grade level learning support – When it is determined that a student is not on-track for meeting grade-level expectations, additional interventions are employed. The intervention used is dependent on the instructional level of the struggling student. Focused classroom instruction is used for those whose instructional level is near the grade level expectation. More intensive strategies are employed for those who need more support. This support is outlined in the school's Response-to-Intervention plan (Section 1.e of this renewal application).

d. Assessment and Instructional Decision-making
Standard: The school uses ongoing formative and summative assessments and evaluation data to inform instructional decisions and promote student learning.

Provide a list of formative and summative assessments administered at the school, as well as the purpose of each assessment.

Kindergarten Screening – This tool is a combination of a teacher-developed measure and an assessment done by Buffalo Hearing and Speech, the schools provider of speech, occupational therapy and physical therapy services. This initial screening of incoming kindergarten students is conducted each August. Any new students who enter the kindergarten class throughout the year are also screened. Screening includes an overview of kindergarten-level basic knowledge and sensory motor skills. The purpose of this assessment is to inform instruction and provide support as needed.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – This assessment is administered at the K-4 levels to measure fluency and student acquisition of early literacy skills. The purpose of this assessment is to measure student progress at various benchmarks to inform teacher instruction for increased student learning.
(Please note, this assessment is being changed to AIMSweb assessment tool for the 2012-13 school year.)

Dolch-Sight Word Testing (K-2) – Students in grades K-2 are assessed quarterly using the Dolch-Sight Word list. Students are tested for immediate recall of commonly used words. The purpose of this assessment is to inform teachers of student progress in sight-word identification. Teachers develop games and mini-lessons based on the results of this assessment.

Reading Street Unit and Benchmark Tests (K-4) – These benchmark assessments are administered on a baseline, unit and end-of-year schedule and measure student progress toward meeting standards. Administration of these test are multi-purposed. Teachers use baseline assessments – and subsequent formative assessments – to group students for more focused, individualized instruction. Unit tests are used to measure student progress and inform instruction for increased student learning. End-of-year assessments are more summative in nature, giving teachers an overview of student progress and can be used as an indicator of student success at the next grade level.

EnVision Unit and Benchmark Tests (K-4) – These benchmark assessments are similar in nature and purpose to the Reading Street assessments, however they measure Mathematics concepts. Baseline assessment data is used for instructional planning and student grouping. Unit assessments are used to inform flexible grouping in the classroom and provide information for teachers to make instructional decisions. As with the Reading Street assessment described above, end-of-year tests are summative and also provide indicators of student success on standardized assessments.

Science Assessments (K-4) - These teacher-made assessments are grade-specific and aligned with NYS Learning Standards (now Common Core Learning Standards). The purpose of these assessments is to inform instruction, measure individual student progress, and assess the effectiveness of the Science program at the school.

Social Studies (K-4) - These teacher-made assessments are grade-specific and aligned with NYS Learning Standards (now Common Core Learning Standards). The purpose of these assessments is to inform instruction, measure individual student progress, and assess the effectiveness of the Social Studies program at the school.

Terra Nova ELA and Mathematics (1-4) – This standardized testing program of CTB-MCGraw Hill is used as a marker of student achievement for the school. Throughout the history of ADJFBCCS, the Terra Nova has been used to measure student achievement in ELA and Mathematics by determining whether students had progressed one grade level from the previous administration of the exam. Reports generated from this assessment were used to inform instructional program, giving teachers and administrators information about what programmatic changes were necessary to help students better achieve and meet NYS standards.

NYS ELA Assessment (3-4) – The NYS ELA Assessment is administered, as per state regulations, in grades 3 and 4, to measure student progress toward meeting standards. In addition to using this data as a method of measuring student attainment of standards, the school also uses data from these assessments to assess program effectiveness and provide intervention services to students. The school also relies on this assessment as one of the measures of Annual Yearly Progress.

NYS Mathematics Assessment (3-4) - The NYS Mathematics Assessment is administered, as per state regulations, in grades 3 and 4, to measure student progress toward meeting standards. In addition to using this data as a method of measuring student attainment of standards, the school also uses data from these assessments to assess program effectiveness and provide intervention services to students. The school also relies on this assessment as one of the measures of Annual Yearly Progress.

NYS Science Assessment (4) – The NYS Science Assessment is administered, as per state regulations, in grade 4, to measure student progress toward meeting standards. In addition to using this data as a method of measuring student attainment of standards, the school also uses data from these assessments to assess program effectiveness and provide intervention services to students. The school also relies on this assessment as one of the measures of Annual Yearly Progress.

Describe how data from these assessments are used by teachers to inform, guide, and improve instructional practice.

Data from all classroom and school assessments are used as the basis for instructional decision-making at all grade levels. During the 2011-12 school year, the ADJFBCCS began to use eDoctrina suite of teaching tools to better utilize assessment as a key to improved instruction. Assessment building was the aspect of the eDoctrina suite that was most utilized in 2011-12, and data from assessments, as produced by the eDoctrina analytical tool provided a common communication piece from which teachers could begin to have discussions about student performance data.

Teachers use common planning time to review assessment data at grade level meetings. If all students at a grade level are lacking in the understanding of a certain concept, teachers work to re-teach that concept using different teaching strategies than were initially presented. If only certain students, or certain classes of students, showed a lack of understanding, strategies are shared among teachers so re-teaching can take place.

If students continue to struggle after re-teaching with unique strategies, data will be used for more intensive intervention on a particular skill.

Describe how school leaders use data from these assessments to monitor the effectiveness of school programs and make school-wide decisions.

School leaders are key members of the data analysis teams of the school. They lead and guide the discussion of student data analysis with grade level teams.

This also gives school leaders insight into data trends within and between grade levels at the school. These trends are examined and used to determine a variety of instructional and programmatic interventions, including professional development, resource allocation, and student programming.

Professional development is partially based on student assessment results. While goals for professional development are established annually, trends in student assessment data can steer specific workshops to help teachers hone their skills to better meet the needs of students. Professional development opportunities can address specific skill development that may be necessary to help teachers with instructional strategies.

Trends in student data can be used to appropriately allocate instructional resources to help students meet intended learning objectives. Resource allocation includes reorganization of staff, as well as purchasing of instructional materials in response to student academic need. Students with specific needs, as indicated by test data analysis, may receive small group or individual tutoring through rescheduling of teacher and teacher assistant duties. Utilization of technology resources is also key to improving instruction, especially for struggling or advanced learners. Data also guides decisions about purchasing of curricular and instructional resources. Any ancillary resources purchased are based on the specific instructional needs of students.

Student programming is also based on analysis of student assessment data. Before/after school programs, Saturday school, Summer school and other intervention programs are planned and evaluated based on student assessment data. Students who

show a deficit in academic progress are recommended for programs that are not simply remedial in nature, but also use innovative teaching methods to ensure rigor of instruction.

e. At-risk Students and Students with Special Needs
Standard: The school has the same high standards for all students in the school, and has systems to effectively support students who are struggling academically and those that require additional services to meet academic goals.

Provide an overview of programs and services that the school has established for the following students:

Students who are struggling academically
Special education students
English language learners
Students who are in a social or emotional crisis

The ADJFBCCS is keenly focused on the provision of services for all students. Data obtained from a variety of tools (DIBELS/AIMS Web, enVision Benchmarks, Reading Street Benchmarks, Kindergarten screening, observation, in-class formative and summative assessments) are discussed regularly at grade level meetings. Additional data points that would indicate a concern would be attendance rates at below 75% and excessive discipline referrals. These data points provide teachers with information with which to make informed decisions about student performance and to discover the need for intervention at the earliest possible opportunity.

In addition to these tools to identify the need for intervention, the school also employs highly-qualified staff to meet the needs of students who need intervention. Classroom teachers utilize strategies to differentiate instruction for all students, including struggling learners. Additionally, the school employs a full time Reading Specialist and a part time Mathematics Specialist to work with teachers on the differentiation of instruction, as well as to work with struggling learners. Special Education services are provided at each grade level. In addition to working with students with specific IEP needs, the Special Education teachers also work with struggling learners who are not formally identified as needing IEP support by providing appropriate intervention strategies.

At this time the ADJFBCCS does not have many students who qualify for English Language Learner services. Two students were identified as ELLs during the 2011-12 school year. The Board acted quickly to hire a part-time TESOL certified teacher to meet the needs of these students. The TESOL teacher also provided support and professional development to teachers in the areas of language acquisition strategies. The ADJFBCCS participates actively in the Regional Bilingual Education Resource Network (RBERN) West. Through this collaboration, ADJFBCCS is increasing its skill level at providing services for all English Language Learners.

Students who are in a social or emotional crisis are supported as members of the ADJFBCCS family. Students who are in such a crisis are referred to the Social Worker and Dean of Students. These professionals work to counsel the student and family. If outside services are necessary to serve the student, referrals are quickly made to these

outside service providers. The school works with agencies such as The United Way of Buffalo and Erie County, Catholic Charities, Buffalo Crisis Services, and Erie County Child and Family Services. Our pupil personnel staff has developed a relationship with these outside service providers to better meet the needs of our students.

Describe how the school monitors the effectiveness of services and programs offered to these students. Consider providing data and other evidence that the school effectively supports students who are struggling academically and those that require additional services to meet academic goals.

The school monitors the effectiveness of services and programs offered to struggling learners using well-defined criteria as identified in our Response to Intervention plan. Regular meetings of the Student Placement Outreach Team (SPOT Team) serve as a forum for the analysis of progress based on interventions. Regularly scheduled grade level meetings provide an opportunity to gauge student progress. The ADJFBCCS uses IEP Direct to track progress on Individual Education Plans for Special Education Students on an ongoing basis.

Complete and submit Appendix C (Enrollment of Students with Special Needs)

f. Climate, Culture, Safety

Standard: The school climate and culture reflect the school mission and design, and directly support student learning, development and achievement. The school maintains an environment that is physically safe and free from harassment for all students and school stakeholders.

Identify the tenets behind the school's climate and culture.

In the school's original charter it is stated that the school will "provide all students an innovative, high quality and comprehensive school program based on fostering students' intellectual, physical, social and emotional growth and helping them acquire the knowledge, skills and abilities they need to reach their full learning potential.

This philosophy was based on the following beliefs:

All children can learn and be successful when provided engaging, meaningful learning experiences that foster their individual strengths; and we hold high expectations for all students.

Each child is an individual with talents, strengths, needs, expectations, and aspirations that we must strive to meet.

An intimate, small-school model environment, providing an exemplary foundation in essential skills, is the preferred elementary experience for continued academic success.

Students must be proficient in reading, as therein lies the basis through which learning in all disciplines can actively thrive.

A quality, comprehensive academic program – aligned to the New York State Learning Standards (now the Common Core Learning Standards) and unified themes of business and leadership – will prepare students for fulfilling and productive lives.

A high quality education must incorporate real-life, hands-on learning experiences for students, providing opportunities to utilize their newly learned knowledge and skills.

Education must prepare students for the challenges and opportunities of the working world and prepare them for success in their adult lives.

The school, family, and community must work in partnership to support the comprehensive education of children."

Indicate the ways in which the key components of the school's climate and culture reflect the school mission and design.

The mission of the ADJFBCCS is to "foster students' intellectual, physical, social and emotional growth, helping students acquire the knowledge, skills and abilities they need to reach their full learning potential. The school is focused on high academic achievement and prepares all students to meet NYS Learning Standards in an environment of high expectations. The FBCCS is committed to sustaining a safe and caring learning community that respects diversity and encourages strong home, school, and community partnerships. With its small school learning environment, intensive focus on building student reading and math achievement, ongoing commitment to staff development, interdisciplinary themes of business and leadership and the use of innovative tools such as Creative Problem Solving (CPS) and Project-Based Learning (PBL), the Aloma D. Johnson Fruit Belt Community Charter School prepares students to direct and participate in the renaissance of their neighborhood, community, and city."

Staff and administration are dedicated to the ideals of the schools' mission and design, and the climate and culture of the school are reflective thereof.

Expectations are high for all students. This includes academic expectations, as well as behavioral expectations. The intimate learning environment of 20 students in a class with one teacher and one teacher aide allow teachers the luxury of getting to know each student as an individual. Staff can monitor the activities of students as it relates to their social, emotional, physical and intellectual growth. Planning for individual student progress is possible.

Strong school, home and community partnerships are evident. Field trips to various community locations are an integral part of the curriculum. The 2012-13 school year began with CAMP ADJ activities – a week filled with speakers, field trips and activities focused on the community in which the school is located. Parents are always welcome in the school. Class newsletters are sent home monthly as a way for parents and teachers to better communicate.

Describe how the school climate and culture directly support student learning, development, and achievement.

At ADJFBCCS all staff believe in the education of the whole child. While the obvious goal of a school is to succeed on absolute measures of student academic performance, the staff at ADJFBCCS is committed to the social, emotional, intellectual and physical development of the child. It is only through such development that children can fully succeed academically, and in life.
The school is focused on providing the basic knowledge that students need to succeed in the world. ELA blocks are scheduled daily to provide uninterrupted time for instruction in English Language Arts. The Mathematics instructional block provides daily focus for mathematics instruction.

The small school environment, with approximately 60 students per grade level, encourages a family-like environment for learning. Average class size is 20 students per class, with a teacher and teacher aide or teacher assistant in every classroom. There is one special education teacher per grade level, serving students with mandated service requirements, as well as working with teachers to develop strategies for struggling learners. The small school environment at ADJFBCCS makes it possible for teachers to individualize instruction to a greater degree. Additionally, adult interaction with students is far more regular. The relationship between adults and students in the school enhances the learning environment by ensuring that educational experiences are meaningful to the individual student.

While the school is very proud of its individualization of the instruction, it is equally proud of its curricular alignment with New York State Learning Standards and Common Core Learning Standards. The staff has embraced the new Common Core Learning Standards with great vigor. They see the opportunity to align learning experiences with these standards as they prepare students for college and careers. Teachers have worked closely with our Race to the Top network team to deconstruct the Common Core Learning Standards and create meaningful learning opportunities for students.

In addition to rigorous academic instruction and high expectations for meeting learning goals, students at ADJFBCCS are provided the opportunity to develop a strong cultural identity. While the student population is mainly African American, all cultures are welcomed and celebrated at the school. Connection to family is a key component of the school's philosophy

Describe how the school establishes and maintains an environment for students, staff, and other stakeholders that is physically safe and free from harassment and discrimination.

ADJFBCCS is a safe place for students, staff and other stakeholders.

A student/family handbook for the school exists as a signed contract for appropriate behavior in the school. This handbook outlines the school-wide discipline policy that the school has adopted. Additionally, there is a no-bullying policy that every parent must sign. Their signature indicates that they have discussed the policy, the meaning of bullying and the implication of bullying with their children.

The school-wide discipline policy is progressive in nature. Students must strive to be "ready to learn" at all times. Infractions, or positive interactions, move the students up or down a progressive scale, with consequences and rewards associated with various

levels. This common language around school discipline creates an environment focused on positive behavioral interactions.

The school employs a Security Guard position. The position serves as the main point of contact for all visitors to the school. Identification is required of all visitors. Visitor tags are worn to identify non-school personnel. All regular school personnel have photo identification badges that are worn at all times. When a visitor comes to the school, the purpose of their visit is recorded and appropriate personnel are notified. This process of identification assures that no person without approved school business is admitted to the school.

The ADJFBCCS has adopted and upholds a strict no-tolerance policy on discrimination and harassment of any type. Our non-discrimination and anti-harassment policies are posted on the office bulletin board. All staff read the harassment policy upon hire and sign off on this policy as part of the Personnel Handbook. Procedures for reporting harassment or suspected harassment are clearly identified. Seminars in discrimination and harassment identification, reporting and prevention are held will all staff members.

Describe how the school effectively addresses the social, emotional, and health needs of its students.

As part of its commitment to the development of the whole child, ADJFBCCS is committed to providing services that address the social, emotional and health needs of its students. The school employs a full-time nurse to meet the health needs of students. The school nurse is available for medical issues that arise on a daily basis at the school – from minor aches and pains to more severe emergencies, the school's registered nurse handles any crisis. Additionally, she maintains accurate health records of students and complies with all NYSED requirements for school health services. The nurse also is the main point of communication with parents and staff about student health and disease issues.

The school also employs a full-time Social Worker who is tasked with meeting the social and emotional needs of our students. The Social Worker meets with students who have mandated counseling services as part of their IEP. Additionally, any student who is experiencing issues related to their social and emotional well-being is referred to the Social Worker. The Social Worker provides advice to teachers and other staff in dealing with the needs of students in the school. This position also serves as one of the main contact points for families in crisis.

The Dean of Students position at the school serves to coordinate pupil services. In addition to monitoring the school-wide behavior plan, the Dean of Students communicates with parents about issues that affect the social, emotional and health needs of students. While the school does not have a family support center in a more formal definition of the phrase, the work of the School Counselor and School Nurse, under the leadership of the Dean of Students, serves to provide services to families so our students come to school healthy and ready to learn.

In addition to the formal roles of personnel at the school to support the social, emotional and health needs of students, programming is in place to serve this end as well.

Character education is a key component of the work at the ADJFBCCS. Since business and leadership are the core aspects of the school program, nine leadership concepts have been adopted to focus the work of students. The leadership concepts assist in the social and emotional development of our students. The concepts are (1) self-advocacy and self-control, (2) responsibility and respect, (3) conflict resolution and honesty, (4) organization, (5) communication and listening, (6) trying your best, (7) decision making, (8) flexibility and patience, and (9) service and citizenship. Each trait is the focus of a presentation each month by a cross-grade level team. However, all concepts are integrated into the educational program at the school on a regular basis.

g. Professional Development

Standard: The school's professional development program is aligned to school-wide goals and teachers' individual professional development needs.

Provide an overview of the school's professional development program.

Through linking professional development with NYS Teaching Standards, school goals and student academic results, we feel that the professional development program at the school offers a robust approach to developing a community of learners focused on student learning.

Professional development at ADJFBCCS occurs in a variety of ways – through formal presentations, teacher and administrator attendance at conferences, staff meetings, leadership team meetings, grade level meetings and staff work sessions. The school has three in-house experts among the teaching staff who take on extra duties as area coordinators. These staff members provide professional development and support in the areas of curriculum, data and special education. In addition to providing more formal professional development, these coordinators are available to consult with teachers who have specific questions or concerns in their instructional program.

Describe how school-wide and/or individualized professional development activities and/or initiatives are identified.

It is the expectation of the ADJFBCCS that all teachers engage in reflective practice. Teachers are asked to reflect on progress they make toward meeting the NYS Teaching Standards on a regular basis. A self-reflection tool is provided to teachers. The tool asks teachers to rate themselves as *exemplary, effective, developing or novice* on a variety of indicators aligned with the NYS Teaching Standards. Teachers then graph their self-perceived scores and set goals based on those results. The administrative team meets individually with each teacher to discuss the goals and plans for attaining the goals. Professional development opportunities are provided in support of teacher goal attainment. This tool is not only used as a self-reflection for teachers, but also as a data-gathering tool to inform the professional development plan of the school.

ADJFBCCS places a strong emphasis on professional development that prioritizes teacher attainment of the NYS Teaching Standards. The overall professional development plan is based on the annual goals of the school as aligned to the NYS Teaching Standards and the mission of the school. The professional development

program focuses on assisting teachers in meeting the academic, social and emotional needs of their students.

Indicate how school leadership monitors the effectiveness of professional development activities and/or initiatives.

- The effectiveness of professional development activities is measured in a variety of ways. Participant surveys indicate level of relevance of the activity to actual school program. These surveys are completed by all who participate in a particular activity and provide feedback about the presenter, the topic, the presentation method and the likelihood of implementation of the activity.
- Leader observation of the implementation of activities is another monitoring device for the effectiveness of various professional development activities. Classroom walk-throughs can give insight into whether or not a particular professional development initiative is actually being implemented in the classroom.
- Analysis of student data provides insight into whether various professional development activities are having an impact on student learning and achievement.

2. Is the school organizationally viable and able to operate in a fiscally sound manner?

a. Organizational Performance Goals

Standard: Throughout the charter term, the school has met or come close to meeting the organizational goals laid out in its performance goals and charter contract.

List each objective and measure contained in the school's current performance goals relating to the school's organizational viability. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure. Provide data or other evidence supporting the statement. If desired, the data or other evidence may be provided in Appendix B (Evidence on Performance Goals) as a clearly labeled attachment.

The original charter does not include specific performance goals relating to the school's organizational viability.

b. Financial Performance Goals

Standard: Throughout the charter term, the school has met or come close to meeting the financial goals laid out in its performance goals and charter contract.

List each objective and measure contained in the school's current performance goals relating to the school's fiscal soundness. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure. Provide data or other evidence supporting the statement. If desired, the data or other evidence may be provided in Appendix B (Evidence on Performance Goals) as a clearly labeled attachment.

The original charter does not include specific performance goals relating to the school's fiscal soundness.

c. Organizational Capacity

Standard: The school has established a well-functioning organizational structure with clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and organizational viability.

Provide a school organizational chart (including administrators' names and titles) in Appendix F (School Organizational Chart).

Describe efforts to successfully recruit, hire and retain key personnel, as well as decisions the school – when warranted – has made about removing ineffective staff members.

The ADJFBCCS is fully staffed with highly-effective, highly-qualified professional staff and dedicated support staff. Policies and procedures have been developed to assure that only highly qualified personnel work with our students.

Recruitment of staff is guided by protocol put into place by the Personnel Committee of the Board. When it becomes evident that it is necessary to hire for a position at the school, an advertisement for the position is placed in the Buffalo News and the Buffalo Challenger Newspaper. Upon receipt of applications, applicant credentials are checked by office staff. Preference is given to those applicants already possessing certifications required for the position.

The administrative team at the school then reviews all complete applications and chooses applicants to interview. Careful recording of rationale for choosing interviewees is maintained. A trained interview team consisting of a teacher representative, a community/parent representative, an administrator and a retired or current educator are assembled to interview each selected candidate. In cases of teacher hires, the candidate may be invited back to teach a class so that the interview team can determine if the school is a good fit for the candidate. The candidate who is chosen from the interviewees is expected to be fully qualified for the position, and in possession of all necessary certifications.

It is important to retain teachers who are highly qualified and highly effective. Teachers are respected as professionals at ADJFBCCS. They are involved in decision-making and are given appropriate levels of support in their professional pursuits. The Board of ADJFBCCS is currently working with teachers to develop a Performance Based Compensation System. This system is being developed with teacher input, and will reward teachers for specific indicators that are key to highly effective performance at the school.

In spite of efforts to attract and retain highly qualified and highly effective staff, there are times when it is necessary to remove ineffective staff members. Under previous administrations, teachers who were not certified were hired at the school. When it became apparent that this was the case, the teachers were advised of their status and plans were made to help these teachers attain their certification. The action plans included benchmark dates by which certain activities needed to be completed. In some cases, these benchmarks were met, and teachers became certified, maintaining employment at the school. In other cases, teachers did not

meet benchmark requirements and their contracts were not renewed for the next school year. Documentation was kept for each of these cases, and teachers were given ample time and support to attain their teaching certification.

At times, it is necessary to remove staff for poor performance. This is never an easy decisions, especially in a school that works to nurture and support staff. However, it is essential that all staff members are effective to ensure the success and safety of our students. In cases where staff members are not meeting the standards of performance as outlined in their job description, records of underperformance are kept. Written observations of the employee's performance are maintained. The employee is engaged in a conversation with the leadership team to discuss their current performance as compared to their expected performance. Goals are set in an attempt to help the employee improve their performance. After a designated time period., the goals are reviewed with the employee and progress is monitored. If adequate progress has not been made, the matter is brought to the Personnel Committee of the Board. The Board will examine the evidence, and the recommendation of the school leader to determine if the employee should be retained, and put on a Performance Improvement Plan, or if the employee should be terminated.

Indicate how the board of trustees regularly and systematically assesses performance of (the) school leader(s) against clearly defined goals and makes effective and timely use of the evaluations. Note whether the board hired outside consultants, used its own expertise, or took other steps to evaluate and monitor the school leadership.

The Board of Trustees regularly evaluates the Director of the school using the evaluation form submitted in Appendix G. The Board submits this tool to the Director for self-evaluation purposes. The Director is asked to submit evidence of each of the indicators on the evaluation. Board members also complete the evaluation tool individually.

The Personnel Committee then meets to collect all data – the Director's self-evaluation, the Director's evidence of attainment of each indicator, and individual evaluative comments submitted by each Board member. Rankings are given for each indicator, and comments are provided. The Board then approves the evaluation, assuring that all components of the evaluation are accurate and complete. The evaluation is discussed with the Director, and goals are set for the coming year based on the evaluation results.

For the first time in 2011-12, the Board of Trustees utilized the Vanderbilt Assessment of Leadership in Education (VAL-ED) tool to inform its evaluation of the Director. This NYSED-approved principal practice rubric provides an additional data point for the evaluation of the school leader.

The Personnel Committee of the Board monitors the goals set by the Director, and regularly assesses the leadership of the school program, both formally and informally.

Provide a copy of the evaluation form(s) for the school leader as Appendix G (Evaluation Form(s) for the School Leader).

Complete and submit Appendix F (Staffing and Staff Turnover)

d. Board Oversight and Governance
Standard: The board of trustees provides competent stewardship and oversight of the school while implementing and maintaining policies, systems and processes to ensure academic success, organizational viability, and faithfulness to the terms of its charter.

Describe and discuss board membership and turnover during the term of the charter. Discuss processes through which the board recruits and selects new board members in order to maintain adequate skills sets and expertise for effective governance and structural continuity. Reasons for turnover among board members should be detailed.

Board membership has changed during the term of the charter. The Board of Trustees is currently operating under sound leadership and consistent membership. However the beginning of the charter period saw some turnover.

The initial Board of Trustees, as indicated in the charter, was a 5-member board. From that original board, only one member still maintains membership on the ADJFBCCS Board.

Ruth Bryant-Lynch resigned from the Board in 2009. No reason given.
Edwin Clausen resigned from the Board in 2010. Time constraints.
Roshelle Lewis resigned from the Board in 2012. No reason given.
Sharon Thomas remained a board member until her death in 2012.

John A. Johnson was a member of the original Board of Trustees and remains on the Board.

Michael Sullivan, teacher representative approved in 2010 resigned from the board when he was hired as the Dean of Students of the school. This administrative position no longer qualified him to be a teacher representative to the board.

The by-laws of the ADJFBCCS state that the board shall consist of no less than 7 members and no more than 11 members. Among these members shall be two representatives from partner organizations (Fruit Belt Community Development Corporation and Daemen College), one teacher representative and one parent representative.

The current Board of Trustees consists of eight members. Four members are at-large, one represents Daemen College, one represents the Fruit Belt Community Development Corporation, one represents the school's teachers and one represents the school's parents.

Expertise within the board includes legal, higher education, human resources, anti-discrimination policy, social service, community engagement, curriculum/instruction, special education, and parenting. Board membership is always open, and the board actively solicits applications from potential members

whose expertise is needed on the board. Currently, the board is soliciting membership applications to bring finance expertise to the governance of the school.

Describe any goals established by the board outside of the school's performance goals, the tools for understanding progress toward meeting those goals, and the frequency of reporting to the board of trustees.

No such goals have been established by the Board at this time.

Describe any strategic planning efforts undertaken by the board, the results of those efforts, and the current status of any initiatives launched as a result of strategic planning.
Formal long-range strategic planning sessions of the Board are anticipated during the 2012-13 school year. Informal strategic planning resulting from discussions at monthly Board meetings has resulted in the initiation of a building initiative of the Board.

It is evident that the facility that the school occupies is no longer adequate for current operation of the school, and certainly inadequate if the school is to grow. Additionally, the lease with the landlord expires in 2013. In order to address the facility needs of the school, a Building Committee of the Board was formed. The Building Committee is currently developing protocol for researching facility options that would be adequate for the school.

Discuss how the board has avoided creating conflicts of interest where possible and, where not possible, how the school has managed those conflicts of interest in a clear and transparent manner.

Annually, each member of the board must sign a disclosure of financial interest form that identifies any possible conflicts of interest a person may have. Board members who have a conflict of interest are required to state that conflict whenever the matter arises as part of board business. It is the expectation of the board that members refrain for any discussion about issues that present a conflict of interest.

The board did need to address a potential conflict of interest of a former external auditor of the school. The auditor disclosed that they had a familial relationship with an employee of the school. The board voted to recognize that conflict of interest and proceed with hiring the auditor, however the auditor chose to not accept contractual employment with the school based on the conflict.

Article VII of the by-laws of the organization outline the school's code of ethics. This code outlines the ethics that govern the board. The board takes conflict of interest and perceived conflict of interest very seriously and takes appropriate steps to assure that the school is never put into a compromising position due to such conflicts.

Describe protocols that have been established to ensure that the board acts in accordance with law, regulations, rules and other policies, including its by-laws, Open Meetings Law, and other school-specific policies.

In preparation for the Annual Meeting of the Board, board members review by-laws of the organization to assure that the by-laws are still pertinent to the operating of the organization. Any corrections, additions or amendments are entertained at this time. The Board holds all public meetings in compliance with Open Meetings Law. Meetings are posted and open to the public. Board minutes are available to the public upon request. The Board has had training on Open Meetings Law, conducted by Robert J. Freeman, Executive Director of the Committee on Open Government in the Department of State.

In addition to the above listed protocols, the Board works with an outside consultant to provide advice on compliance with law, regulations, rules and policies. The consultant advises the board on policy and compliance issues as they relate to charter regulations.

Describe how the board evaluates its own effectiveness, and what opportunities for further governance training and development it has pursued over the course of the charter period.

The board evaluates its effectiveness annually. They use the following data points in their evaluation:

- Fiscal Soundness
  - Audit report notes
  - Budget performance
  - Budget planning
- Academic Soundness
  - Academic performance of the school
  - Staff and student turnover
  - Parent satisfaction surveys
  - Teacher surveys
  - Student discipline reports
  - Student attendance rates
- Governance
  - Completeness of board records
  - Attendance of board members
  - Conduct and minutes of standing and ad hoc committees

In order to further their training and development, board members pursue various board development opportunities. Board members have participated in the NYS Charter Schools Conference, the National Charter Schools Conference, United Way of Buffalo and Erie County board development sessions, and Open Meetings Law training. The board remains current on issues related to charter school governance through reading policy briefs and other materials prepared by NYSED and other charter-specific organizations.

Complete and submit Appendix G (Board of Trustees Membership Table).

Submit Appendix H (Long-term Planning Documents Used by the Board of Trustees), if any.

e. School Leadership
Standard: School leaders provide valuable administrative direction and make data-informed decisions based on the needs and best interests of students, staff, and families within the community.

Describe the roles and responsibilities of leadership team members, as well as how the school holds all members of staff accountable for meeting school-wide goals.

The Board delegates leadership of the school to the Director and Dean of Students. In addition to these administrative positions, three part-time Coordinator positions support the work of the administrative team – the Special Education Coordinator, the Curriculum Coordinator and the Data Coordinator. These coordinators are full time teachers at the school who take on these responsibilities for additional compensation.

The position of Director of ADJFBCCS is responsible for providing educational leadership for the school. This includes curriculum development, oversight of assessment, evaluation of all staff, recommending personnel for hire and termination, updating board members on school activities, providing for continuous school improvement, developing programs that will result in increased student learning, providing professional development for all employees, and providing community outreach to ensure outstanding student programming.

The Dean of Students is responsible for managing and tracking the school-wide behavior management system, monitoring classroom management activities, communicating with parents, evaluating teachers, and providing community outreach activities.

The Curriculum Coordinator is responsible for assuring that appropriate activities occur to support curriculum development and instructional pedagogy.

The Special Education Coordinator ensures compliance with all state and federal regulations with regards to students with disabilities, including oversight of the implementation of Individualized Educational Plans.

The Data Coordinator provides support to teachers and administrators in the use of data to inform instruction and program, and the appropriate analysis of student data.

Staff is held accountable through formal evaluation protocols that are established based on the detailed description of each position. All positions are one-year renewable, at-will positions.

Describe how school leadership monitors the effectiveness of the school's academic program and operations.

The school leadership team monitors the effectiveness of the school's academic program through reliance on various data indicators.

The most obvious measure of school effectiveness is the NYS Assessment Program. Results of students in grades 3 and 4 on the annual NYS ELA and NYS Mathematics assessments is a widely-accepted indicator of academic success.

Interim measures of the school's academic success include regular analysis of formative assessment data from the Reading Street benchmarks, enVision Benchmarks, DOCLH Sight-Words, DIBELS, and TerraNova assessments. In addition to the quantitative data provided by these assessments, the leadership team also gathers qualitative data from teacher lesson plans, lesson observation protocol, classroom walk-throughs, and grade level meeting conversations. Student behavioral reports are also analyzed as part of the overall conversation about academic effectiveness of the school program.

Describe how day-to-day operations are managed and the efforts the school has undertaken to ensure that the allocation of staff talent, time, and funding is supportive of the school's mission and key design elements.

Day-to-day operations are effectively managed by the leadership team. Staff members report for work two weeks before students arrive for instruction. This time is used for professional development and communication of overall management protocols. All staff members are provided opportunities to learn more about the school-wide behavior plan, the leadership concepts of the school, parent involvement opportunities, social worker services and health services. All staff members receive a copy of the Personnel Handbook which includes descriptions of appropriate protocols for arrival and dismissal times, professional expectations, information about reporting that you are absent, and other essential human resources information. A student/family handbook is also given to all staff members so that they can enforce school-wide rules as defined in the handbook.

Staff members are assigned duties that utilize their talents in a way that supports the mission of the school. Teams of teachers are assigned various leadership/character development traits in order to organize the school's instructional calendar to incorporate those themes that are essential to the mission of the school. Staff members receive training on ELA and Mathematics instruction, and the integration of Social Studies and Science in the school day. Teachers are also responsible for developing a school-wide project based learning activity for the year which is an integral part of the charter's mission.

Describe how school leaders communicate with all members of the school community, including parents/families, students, and other stakeholders. The response should summarize the ways in which the school leadership solicits feedback as well as the as the ways in which the school leadership shares out important information regarding individual and school-wide performance, as well as information about school initiatives and programs.

The school leadership team realizes the communication with stakeholders is key to having a successful program.

The Director communicates formally with families, students and community members. Formal school newsletters are sent out on a monthly basis. Teachers also are required to send monthly class newsletters to families. Members of the leadership team are present at monthly PTO meetings and Open Houses to communicate on a more personal level with parents. The leadership team has an open-door policy when it comes to communication with families and community members. Appointments are encouraged for actual visits, but parents are free to call the school anytime to discuss concerns with the leadership team.

Formal parent surveys are conducted annually to collect data on parent satisfaction an ideas for new programs and activities.

f. Solvency and Stability

Standard: The school has operated pursuant to a long-range financial plan and aligns budgeting practices with the school mission and key school design components. Annual budgets are sustained by enrollment, and the school has positive net assets and adequate cash flow to ensure solvency and promote student achievement and growth. Critical financial needs of the school are not dependent on variable income (grants, donations and fundraising).

Describe how the school develops budgets that are realistic and support student academic achievement. Indicate how the school goes about setting budgetary priorities and making decisions.

The school plans its budget based on the priorities of the school improvement plan. This process ensures that appropriate resources are allocated for priorities identified by the school program team.

The fiscal team first looks at anticipated income for the year. Standard expenditures are deducted from the income (rent, salaries, insurance etc.).

Then the fiscal team needs information on the school priorities. They need to determine which priorities were not completed in the previous year, if those priorities will be carried over to the next year, and if those priorities need additional funding. All decisions are made with improving student learning and achievement in mind.

The school makes every attempt to plan annual and 5-year budgets on a regular basis. While assumptions made in a 5-year budget plan can turn out to be inaccurate, the long-term budget forecast provides a fiscal roadmap for planning.

Describe how the school's financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within the budget. If there have been financial challenges at the school, please describe how they were resolved.

The school opened with fiscal challenges. Debt was incurred at the onset of the operation of the school. Responsible fiscal oversight and management resulted in the loans being paid off early and saving the school interest that could be diverted to academic program.

Describe how the school develops a budget that can be sustained by its enrollment. If the school also relies on additional resources, indicate how those resources are secured.

The school plans its budget based on anticipated income from student enrollment and federal entitlements. No other external resources are included in the budget planning. The school program is developed based on this income only, and the program can be sustained because of this conservative planning.

Additional resources are always sought after and sometimes procured. However any additional resources are used to support programming not already covered in the budget and do not supplant planned budget expenditures. For example, a generous grant for a local foundation last year supported field trips for kindergarten students. The kindergarten teachers still used their internally allocated field trip funds, but were able to augment their program with the additional funds procured through the foundation.

g. Internal Controls

Standard: The school has maintained appropriate internal controls and procedures. Transactions have been accurately recorded and appropriately documented in accordance with management's direction, laws, regulations, grants, and contracts. Assets have been safeguarded. The school's annual independent audit is devoid of material or repeated findings that may put the school in fiscal jeopardy.

Describe how the school implements an effective system of internal controls over revenues, expenses and fixed assets.

The school continues to work to put effective systems of internal controls in place. This has been a concern in the latest school audit and the school is in the midst of taking action to remedy those concerns.

Provide evidence that the school has received independent audits that are free of material or repeated findings throughout the charter term. If deficiencies or audit findings have not been noted, indicate how they were corrected in a timely manner.

All external audits are on file with our authorizer. Deficiencies continue to be addressed to guarantee more effective controls.

The school has also been audited by the State Comptrollers Office. The focus of the audit was the lease agreement with the landlord. To ameliorate the deficiencies noted in facility-related due diligence, the Board has created a Building Committee. The Building Committee will recommend appropriate procedures for facility procurement to the full board for approval.

h. Financial Oversight

Standard: The board is accountable for long-term financial oversight and solvency through appropriate planning processes.

Describe how the board is structured and operates to conduct due diligence in its role as fiscal stewards of the school.

The Finance Committee of the Board is primarily responsible for the financial oversight of the school. The Finance Committee meets monthly to review all financial records including all accounts payable and accounts receivable records. The Finance Committee reports to the full Board at monthly board meetings, making recommendations regarding financial oversight and solvency.

The Finance Committee is also responsible for reviewing audit reports and making recommendations for any procedural changes necessary based on audit findings.

Describe how the board demonstrates long-term fiscal oversight through appropriate planning processes.

The annual budget is developed based on the educational programming needs of the school. Projected 5-year budgets are developed based on programmatic, personnel and facilities needs of the school. These projected budgets provide insight to the board policy development.

i. Financial Reporting
Standard: The school has complied with state and federal financial reporting requirements. The school has provided the state Education Department with required financial reports on time, and such reports have been complete and have followed generally accepted accounting principles.

Provide evidence that the school has met all financial reporting requirements. If reports have been incomplete and/or late, please describe any measures that have been established to assure that all reporting moving forward will be timely and complete.

The school has met all financial reporting requirements. Reports were initially submitted past the authorizer deadline, but are now on schedule to be timely. A calendar of dates for required reports and recommended times to begin those reports has been developed and shared to ensure timely compliance.

j. Facilities
Standard: The school provides facilities and physical conditions that allow students to maximize their learning potential.

Describe the school's facility and how the facility meets applicable state and federal requirements, is suited to the school's programs, and is sufficient to serve diverse student needs.

The ADJFBCCS leases space at the Reverend Dr. Bennett W. Smith Sr. Family Life Center at 833 Michigan Avenue in Buffalo, NY. The school has full access to the

building during the school day. The building has classroom space, office space, a cafeteria and a gymnasium. The school has a parking lot that provides adequate parking for staff. The building is fully ADA compliant and equipped with a security system.

As the school has grown, it has become evident that the facility, while in compliance with all state and federal requirements, is simply too small to meet the needs of the current school program. Therefore, the Building Committee of the Board is currently working to present facility options to the full board. It is anticipated that a new facility will be procured for the 2014-15 school year.

Submit Appendices I through O (Facility-related Certificates and Inspections).

k. Parent/Family and Student Satisfaction
Standard: The school demonstrates that parents/families and students are engaged in the school community and are satisfied with the school's academic and organizational practices.

Provide a history of the school's enrollment during the term of its charter, as well as a comprehensive assessment of demand and persistence patterns. Provide data on a year-to-year basis of the number of students who stayed in the school and those who left over the life of the charter term.

School enrollment started out with the need for an amendment due to low enrollment. Since then, the school has met its enrollment goals on an annual basis.

Year	Enrollment
2008-09	92
2009-10	237
2010-11	300
2011-12	300
2012-13	300

Describe the ways in which the school involves families as partners in the education of their children.

Family involvement is essential to the school program at ADJFBCCS.

The PTO is very active in support of the school. Evening parent activities are held on a monthly basis. The PTO holds regular membership meetings every other month. During opposite months, the school holds family involvement sessions focusing on ways that parents can support learning in the home. The parent representative to the board reports at every parent meeting and brings parent concerns to the board.

The school holds an Open House twice a year. New parent orientation is held for all families new to the school. A welcome event is also held for all parents every August. The end of the year finds a celebration of parents and families in a festive

Parent Appreciation Night – a night filled with music, food and laughter to celebrate the successes of the school year.

Parents are always welcome at the school. The leadership team has an open-door policy. Many parents come in to discuss academic, social and behavioral concerns of their students on a regular basis.

Describe how the school demonstrates that parents and/or families are satisfied with the school's program. Summarize the results of any parent or family surveys conducted during the current charter term. Include the number of parents and/or families who participated, as well as the response rate (taking into account families who have multiple students enrolled at the school).

Parent surveys are conducted annually. Return rates are not high – and the board continues to investigate ways to get parents to give feedback in a more formal manner.

Year	Return Rate	Satisfaction Rate
2008-09	No survey conducted	
2009-10	19%	92%
2010-11	8%	100%
2011-12	6%	92%

Summarize any formal grievances filed by families with the board and/or Charter School Office over the term of the charter. Do not include identifying information.

No formal grievances have been filed.

3. Is the school faithful to the terms of its charter and has it adhered to applicable laws and regulations?
   a. Charter-specific Performance Goals
   Standard: Throughout the charter term, the school has met or come close to meeting the charter-specific goals laid out in its performance goals and charter contract.

   List each objective and measure contained in the school's current performance goals relating to the school's unique mission and vision and design elements as described in the charter. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure. Provide data or other evidence supporting the statement. If desired, the data or other evidence may be provided in Appendix B (Performance Evidence Goals) as a clearly labeled attachment.

   The original charter does not include charter-specific performance goals.

   b. Mission and Key Design Elements
   Standard: The school is faithful to its mission, vision and educational philosophy, and has implemented the key design elements included in its charter.

   Provide the mission statement of the school. Describe and provide evidence of how the school is faithful to the mission, vision, and educational philosophy defined in the charter application and subsequent approved amendment(s), if applicable.

Mission Statement:
The Aloma D. Johnson Fruit Belt Community Charter School (FBCCS) fosters students' intellectual, physical, social and emotional growth, helping students acquire the knowledge, skills, and abilities they need to reach their full learning potential. The school is focused on high academic achievement and prepares all students to meet NYS Learning Standards in an environment of high expectations. The FBCCS is committed to sustaining a safe and caring learning community that respects diversity and encourages strong home, school, and community partnerships. With its small school learning environment, intensive focus on building student reading and math achievement, ongoing commitment to staff development, interdisciplinary themes of business and leadership, and the use of innovative tools such as Creative Problem Solving (CPS) and Project-Based Learning (PBL), the Aloma D. Johnson Fruit Belt Community Charter School prepares students to direct and participate in the renaissance of their neighborhood, community and city.

The ADJFBCCS remains faithful to the mission of the school. The school is a caring community with dedicated staff who focus on student learning and achievement. Dedicated instructional blocks for ELA and Mathematics every day provide intensive learning opportunities for students to develop the basic skills needed for all further learning. School results on the NYS assessments are always above the results of the district, and the school has consistently met AYP goals.
The small school learning environment remains. An amendment changed class size from 15 to 20 students per class, but the school has retained the small school environment with a teacher and teacher aide/assistant in each class.

The school is committed to ongoing professional development. Teachers are immersed in professional development focusing on the Common Core Learning Standards, Technology Integration, Positive Behavior Management and Project-Based Learning.

Community connections abound. Camp ADJ, a new tradition at the school, focuses students on community activities centered on leadership and business for the first two weeks of the school year.

The themes of business and leadership are pervasive at the school. Leadership concepts are studied interdisciplinary units are focused on these themes.

Describe key design elements of the school. Indicate whether they have been fully implemented, partially implemented or not implemented.

Key Design Element	Implementation
Intimate small school model	Fully implemented
Focus on basic foundational instruction in ELA and Mathematics	Fully implemented
Project Based Learning	Partially implement with full

	implementation in 2012-13
Creative Problem Solving	Not implemented
Comprehensive instructional program aligned to NYS Standards (now CCLS)	Fully implemented and aligned with NYS Standards. Moving toward full implementation aligned with CCLS.
Themes of business and leadership	Partially implemented, moving toward full implementation
School, family, community partnerships	Fully implemented

c. Admissions and Enrollment
Standard: The school has implemented the student enrollment strategy and admissions policy articulated in its charter and required by statute and regulations.

Summarize student recruitment efforts and evaluate the extent to which the school has maintained adequate levels of enrollment per the terms of its charter, statute and regulations.

Student enrollment has been at maximum capacity as per the charter in years 2009-10, 2010-11, 2011-12 and 2012-13. With little transiency of the student population, most of the recruitment efforts are at the kindergarten level. In order to recruit students to the school, school leaders have developed relationships with local Head Start programs and preschools in the area. School leadership teams present to parents at these programs and encourage visits to the school. Many kindergarten registrants come from these recruitment efforts. The school also recruits on the radio, via billboard, in community newspapers and in the local movie theater. ADJFBCCS joins with other schools at a local charter school recruitment event.

In an effort to attract more English Language Learners to the school, presentations have been given at local immigrant and refuge centers, as well as at Hispanic community centers.

d. Legal Compliance
Standard: The school has complied with applicable laws, rules and regulations and the provisions of its charter.

Summarize the school's record of legal compliance with the terms of its charter and applicable state and federal laws, rules and regulations, including:

- *Teacher certification requirements (including NCLB highly qualified status) and background check requirements;*
- *Freedom of Information Law; and*
- *Open Meetings Law*

The school has complied with all laws, rules, regulations and provisions of its charter.

All teachers are certified in the area in which they teach and highly qualified as per NCLB requirements. Teachers who were not certified were given plans for meeting certification guidelines. Those who failed to meet the benchmarks of their plan were not renewed at the school.

Background checks are in place for all employees and regular volunteers at the school.

The school complies with all Freedom of Information Law requests and follows the requirements of the Open Meetings Law.

Discuss systems that have been designed and established to ensure that legal requirements are met. If the school has an active and ongoing relationship with legal counsel to review relevant policies, documents, transactions or incidents, please describe that relationship.

The school has an ongoing relationship with the attorneys at Hodgson Russ, LLP for review of legal documents. The school also relies on the legal, human resources and diversity expertise of board members.

4. Should the school's charter be renewed, what are its plans for the term of the renewal charter?
    a. Key Structural Elements of the Charter
    Standard: Key structural elements of the school, as defined in the Renewal Charter Application Exhibits, are reasonable, feasible, and achievable.

    Mission Statement

    There are no proposed changes to the mission statement.

    (Exhibit 1)
    The Aloma D. Johnson Fruit Belt Community Charter School (FBCCS) fosters students' intellectual, physical, social, and emotional growth, helping students acquire the knowledge, skills and abilities they need to reach their full learning potential. The school is focused on high academic achievement and prepares all students to meet NYS Learning Standards in an environment of high expectations. The FBCCS is committed to sustaining a safe and caring learning community that respects diversity and encourages strong home, school and community partnerships. With its small school learning environment, intensive focus on building student reading and math achievement, ongoing commitment to staff development, interdisciplinary themes of business and leadership, and the use of innovative tools such as Creative Problem Solving (CPS) and Project-Based Learning (PBL), the Aloma D. Johnson Fruit Belt Community Charter School prepares students to direct and participate in the renaissance of their neighborhood, community and city.

    Projected Enrollment

Year	*Grades served (proposed)*	*Number of student per grade*	*Age-range of students*	*Total maximum number of students*
2013-14	*K-4*	*60*	*5-11*	*300*
2014-15	*K-5*	*60*	*5-12*	*360*
2015-16	*K-6*	*60*	*5-13*	*420*
2016-17	*K-7*	*60*	*5-14*	*480*
2017-18	*K-8*	*60*	*5-15*	*540*

**Students must reach age 5 by December 31.*

School Calendar

2012-13 Calendar attached

School Schedule

2012-13 Master Schedule attached (The Master Schedule indicates mandated ELA and Mathematics times, as well as special-area courses. Teachers individualize by scheduling their own Social Studies and Science times as they see fit.)

Key Design Elements

b. Academic Program and Ability to Operate in an Educationally Sound Manner
Standard: The school has clearly specified plans for successfully implementing changes to its academic program in the next charter term, and these changes indicate that the school will be able to operate in an educationally sound manner.

Responses to pages 6 and 7 of the NYSED's Charter School Revisions Technical Advisory are attached to this narrative.

c. Organizational Viability and Fiscal Soundness
Standard: The school has provided a reasonable, feasible and achievable organizational and fiscal plan for the next charter term.

The proposed budget for the term of the proposed charter period is attached.

The school has a capital project that is expected to be initiated within the next five years. The school is currently planning the purchase of a building to house our current school population and, if approved, our grade expansion.

This project is currently in the early-planning stages. Members of the Board's Building Committee are currently researching financing options, as well as available facilities. The resulting action plan (below) based on the NYS Comptroller's Office audit of the school, outlines the procedures that the board will follow for all real

estate transaction. The process, which will be managed by the Board's Building Committee, will include:

- An analysis of the school's academic and administrative space needs, considering both current and projected requirements.
- Confirmation that the cost of any potential real estate transaction of the School is appropriate to the School's long-term financial viability.
- Review of all options for potential facilities' acquisition including leasing; buying and rehabbing; and buying vacant land and constructing a new facility.
- Determination of the general geographic boundaries that it will use in exploring real estate options.
- Review of the availability of potential facilities that may be available through the New York State Office of General Services.
- Review of the availability of potential facilities that may be available through the Buffalo School District.
- Obtaining current rates for similarly used and sized facilities in the general vicinity of the current school location or such other location as the Board determines.
- For all real estate proposals received, analysis of all terms including the costs of common area maintenance (CAM) and expected leasehold requirements.
- Compliance with the Board's ethics and conflict of interest policies.

Additionally, the Board will engage the services of appropriate legal, real estate, engineering and architectural professionals to assist in this work.

Any lease of real estate entered into by the Board will comply with all contract terms. Should any modification of a lease become necessary, the Board will do so in compliance with the policy and procedures outline in this resolution.

Any original lease or modification thereto will be transmitted to the New York State Department of Education for its review and approval prior to the execution of the lease or modification.

Appendix 1

Application for Charter Renewal Certification Statement

Templates for Selected Required Appendices

Appendix A: Application for Charter Renewal Certification Statement

Charter School Name	**Aloma D. Johnson Fruit Belt Community Charter School**
School Location (City/Town/Borough if NYC)	**Buffalo NY**
Date School Opened	**August 2008**
Charter Term History (list terms of initial and all renewal current charters)	**Initial charter 2008 - 2013**
Current Enrollment	**300**
Charter Maximum Enrollment*	**300**
Charter District(s) or Region* or Community School District if NYC	**Buffalo, NY**
Charter Grade Span*	**K-4**
Current Grades Served *	**K-4**
District(s) Served or Community School Districts if NYC	**Buffalo, Cheektowaga, Williamsville, Lackawanna**
*Maximum enrollment, grade span, and district(s) or region for which the school is chartered.	

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Chair of Board of Trustees (or designated signatory)	
Date	**August 15, 2012**
Print/Type Name	**Jerry L. Linder**
Title (if designated)	**Board President**
Date of approval by Board of Trustees	**June 18, 2012**

Appendix B

Performance Goals

Evidence

*This information is already provided in the text of the Application.

Appendix C
Enrollment of Students with Special Needs

Appendix C: Enrollment of Students with Special Needs

List the number of special education students, number of students receiving services under Section 504 of the Rehabilitation Act (Section 504), and number of students identified as English language learners (ELL) for each year it is available for the current charter term.

School Year	Year 1 2008	Year 2 2009	Year 3 2010	Year 4 2011
Student Enrollment				
Special Education	21	26	46	45
Section 504	0	1	3	4
English Language Learners	0	0	0	2
Total School Enrollment	21	26	49	51

Appendix D
School Organizational Chart

Aloma D. Johnson Fruit Belt Comr
Organizational C

Fruit Belt
COMMUNITY
CHARTER SCHOOL

Dr. Ann Marie Tryjankowski
Consultant to Board

Board of Trustees

Ms. Donnette Ruffin
Consultant

Ms. Elaine Hayes
Director

Mr. Mi
Dean

Kindergarten		1st Grade		2nd Grade		3rd Grade	
Jennifer Blalek Teacher	Delores Frasier Teacher Aide	Nicole Croom Teacher	Tiffany Diggs Teacher Aide	Veda Blancke Teacher	Aisha Oliver Teacher Aide	Karen Muhammad Teacher	Lynette L Teacher
Amy Giovino Teacher	Tonya Barker Teacher Aide	Letreana Anderson Teacher	Irene Cardwell Teacher Aide	Melissa Roll Teacher	Dequan Barnes Teacher Aide	Derek Mears Teacher	Courtney Teacher
Jessica Quigley Teacher	Ryan Gant Teacher Aide	Felecia Parker Teacher	Regina Kimble Teacher Aide	Janelle Spentz Teacher	Tracey Jones Teacher Aide	Kimberly Szucs Teacher	Gary Ch Teacher

ınity Charter School
ırt

Dianna Darby
Admin Assistant

Laura Smith
Office Manager

el Sullivan
Students

Joanne Potter
Admin Assistant

4th Grade

Karen Gratham
Teacher

Annette Higgs
Teacher Aide
Substitute

Alesha Hill
Teacher

Nicholas Hesson
Teacher Aide

Wendy Richards
Teacher

Anthony Leavy
Teacher Aide

Specialty

Rebecca Allen
SpEd Teacher/
Coordinator

Robin Simonson
Phys Ed /Health
Teacher

Rebecca Howell
SpEd Teacher

Ismael Ortiz
Spanish Teacher

Jennifer Koenig
SpEd Teacher

Stephanie Baxter
SpEd Teacher

Lynn Kraus
Art Teacher

Victoria Scarpello
SpEd Teacher

Stephanie
Serrano
Music Teacher

Kelly Shanahan
Reading Specialist

Mari Menifee
Nurse

Allson Kultems
Technology
Teacher/Math
Coach

Akeda Howton
Receptionist

Appendix E
Evaluation Form for the School Leader

Performance Evaluation Form
Director
Aloma D. Johnson Fruit Belt Community Charter School

Name _____

Evaluation of period _____ to _____

Each indicator will be evaluated and assigned a value of:

4: Director has EXCEEDED EXPECTATIONS in this indicator
3: Director has MET EXPECTATIONS of this indicator
2: Director has NEARLY MET EXPECTATIONS of this indicator
1: Director has FAILED TO MEET EXPECTATIONS of this indicator

			1	2	3	4	COMMENTS
1		**Provide leadership and direction to staff.**					
1	a	Supervise teachers and staff while providing a constant and available on-site presence. This requires the Director to arrive at the School in time to greet the first students as they exit the buses to begin their school day and remain on the premises until the last student has departed for home at day's end.					
1	b	Provide strategic leadership for school improvement and development.					
1	c	Develop strategies to ensure consistently high standards of achievement for all students.					
1	d	Develop and maintain an orderly, motivational and aspirational culture aligned with a strong school community where teaching, learning and healthy relationships can thrive.					
1	e	Ensure responsive, effective communications and systems such that all students, parents, teachers and staff are well informed and supported.					
2		**Ensure compliance with all State Education Department policies and procedures. Implement and follow policies and procedures.**					
2	a	Provide strategic management of the school, including but not limited to:					

		• Compliance with rules and regulations regarding student testing and management of test materials. • Semi-Annual school review, including analysis of student achievement data. • Annual school development plan consistent with the school's charter objectives.					
2	b	Provide monthly reports to the Board of Trustees.					
2	c	Assist the Board of Trustees with the development and implementation of school policies. Provide advice to the Board in analyzing policy options.					
2	d	Maintain quality professional internal and external relations with the Board, donors and local and national community while demonstrating that the school is well managed and in legal compliance with the school charter.					
2	e	Ensure timely submission of all required and ad hoc reports to the State Education Department as requested.					
2	f	Ensure that the Board of Trustees is immediately made aware of any potential legal issues.					
3		**Maintain close working relationship with Teachers**					
3	a	Encourage high levels of student achievement and learning through rigorous and engaging classes.					
3	b	Provide a culture that motivates students through transformative relationships between students and teachers. Encourage student success in achieving worthwhile and challenging goals.					
3	c	Develop a shared vision among all teachers of skillful instruction.					
3	d	Develop on-going improvement of teaching for all staff through a variety of strategies, including: • Lesson observations • Regular use of data • Collaborative planning and enquiry • Regular professional development and training • Informal support strategies, including coaching and mentoring					
3	e	Develop systematic use of formative assessment data to guide learning					

		support and drive instruction, curriculum, and professional development					
3	f	Develop support programs to provide additional assistance to students who are below expected levels in any subjects.					
3	g	Develop strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws.					
4		**Evaluate teachers and staff. Recommend to the Board of Trustees to hire and terminate.**					
4	a	Review position descriptions and performance expectations with each teacher and staff member to ensure clarity of responsibilities and lines of accountability.					
4	b	Provide frequent formal, written and informal feedback to teachers regarding daily teaching practices and staff concerning daily performance. Immediate feedback and documentation regarding any performance problems, issues and/or concerns is critical. It is required that both verbal and written communication is provided to each employee and that documentation (including but not limited to performance appraisals, notices of inappropriate behavior, one on one meetings, etc.), is placed regularly in each employee's official personnel file.					
4	c	Assist with recruiting that attracts and selects talented teachers and staff.					
4	d	Research and offer professional development and training opportunities to develop a strong, collaborative professional community.					
4	e	Institute a performance management system that is developmental and establishes a culture of accountability.					
4	f	Develop recognition strategies for teachers and staff.					
4	g	Assist the Board of Trustees in developing retention strategies for outstanding teachers and staff.					
5		**Oversee scheduling, enrollment and curriculum. Assist with recruitment.**					
5	a	Develop a curriculum that is aligned with the New York State standards					

		and works toward exceeding expectations, structured in a manner designed to help the school and students achieve the objectives of the school charter and the State Education Department.					
5	b	Assist with the development and implementation of marketing plans to recruit students to the school.					
5	c	Provide oversight to the school admissions process while ensuring compliance with the State Education Department and the school charter.					
6		**Consult with institutional partners**					
6	a	Maintain a collaborative relationship with Principals and Directors of Buffalo area charter schools.					
6	b	Consult with educational staff and experts from area colleges and universities including Daemen College to assist in development of an excellent school program.					
6	c	Maintain and strengthen collaborative efforts with community organizations, e.g., the Fruit Belt Community Development Corporation.					
7		**Provide a safe learning environment**					
7	a	Encourage high expectations for student achievement and behavior.					
7	b	Encourage alignment of students, teachers, staff, and parents around the school's values and approach.					
7	c	Use data driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the sanctity of teaching and learning in the classroom.					
7	d	Provide experiences designed to cultivate a goal to aspire for all students through a constant theme of on-going collective and self-improvement and an emphasis on preparing students to excel in middle school by exposure to life's opportunities and possibilities.					
7	e	Develop a strong sense of community in the school through a variety of activities and student cultural production through the arts, music and other activities.					
7	f	Develop consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does					

		not allow disruption of the norms of the school and the learning of other students.					
7	g	Develop mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school.					
7	h	Forge partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources.					
7	i	Encourage a student support system which addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate.					
8		**Ensure proper budgeting, accounting and financial planning**					
8	a	Provide input to the Finance Committee and the Board of Trustees in the development of the annual school budget, with input from the Office Manager					
8	b	Assist the Finance Committee and the Board in ensuring that proper financial controls are maintained.					
9		**Community Relations**					
9	a	Engender public support for the school's academic and extracurricular programs and consult with the Board of Trustees on all proposed public relations activities.					
9	b	Maintain effective and strong working relationships with the charter authorizers and the Board of Trustees.					
9	c	Serve as ambassador and advocate of the school's mission, representing the school at local, state, and national events.					
9	d	Inform the community about the unique qualities of the school's learning environment.					

Overall Strengths:

Areas for Improvement:

Other comments:

Signatures:

_____
(Director)

_____
(President, Board of Trustees)

Appendix F
Staffing and Staff Turnover

Appendix F: Staffing and Staff Turnover

List the following information for each year of the current charter period: number of administrators, teachers, and other staff (actual number and FTEs) and number of departures of administrators, teachers, and other staff, during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

School Year	Year 1 2008	Year 2 2009	Year 3 2010	Year 4 2011
Administrators				
Number and FTEs	1	1	1	1
Departures during school year	0	1	1	0
Departures at end of school year	1	0	0	0
Explanation:	Administrative changes due to non-renewal.			
Teachers				
Number and FTEs	10	16	24	24
Departures during school year	4	5	9	3
Departures at end of school year	0	0	1	0
Explanation:	Changes due to non-renewal for underperformance, lack of certification. Other departures due to offers of district-level employment.			
Other Staff				
Number and FTEs	8	7	2	2
Departures during school year				
Departures at end of school year				
Explanation:				

Appendix G
Board of Trustees Membership Table

Appendix G: Board of Trustees Membership Table

List the board membership and the number of board members joining and leaving the board in each school year of the current charter period.

Current Board Members					
Trustee Name	**Trustee Email Address**	**Position on the Board (e.g., Officers or constituent representatives)**	**Voting (Yes/ No)**	**Committee affiliation(s)**	**Number of terms served and length of each, including date of election and expiration**
Ruth Bryant Lynch		President	Y	Unknown	Resigned in 2009. No reason given.
Edwin Clausen			Y	Unknown	Resigned in 2010. Time constraints.
Roshelle Lewis		Secretary	Y	Personnel	Two 3-year terms. Elected 2008. Reappointed 2011. Resigned 2012. No reason given.
Sharon Thomas		President, Vice President	Y	Personnel	Two 3-year terms. Elected 2008. Reappointed 2011. Deceased 2012.
John Johnson			Y	Finance	Two 3-year terms. Elected 2008. Reappointed 2011.
Jerry Linder		President	Y	Personnel	Two 3-year terms. Elected 2009. Reappointed 2012.
Yvonne Evans		Treasurer	Y	Personnel, Finance, Building	Two 3-year terms. Elected 2009. Reappointed 2012.
Kevin Robinson			Y	Finance, Building	Two 3-year terms. Elected 2009. Reappointed 2012.
Elizabeth Wright		Daemen College Representative	Y		Elected 2011. Expires 2014.
Michael Sullivan		Teacher Representative	Y		Elected 2010. Resigned 2012; took administrative position at ADJ
Robbie Lattimore		Fruit Belt Community Development Corporation Representative	Y	Finance	Elected 2012. Expires 2015
Jennifer Bialek		Teacher Representative	Y		Elected 2012. Expires 2015.

Michelle Elliott		Parent Representative	Y		Elected 2012. Expires 2015.
Total Members joining the board during charter term					8
Total Members departing the board during charter term					5

Appendix I

Up-to-Date Certificate of Occupancy

CITY OF BUFFALO

Certificate of Occupancy

CERTIFICATE OF COMPLIANCE

DEPARTMENT OF COMMUNITY DEVELOPMENT
DIVISION OF INSPECTIONS, LICENSES & PERMITS

Certificate No. **2647**

Location **833 MICHIGAN**

Building Permit No **1812** Permit Date **01/25/2001**

Building Class **Type 2a**

Occupancy **C5.5, Three story masonry school**

This certifies that the building and/or premises indicated above conforms substantially to the approved plans and specifications heretofore filed in this office and to all the requirements of the applicable provisions of the law insofar as the same is covered by the above building permit(s).

Issued pursuant to Article IV of Chapter XI of the Ordinances of the City of Buffalo.

Date of Issuance **10/22/2001** By Ray McGuirn

Commissioner of Permit and Inspection Servi

SEE REVERSE SIDE

Appendix J

Up-to-date Fire Inspection Certificate

CITY OF BUFFALO
BUREAU OF FIRE PREVENTION
65 Niagara Square, Room 321 City Hall
Buffalo, New York 14202
(716) 851-5707 EXT 752 • FAX (716) 851-4680

Department of Fire
195 Court Street
Buffalo, NY 14202

Mark A. Morganti, Chief
Bureau of Fire Prevention

March 15, 2012

VIA TELEFAX NUMBER: (716) 852-1520

ST. JOHN BAPTIST CHURCH
PROJECT GIFT
ATTN: Cathy Burgin, Project Coordinator
184 Goodell Street
Buffalo, NY 14204

RE: Certificate of Fire Inspection

Dear Ms. Burgin:

This is to certify that the building located at 184 Goodell St., Buffalo, NY 14204, a section of which is designated for use by the "Project Gift After-School Respite Program", was inspected by a member of the City of Buffalo Bureau of Fire Prevention.

The building was found to be in compliance with the Fire Code of New York State and Fire Ordinances of the City of Buffalo.

Sincerely,

BUFFALO FIRE DEPARTMENT

Lt. Lawrence Hakes/lmc

LT. LAWRENCE HAKES
BUREAU OF FIRE PREVENTION

/lk

Appendix K
Up-to-Date Health Inspection

COUNTY OF ERIE

HEALTH DEPARTMENT PERMIT

The person or corporation hereinafter named is hereby granted permission to conduct the business of a(n) Food Service Establishment at the address stated below.

This permit is issued on the express condition that the permittee conducting said business will comply with any and all applicable State, Local, and Municipal Laws, Ordinances, Codes, Rules and Regulations and may be revoked or suspended by the Commissioner of Health of the County of Erie for any failure on the part of the permittee to meet such legal requirements.

This permit No. 14140161 expires on 10/31/2012 unless suspended or revoked.

Aloma D.Johnson Charter School
833 Michigan Avenue
Buffalo NY 14203

Anthony J. Billittier, IV, M.D. FACEP
Commissioner of Health

OWNER/OPERATOR:
St. John Baptist Church

OPERATION(S):
Over 50 seats

PERMIT CONDITION(S):

THIS PERMIT IS NOT TRANSFERABLE AND MUST BE POSTED IN A CONSPICUOUS PLACE.

Appendix M

Up-to-date Insurance Certificates

STATE OF NEW YORK
WORKER'S COMPENSATION BOARD

CERTIFICATE OF INSURANCE COVERAGE UNDER THE NYS DISABILITY BENEFITS LAW

PART 1. To be completed by Disability Benefits Carrier or Licensed Insurance Agent of that Carrier

1a. Legal Name and Address of Insured (Use street address only)
ALOMA D JOHNSON FRUIT BELT COMMUNITY CHARTER SCHOOL
833 MICHIGAN AVENUE
BUFFALO, NY 14203

1b. Business Telephone Number of Insured
716-852-4504

1c. NYS Unemployment Insurance Employer Registration Number of Insured

1d. Federal Employer Identification Number of Insured or Social Security Number
262125575

2. Name and Address of the Entity requesting Proof of Coverage (Entity being listed as the Certificate Holder)

3a. Name of Insurance Carrier
The First Rehabilitation Life Insurance Company of America

3b. Policy Number of Entity listed in box "1a":
DBL301344

3c. Policy effective period:
07/11/2010 to 07/10/2012

4. Policy covers:

a. [✓] All of the employer's employees eligible under the New York Disability Benefits Law

b. [ ] Only the following class or classes of the employer's employees:

Under penalty of perjury, I certify that I am an authorized representative or licensed agent of the insurance carrier referenced above and that the named insured has NYS Disability Benefits insurance coverage as described above.

Date Signed 5/6/2011 By _____
(Signature of insurance carrier's authorized representative or NYS Licensed Insurance Agent of that insurance carrier)

Telephone Number 516-829-8100 Title Chief Executive Officer

IMPORTANT: If box "4a" is checked, and this form is signed by the insurance carrier's authorized representative or NYS Licensed Insurance Agent of that carrier, this certificate is COMPLETE. Mail it directly to the certificate holder.
If box "4b" is checked, this certificate is NOT COMPLETE for the purposes of Section 220, Subd. 8 of the Disability Benefits Law. It must be mailed for completion to the Worker's Compensation Board, DB Plans Acceptance Unit, 20 Park Street, Albany, NY 12207.

PART 2. To be completed by NYS Worker's Compensation Board (Only if box "4b" of Part 1 has been checked)

State of New York
Worker's Compensation Board

According to information maintained by the NYS Worker's Compensation Board, the above-named employer has complied with the NYS Disability Benefits Law with respect to all of his/her employees.

Date Signed _____ By _____
(Signature of NYS Worker's Compensation Board Employee)

Telephone Number _____ Title _____

Please Note: Only insurance carriers licensed to write NYS Disability Benefits insurance policies and NYS Licensed Insurance Agents of those insurance carriers are authorized to issue Form DB-120.1. Insurance brokers are NOT authorized to issue this form.

PHILADELPHIA INSURANCE COMPANIES
A Member of the Tokio Marine Group

One Bala Plaza, Suite 100
Bala Cynwyd, Pennsylvania 19004
610.617.7900 Fax 610.617.7940
PHLY.com

Philadelphia Indemnity Insurance Company
COMMON POLICY DECLARATIONS

Policy Number: PHSD739581

Named Insured and Mailing Address:
Aloma D. Johnson Fruit Belt
Community Charter School
833 Michigan Ave
Buffalo, NY 14203-1207

Producer: 27
LAWLEY SERVICE, INC.
361 DELAWARE AVE
BUFFALO, NY 14202

Policy Period From: 04/21/2012 **To:** 04/21/2013 at 12:01 A.M. Standard Time at your mailing address shown above.

Business Description: Non-Profit Organization

IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE INSURANCE AS STATED IN THIS POLICY.

THIS POLICY CONSISTS OF THE FOLLOWING COVERAGE PARTS FOR WHICH A PREMIUM IS INDICATED. THIS PREMIUM MAY BE SUBJECT TO ADJUSTMENT.

	PREMIUM
Commercial Property Coverage Part	
Commercial General Liability Coverage Part	
Commercial Crime Coverage Part	
Commercial Inland Marine Coverage Part	
Commercial Auto Coverage Part	
Businessowners	
Workers Compensation	
Flexi Plus Five	3,104.00
Total	**$ 3,104.00**

FORM (S) AND ENDORSEMENT (S) MADE A PART OF THIS POLICY AT THE TIME OF ISSUE
Refer To Forms Schedule

*Omits applicable Forms and Endorsements if shown in specific Coverage Part/Coverage Form Declarations

CPD- PIIC (01/07)

Countersignature Date

Authorized Representative

STATE OF NEW YORK - WORKERS' COMPENSATION BOARD
ESTADO DE NUEVA YORK - JUNTA DE COMPENSACION OBRERA

NOTICE OF COMPLIANCE

TO EMPLOYEES

IMPORTANT INFORMATION FOR EMPLOYEES WHO ARE INJURED OR SUFFER AN OCCUPATIONAL DISEASE WHILE WORKING.

1. By posting this notice and information concerning your rights as an injured worker, your employer is in compliance with the Workers' Compensation Law.
2. If you do not notify your employer within 30 days of the date of your injury your claim may be disallowed, so do so immediately.
3. You are entitled to obtain any necessary medical treatment and should do so immediately.
4. You may choose any doctor, podiatrist, chiropractor or psychologist referred by a medical doctor that accepts NY State Workers' Compensation patients and is Board authorized. However, if your employer is involved in a certified preferred provider organization (PPO) you must first be treated by a provider chosen by your employer and your employer must give you a written statement of your rights concerning further medical care.
5. You should tell your doctor to file copies of medical reports concerning your claim with the Workers' Compensation Board and with your employer's insurance company, which is indicated at the bottom of this form.
6. You may be entitled to lost time benefits if your work-related injury keeps you from work for more than seven days, compels you to work at lower wages or results in permanent disability to any part of your body. You may be entitled to rehabilitation services if you need help returning to work.
7. You should not pay any medical providers directly. They should send their bills to your employer's insurance carrier. If there is a dispute, the provider must wait until the Board makes a decision before it attempts to collect payment from you. If you do not pursue your claim or the Board rules that your injury is not work-related, you may be responsible for the payment of the bills.
8. You are entitled to be represented by an attorney or licensed representative, but it is not required. If you do hire a representative do not pay him/her directly. Any fee will be set by the Board and will be deducted from your award.
9. If you have difficulty in obtaining a claim form or need help in filling it out, or if you have any other questions or problems about a job-related injury, contact any office of the Workers' Compensation Board.

WORKERS' COMPENSATION BOARD OFFICES

Albany, 12241 - 100 Broadway-Menands - (866) 750-5157
***Brooklyn, 11201 - 111 Livingston St. - Brooklyn - (800) 877-1373**
Binghamton, 13901 - State Office Bldg. - 44 Hawley St. - (866) 802-3604
Buffalo, 14203 - 295 Main Street, Suite 400 - (866) 211-0645
***Hauppauge, 11788 - 220 Rabro Drive - Suite 100 - (866) 681-5354**
***Hempstead, 11550 - 175 Fulton Avenue - (866) 805-3630**
***New York, 10027 - 215 W.125th St., Manhattan - (800)-877-1373**
***Peekskill, 10566 - 41 North Division St. (866) 746-0552**
***Queens, 11432 - 168-46 91st Ave., Jamaica (800) 877-1373**
Rochester, 14614 - 130 Main Street West - (866) 211-0644
Syracuse, 13203 - 935 James St. - (866) 802-3730

DOWNSTATE MAILING ADDRESS
Claims-related mail for the Hauppauge, Hempstead, Peekskill and all NYC offices should be mailed to: **PO Box 5205 Binghamton, NY 13902-5205**

AVISO DE CUMPLIMIENTO

A EMPLEADOS

INFORMACION IMPORTANTE PARA EMPLEADOS QUE SEAN LESIONADOS O SUFRAN UNA ENFERMEDAD OCUPACIONAL MIENTRAS TRABAJAN.

1. Su patrono est‡ cumpliendo la Ley de Compensaci—nObrera cuando despliega este comunicado concerniente a sus derechos como trabajador lesionado.
2. Si usted no notifica a su patrono dentro del tŽrmino de 30 dias de haber sufrido su lesi—n su reclamaci—n podr'a ser desestimada, por eso notifique inmediatamente.
3. Usted tiene derecho a recibir cualquier tratamiento mŽdico necesario relacionado con su lesi—n y debe gestionarlo inmediatamente.
4. Para el tratamiento de cualquier lesi—n o enfermedad relacionada con el trabajo, usted puede escoger cualquier mŽdico, podiatra, quiropractico —psicologo (si es referido por un mŽdico autorizado) que estŽ autorizado y acepte pacientes de la Junta de Compensaci—nObrera. Sin embargo, si su patrono est‡ autorizado a participar en una organizaci—ncertificada de proveedores preferidos (PPO), usted deber‡ obtener tratamiento inicial para cualquier lesi—no enfermedad relacionada con el trabajo de la correspondiente entidad. Patronos que participen en cualquiera de estos programas establecidos por ley estan obligados a proveer a sus empleados notificaci—n escrita explicando sus derechos y obligaciones bajo el programa a que estŽ acogido.
5. Usted deber‡ requerir de su MŽdico que radique copias de los informes mŽdicos de su caso en la Junta de Compensaci—r Obrera y en la compa–ia de seguros de su patrono, que se indica al final de esta forma.
6. Usted tiene derecho a compensaci—nsi su lesi—nrelacionada con el trabajo le impide trabajar por m‡s de siete d'as, le obliga a trabajar a sueldo m‡s bajo — resulta en incapacidad permanente de cualquier parte de su cuerpo. Usted puede tener derecho a servicios de rehabilitaci—n si necesita ayuda para regresar al trabajo.
7. No pague a ningun proveedor mŽdico directamente por tratamiento de su lesi—n o enfermedad relacionada con el trabajo. Ellos deben enviar sus facturas al asegurador de su patrono. Si el caso es cuestionado, el proveedor deber‡ esperar hasta que la Junta decida el caso, antes de iniciar gesti—nde cobro alguna contra usted. Si usted no tramita su caso —la Junta falla que su lesi—no enfermedad no est‡ relacionada con el trabajo, usted podr'a ser responsable del pago de las facturas.
8. No es obligatorio el estar representado en ninguno de los procedimientos de la Junta, pero es un derecho que usted tiene, el estar representado por abogado — por representante licenciado si usted as' lo desea. Si es representado, no pague al abogado —al representante licenciado. Cuando la Junta decida su caso, los honorarios seran determinados por la Junta y descontados de sus beneficios.
9. Si tiene dificultad en conseguir un formulario de reclamaci—no necesita ayuda para llenarlo — tiene dudas sobre cualquier situaci—n relacionada con una lesi—n o enfermedad comuniquese con la oficina mas cercana de la Junta.

Robert E. Beloten

ROBERT E. BELOTEN, CHAIR/PRESIDENTE

Statewide Fax: 877-533-0337

Workers' Compensation benefits, when due, will be paid by (Los beneficios de Compensaci—n Obrera, cuando debidos, seran pagados por):

Name, address and telephone number of licensed insurance carrier, authorized group self-insurer or main office of authorized self-insurer

TWIN CITY FIRE INSURANCE COMPANY
HARTFORD PLAZA, HARTFORD, CT 06115
(877) 287-1312

For Insurance Carriers ONLY: Policy No. 76 WEG IY0322

Policy in Force from 05/19/12 *to* 05/19/13

Name of employer (Nombre del patrono)
ALOMA D JOHNSON FRUIT BELT COMMUNITY CHARTER SCHOOL

THIS NOTICE MUST BE POSTED CONSPICUOUSLY IN AND ABOUT THE EMPLOYER'S PLACE OR PLACES OF BUSINESS.

Failure by an employer to post this notice in and about the employer's place or places of business may result in a $250 penalty for each violation.

Exhibit 1
School Mission Statement

The Aloma D. Johnson Fruit Belt Community Charter School (FBCCS) fosters students' intellectual, physical, social, and emotional growth, helping students acquire the knowledge, skills and abilities they need to reach their full learning potential. The school is focused on high academic achievement and prepares all students to meet NYS Learning Standards in an environment of high expectations. The FBCCS is committed to sustaining a safe and caring learning community that respects diversity and encourages strong home, school and community partnerships. With its small school learning environment, intensive focus on building student reading and math achievement, ongoing commitment to staff development, interdisciplinary themes of business and leadership, and the use of innovative tools such as Creative Problem Solving (CPS) and Project-Based Learning (PBL), the Aloma D. Johnson Fruit Belt Community Charter School prepares students to direct and participate in the renaissance of their neighborhood, community and city.

Exhibit 2

Projected Enrollment Table

Year	*Grades served (proposed)*	*Number of student per grade*	*Age-range of students*	*Total maximum number of students*
2013-14	*K-4*	*60*	*5-11*	*300*
2014-15	*K-5*	*60*	*5-12*	*360*
2015-16	*K-6*	*60*	*5-13*	*420*
2016-17	*K-7*	*60*	*5-14*	*480*
2017-18	*K-8*	*60*	*5-15*	*540*

**Students must reach age 5 by December 31.*

Exhibit 3
School Calendar

Aloma D. Johnson
Fruit Belt Community Charter School
2012-2013 School Calendar 205 days

Early Release Days (TBD)

August-12						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8/1-8/10 Staff Professional Development
8/13 First Day of School/Early Release for Students
8/31 Emergency Release 12:00PM **15**

September-12						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

9/3 Labor Day- No School
9/28 Early Release 12:30PM **19**

October-12						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

10/? Early Release 12:00PM
10/8 Columbus Day-No School **22**

November-12						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

11/12 Veteran's Day No School
11/22 & 11/23 Thanksgiving No School
19

December-12						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

12/24– 12/31 Holiday Recess No School **15**

January-13						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1/1 New Year's Day-No School **21**
1/2 Classes Resume
1/21 Dr. Martin Luther King Jr. Day-No School

February-13						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

2/18 President's Day-No School
19

March-13						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

3/29 Good Friday-No School
20

April-13						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4/1-4/5 Spring Recess-No School
4/8 Classes Resume **17**

May-13						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

5/24? Early Release 12:00PM
5/27 Memorial Day-No School
22

June-13						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

6/21 Kindergarten Last Day
6/24 Last Day 1st - 4th **16**
6/24 Fourth Grade Graduation

Approved 5/12

Exhibit 4
School Schedule

Roll House 1 - K	A	B	C	D	E	F
9:30-10:50	ELA	ELA	ELA	ELA	ELA	ELA
10:50 - 11:30	PE	ART	PE	ART	PE	ART
11:40 - 12:20	ELA	ELA	ELA	ELA	ELA	ELA
12:20-12:30						
12:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 1:30						
1:30 - 2:10	Spanish	Music	Spanish	Music	Spanish	Music
2:10 - 2:50						
2:50-3:30						
3:30 - 4:00	Tech			Tech		
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Giovino House 1 - K	A	B	C	D	E	F
9:30-10:50	ELA	ELA	ELA	ELA	ELA	ELA
10:50 - 11:30	Spanish	Music	Spanish	Music	Spanish	Music
11:40 – 12:20	ELA	ELA	ELA	ELA	ELA	ELA
12:20-12:30						
12:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 - 1:30						
1:30 - 2:10	PE	ART	PE	ART	PE	ART
2:10 – 3:30						
3:30 - 4:00		Tech			Tech	
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Bialek House 1 - K	A	B	C	D	E	F
9:30-10:50	ELA	ELA	ELA	ELA	ELA	ELA
10:50 - 11:30	Music	Spanish	Music	Spanish	Music	Spanish
11:40-12:20	ELA	ELA	ELA	ELA	ELA	ELA
12:20 12:30						
12:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 1:30						
1:30 - 2:10	ART	PE	ART	PE	ART	PE
2:10 – 3:30						
3:30 - 4:00			Tech			Tech
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Shanahan House 2 – 1st	A	B	C	D	E	F
9:30 - 10:10	Spanish	Music	Spanish	Music	Spanish	Music
10:15-11:25	ELA	ELA	ELA	ELA	ELA	ELA
11:30 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 – 12:50	ELA	ELA	ELA	ELA	ELA	ELA
12:50 - 1:30	Art	PE	Art	PE	Art	PE
1:30 - 2:00	Tech			Tech		
2:00-2:45						
2:45 – 3:00						
3:00-4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Parker House 2 – 1st	A	B	C	D	E	F
9:30 - 10:10	Art	PE	Art	PE	Art	PE
10:15-11:25	ELA	ELA	ELA	ELA	ELA	ELA
11:30 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 12:50	ELA	ELA	ELA	ELA	ELA	ELA
12:50 - 1:30	Music	Spanish	Music	Spanish	Music	Spanish
1:30 – 2:00		Tech			Tech	
2:00-3:00						
3:00-4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Croom House 2 – 1st	A	B	C	D	E	F
9:30 - 10:10	PE	ART	PE	ART	PE	ART
10:15 – 11:25	ELA	ELA	ELA	ELA	ELA	ELA
11:30 - 12:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 – 12:50	ELA	ELA	ELA	ELA	ELA	ELA
12:50 - 1:30	Spanish	Music	Spanish	Music	Spanish	Music
1:30 - 2:00			Tech			Tech
2:00-3:00						
3:00-4:10						
4:10 - 4:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Szucs House 3 2nd	A	B	C	D	E	F
9:20 - 10:10	ELA	ELA	ELA	ELA	ELA	ELA
10:10 - 10:50	Spanish	Music	Spanish	Music	Spanish	Music
10:50 - 12:00	ELA	ELA	ELA	ELA	ELA	ELA
12:00 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:00	Tech			Tech		
1:00 - 2:10						
2:10 - 2:50	Art	PE	Art	PE	Art	PE
2:50 - 4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Anderson House 3 -2nd	A	B	C	D	E	F
9:20 - 10:10	ELA	ELA	ELA	ELA	ELA	ELA
10:10 - 10:50	Art	PE	Art	PE	Art	PE
10:50 - 12:00	ELA	ELA	ELA	ELA	ELA	ELA
12:00 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:00		Tech			Tech	
1:00 - 2:10						
2:10 - 2:50	Spanish	Music	Spanish	Music	Spanish	Music
2:50 - 4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Blanche House 3 -2nd	A	B	C	D	E	F
9:30 - 10:00	ELA	ELA	ELA	ELA	ELA	ELA
10:10 - 10:50	PE	Art	PE	Art	PE	Art
10:50 - 12:00	ELA	ELA	ELA	ELA	ELA	ELA
12:00 - 12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 1:00			Tech			Tech
1:00 - 2:10						
2:10 - 2:50	Music	Spanish	Music	Spanish	Music	Spanish
2:50 - 4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Spentz House 4 – 3rd	A	B	C	D	E	F
9:30 – 11:00	ELA	ELA	ELA	ELA	ELA	ELA
11:00 - 11:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 - 12:10	Music	Spanish	Music	Spanish	Music	Spanish
12:15 – 12:45	ELA	ELA	ELA	ELA	ELA	ELA
12:45- 1:30						
1:30 - 2:00						
2:00 - 2:30	Tech			Tech		
2:30-2:50						
2:50 - 3:30	PE	Art	PE	Art	PE	Art
3:30 - 4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Mears House 4 – 3rd	A	B	C	D	E	F
9:30 – 11:00	ELA	ELA	ELA	ELA	ELA	ELA
11:00 - 11:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 - 12:10	Art	PE	Art	PE	Art	PE
12:15- 12:45	ELA	ELA	ELA	ELA	ELA	ELA
12:45 - 1:30						
1:30 - 2:00						
2:00 - 2:30		Tech			Tech	
2:30-2:50						
2:50 - 3:30	Music	Spanish	Music	Spanish	Music	Spanish
3:30 - 4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Muhammad House 4 – 3rd	A	B	C	D	E	F
9:30 – 11:00	ELA	ELA	ELA	ELA	ELA	ELA
11:00 - 11:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:30 - 12:10	PE	Art	PE	Art	PE	Art
12:15-12:45	ELA	ELA	ELA	ELA	ELA	ELA
12:45 - 1:30						
1:30 - 2:00						
2:00 - 2:30			Tech			Tech
2:50 - 3:30	Spanish	Music	Spanish	Music	Spanish	Music
3:30 - 4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Hill House 5 – 4th	A	B	C	D	E	F
9:30 – 10:10	Tech			Tech		
10:10– 12:10	ELA	ELA	ELA	ELA	ELA	ELA
12:10 – 12:50	Art	Music	Art	Music	Art	Music
12:50-1:00						
1:00-1:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
2:00 – 2:50						
2:50 - 3:30						
3:30 - 4:10	Spanish	PE	Spanish	PE	Spanish	PE
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Richards House 5 – 4th	A	B	C	D	E	F
9:30 – 10:10		Tech			Tech	
10:10 - 12:10	ELA	ELA	ELA	ELA	ELA	ELA
12:10 - 12:50	PE	ART	PE	ART	PE	ART
12:50 - 1:00						
1:00-1:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
2:00 - 2:50						
2:50 - 3:30						
3:30 - 4:10	Music	Spanish	Music	Spanish	Music	Spanish
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Chatham House 5 -4th	A	B	C	D	E	F
9:30 – 10:10			Tech			Tech
10:10 - 12:10	ELA	ELA	ELA	ELA	ELA	ELA
12:10 - 12:50	Spanish	PE	Spanish	PE	Spanish	PE
12:50 - 1:00						
1:00-1:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:30-2:50						
2:50 - 3:30						
3:30 - 4:10	Art	Music	Art	Music	Art	Music
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Quigley	A	B	C	D	E	F
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Kuitems	A	B	C	D	E	F
9:30-10:10	Hill	Richards	Chatam	Hill	Richards	Chatam
10:10 – 11:00	Prep	Prep	Prep	Prep	Prep	Prep
1100-11:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
11:30-12:00						
12:00-12:30						
12:30-1:00	Szucs	Anderson	Blanche	Szucz	Anderson	Blanche
1:00 - 1:30						
1:30 - 2:00	Shanahan	Parker	Croom	Shanahan	Parker	Croom
2:00 - 2:30	Spentz	Mears	Muhammad	Spentz	Mears	Muhammad
2:30-3:00						
3:00-3:30						
3:30 - 4:00	Roll	Giovino	Bialek	Roll	Giovino	Bialek
4:10						

Teacher A House 6 – 5th	A	B	C	D	E	F
9:30 – 10:30	ELA	ELA	ELA	ELA	ELA	ELA
10:30– 11:00	PE	PE	PE	PE	PE	PE
11:00-12:00	ELA	ELA	ELA	ELA	ELA	ELA
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 12:50						
12:50-1:00						
1:00-1:30						
2:00 – 2:50						
2:50 - 3:30	Music	Library	Art	Music	Library	Art
3:30 - 4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Teacher B House 6 – 5th	A	B	C	D	E	F
9:30 – 10:30	ELA	ELA	ELA	ELA	ELA	ELA
10:30– 11:00	PE	PE	PE	PE	PE	PE
11:00-12:00	ELA	ELA	ELA	ELA	ELA	ELA
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 12:50						
12:50-1:00						
1:00-1:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
2:00 – 2:50						
2:50 - 3:30	Art	Music	Library	Art	Music	Library
3:30 - 4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Teacher C House 6 – 5th	A	B	C	D	E	F
9:30 – 10:30	ELA	ELA	ELA	ELA	ELA	ELA
10:30– 11::00	PE	PE	PE	PE	PE	PE
11:00-12:00	ELA	ELA	ELA	ELA	ELA	ELA
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 – 12:50						
12:50-1:00						
1:00-1:30						
2:00 – 2:50						
2:50 - 3:30	Library	Art	Music	Library	Art	Music
3:30 - 4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Teacher A House 7 – 6th	A	B	C	D	E	F
9:30-10:50						
10:50 - 11:30						
11:40 - 12:20						
12:20-12:30						
12:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 1:30						
1:30 - 2:10						
2:10 - 2:50	Music	Library	Art	Music	Library	Art
2:50-3:30						
3:30 - 4:00	PE	PE	PE	PE	PE	PE
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Teacher B House 7 – 6th	A	B	C	D	E	F
9:30-10:50						
10:50 - 11:30						
11:40 - 12:20						
12:20-12:30						
12:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 1:30						
1:30 - 2:10						
2:10 - 2:50	Art	Music	Library	Art	Music	Library
2:50-3:30						
3:30 - 4:00	PE	PE	PE	PE	PE	PE
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Teacher C House 7 – 6th	A	B	C	D	E	F
9:30-10:50						
10:50 - 11:30						
11:40 - 12:20						
12:20-12:30						
12:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 1:30						
1:30 - 2:10						
2:10 - 2:50	Library	Art	Music	Library	Art	Music
2:50-3:30						
3:30 - 4:00	PE	PE	PE	PE	PE	PE
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

English Teacher 7th and 8th	A	B	C	D	E	F
8:45-9:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 9:30-10:10		Extra Help 7Z		Extra Help 7Z		Extra Help 7Z
Period 2 10:10-10:50	ELA 7	ELA 7	ELA 7	ELA 7	ELA 7	ELA 7
Period 3 10:50-11:30	ELA 7	ELA 7	ELA 7	ELA 7	ELA 7	ELA 7
Period 4 11:30-12:10	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5 12:10-12:50	Prep	Prep	Prep	Prep	Prep	Prep
Period 6 12:50-1:30	ELA 7	ELA7	ELA 7	ELA 7	ELA 7	ELA 7
Period 7 1:30-2:10	ELA 8	ELA 8	ELA 8	ELA 8	ELA 8	ELA 8
Period 8 2:10-2:50	ELA 8	ELA 8	ELA 8	ELA 8	ELA 8	ELA 8
Period 9 2:50-3:30	ELA 8	ELA 8	ELA 8	ELA 8	ELA 8	ELA 8
Period 10 3:30-4:10						
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Social Studies 7th and 8th	A	B	C	D	E	F
8:45-9:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 9:30-10:10						
Period 2 10:10-10:50		Extra Help 7X		Extra Help 7X		Extra Help 7X
Period 3 10:50-11:30	SS 7	SS 7	SS 7	SS 7	SS 7	SS 7
Period 4 11:30-12:10	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Period 5 12:10-12:50	Prep	Prep	Prep	Prep	Prep	Prep
Period 6 12:50-1:30	SS 7	SS 7	SS 7	SS 7	SS 7	SS 7
Period 7 1:30-2:10	SS 7	SS 7	SS 7	SS 7	SS 7	SS 7
Period 8 2:10-2:50	SS 8	SS 8	SS 8	SS 8	SS 8	SS 8
Period 9 2:50-3:30	SS 8	SS 8	SS 8	SS 8	SS 8	SS 8
Period 10 3:30-4:10	SS 8	SS 8	SS 8	SS 8	SS 8	SS 8
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Math Teacher 7th and 8th	A	B	C	D	E	F
8:45-9:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 9:30-10:10	Extra Help 8Z		Extra Help 8Z		Extra Help 8Z	
Period 2 10:10-10:50						
Period 3 10:50-11:30						
Period 4 11:30-12:10	Math 8	Math 8	Math 8	Math 8	Math 8	Math 8
Period 5 12:10-12:50	Prep	Prep	Prep	Prep	Prep	Prep
Period 6 12:50-1:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Period 7 1:30-2:10	Math 8	Math 8	Math 8	Math 8	Math 8	Math 8
Period 8 2:10-2:50	Math 7	Math 7	Math 7	Math 7	Math 7	Math 7
Period 9 2:50-3:30	Math 7	Math 7	Math 7	Math 7	Math 7	Math 7
Period 10 3:30-4:10	Math 7	Math 7	Math 7	Math 7	Math 7	Math 7
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Science Teacher 7th and 8th	A	B	C	D	E	F
8:45-9:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 9:30-10:10						
Period 2 10:10-10:50	Science 8	Science 8	Science 8	Science 8	Science 8	Science 8
Period 3 10:50-11:30	Science 8	Science 8	Science 8	Science 8	Science 8	Science 8
Period 4 11:30-12:10	Science 8	Science 8	Science 8	Science 8	Science 8	Science 8
Period 5 12:10-12:50	Prep	Prep	Prep	Prep	Prep	Prep
Period 6 12:50-1:30	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Period 7 1:30-2:10	Science 7	Science 7	Science 7	Science 7	Science 7	Science 7
Period 8 2:10-2:50	Science 7	Science 7	Science 7	Science 7	Science 7	Science 7
Period 9 2:50-3:30	Science 7	Science 7	Science 7	Science 7	Science 7	Science 7
Period 10 3:30-4:10	Extra Help 8X	Extra Help 8Y	Extra Help 8X	Extra Help 8Y	Extra Help 8X	Extra Help 8Y
4:10	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

ART - Kraus	ACE	BDF
8:45-9:30		
9:30 -10:10	Parker	Croom
10:10 - 10:50	Anderson	Blanche
10:50 - 11:30		Roll
11:30 -12:10	Mears	Muhammad
12:10 - 12:50	Hill	Richards
12:50 - 1:30	Shanahan	
1:30 - 2:10	Bialek	Giovino
2:10 - 2:50	Szucs	
2:50 - 3:30		Spentz
3:30 - 4:10	Chatham	
4:10 - 4:40	Bus	Bus

PE - Simonson	ACE	BDF
8:45-9:30		
9:30 -10:10	Croom	Parker
10:10 - 10:50	Blanche	Anderson
10:50 - 11:30	Roll	
11:30 -12:10	Muhammad	Mears
12:10 - 12:50	Richards	Chatham
12:50 - 1:30		Shanahan
1:30 - 2:10	Giovino	Bialek
2:10 - 2:50		Szucs
2:50 - 3:30	Spentz	
3:30 - 4:10		Hill
ACE	BDF	Bus

SPANISH - Ortiz		
8:45-9:30	Bus	Bus
9:30 -10:10	Shanahan	
10:10 - 10:50	Szucs	
10:50 - 11:30	Giovino	Bialek
11:30 -12:10		Spentz
12:10 - 12:50	Chatham	
12:50 - 1:30	Croom	Parker
1:30 - 2:10		Roll
2:10 - 2:50	Anderson	Blanche
2:50 - 3:30	Muhammad	Mears
3:30 - 4:10	Hill	Richards
4:10 - 4:40		

MUSIC - Sarrano	ACE	BDF
8:45-9:30	Bus	Bus
9:30 -10:10		Shanahan
10:10 - 10:50		Szucs
10:50 - 11:30	Bialek	Giovino
11:30 -12:10	Spentz	
12:10 - 12:50		HIll
12:50 - 1:30	Parker	Croom
1:30 - 2:10		Roll
2:10 - 2:50	Blanche	Anderson
2:50 - 3:30	Mears	Muhammad
3:30 - 4:10	Richards	Chatham
4:10 - 4:40		

Exhibit 5
Key Design Elements

Key Design Elements

The ADJFBCCS will operate according to the following essential elements of the organization. These key design elements are divided into the following categories:

- Student Programming
- Curriculum, Assessment and Leadership

Student Programming

- **Focus on building basic skills necessary for college and career readiness**

  The focus on college and career readiness will ensure that all student programming – academic, social and emotional – is meaningful and rigorous, and serves to prepare our students for future endeavors.

- **Quality, comprehensive academic programming aligned to the New York Common Core Learning Standards and New York State Learning Standards.**

  The NYS CCLS are clearly focused on rigorous instruction and college and career readiness. By aligning school program to these high-quality standards, our program will prepare students for the demands of post-secondary education and careers.

- **Intimate learning environment to provide students with personal attention to support each student toward attainment of learning goals.**

  The ADJFBCCS is committed to limiting grade level enrollment to approximately 60 students per grade level with appropriate staffing to support individualized instruction and relationship building so teachers and other school staff can recognize issues that affect the academic performance early on and intervene for successful academic outcomes.

- **A high quality educational program incorporating real-life, hands-on learning experiences for students, providing opportunities to utilize their newly learned knowledge and skills.**

  Meaningful learning opportunities for students are a key design element of the school program. Through opportunities for engaged learning, students become responsible for their own learning, and are guided to learn to evaluate their own achievement. This method of learning has been shown to develop students who are passionate about problem-solving in collaborative environments.

- **Integration of themes of business and leadership**

The ADJFBCCS was founded on the integration of themes of business and leadership. Integration of these themes within the school's standards-based, rigorous curriculum will prepare students to meet the challenges of post-secondary education and future careers.

- **Developmentally appropriate career-exploration activities at all grade levels**

  By introducing students to various career opportunities in early grades, their focus on future careers, and the skills needed to attain those careers, will begin to become part of their everyday lexicon.

- **Meaningful school, family and community partnership to support the comprehensive education of children.**

  The ADJFBCCS believes that the education of children cannot happen within a vacuum of a classroom. Through meaningful and purposeful partnerships, the school will be able to offer students an educational experience that moves beyond the walls of the classroom to the world around us.

- **Hold high expectations for student behavior through a progressive school-wide behavior plan.**

  The school-wide behavioral plan will provide students with clear expectations for behavior at all school activities. Common expectations with clear rewards and consequences will set the tone for appropriate and respectful behavior.

Curriculum, Assessment and Leadership

- **Instructional staff will continually assess and reassess horizontal and vertical curriculum maps based on student performance data.**

  In order for a curriculum to be a living document at the school, it must be the focus of discussion and revision based on student results. The school will utilize curriculum-mapping tools to assure appropriate alignment to standards and school design elements. Regular analysis of student data will inform the need for modifications to horizontal and vertical maps and additional materials to support the curriculum.

- **Instructional staff will continually analyze formative and summative student data to make informed instructional decisions for students.**

  Instruction cannot be staid. ADJFBCCS believes that instructional methodologies must be differentiated to meet the needs of all students. In order for appropriate

differentiation to occur, teachers must be keenly aware of the changing instructional needs of students.

- **School leadership will work with staff to regularly analyze formative and summative assessment data to make informed programmatic decisions for students.**

  Program decisions should be made based on various data-based indicators of need and success. The school leadership team will work with appropriate and interested staff members to regularly evaluate and improve school programmatic offerings.

- **The school will adopt a Professional Learning Community model to ensure collaborative teamwork with a focus on student success.**

  The overall work of the staff will be based on a Professional Learning Community model to ensure collaboration and conversation that leads to the success of the organization.

- **Professional development will be aligned with school goals, based on student data, and focused on individual teacher need.**

  Professional development opportunities are essential to the success of our staff and the achievement of our students. All professional development opportunities will be based on the goals of the school. Additionally, student data will be used to inform professional development activities, so that staff will be armed with appropriate training and information to meet the needs of our students. The school will support individual teachers who feel they need professional development as they strive to meet their school-related professional goals.

Exhibit 6
Budget

Aloma D. Johnson Fruit Belt Community Charter School

Contact Name: Kenneth C. Kruly
Contact Email: kkruly@fruitbeltcharter.org
Contact Phone: 716-856-4390 x 202
Proposed Renewal Charter Term: July 1, 2013 to June 30, 2018

PROJECTED BUDGET FOR RENEWAL CHARTER PERIOD

							DESCRIPTION OF ASSUMPTIONS
Total Revenue		3,911,062	4,556,814	5,263,658	5,956,834	6,620,474	
Total Expenses		3,848,537	4,552,618	5,019,220	5,470,003	5,791,508	
Net Income (Before Cash Flow Adjustments)		62,525	4,195	244,438	486,831	828,966	
Actual Student Enrollment		-	-	-	-	-	
Total Paid Student Enrollment		300	360	420	480	540	
		Year 1 2014	**Year 2 2015**	**Year 3 2016**	**Year 4 2017**	**Year 5 2018**	
Note: Please insert additional detail lines as appropriate.							
REVENUE		**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES		-1.0%	-1.0%	-1.0%	-1.0%	-1.0%	
Per Pupil Revenue:	CY Per Pupil Rate	https://stateaid.nysed.gov/charter/					
Buffalo School District	12,005	3,565,485	4,235,796	4,892,345	5,535,338	6,164,983	
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	#REF!	3,565,485	4,235,796	4,892,345	5,535,338	6,164,983	
Special Education Revenue		39,577	47,017	54,305	61,442	68,431	
Grants							
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		3,605,062	4,282,814	4,946,650	5,596,781	6,233,415	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	
Title I		210,000	258,000	301,009	344,053	387,059	Assumes increases in enrollment in 2015, 2016, 2017, 2018
Title Funding - Other		-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
TOTAL REVENUE FROM FEDERAL SOURCES		210,000	258,000	301,009	344,053	387,059	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		96,000	16,000	16,000	16,000	-	New books in 2014; added grades in 2015, 2016, 2017
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		96,000	16,000	16,000	16,000	-	
TOTAL REVENUE		3,911,062	4,556,814	5,263,658	5,956,834	6,620,474	

EXPENSES	No. of Positions						
ADMINISTRATIVE STAFF PERSONNEL COSTS							Assume 2% average raises per yearfor all full-time personnel
Executive Management	1.00	85,000	86,700	88,434	90,203	92,007	
Instructional Management	-	-	-	150,000	153,000	156,060	Add 3 admin. positions @ $50,000 each
Deans, Directors & Coordinators	1.00	46,818	47,754	48,709	49,684	50,677	
CFO / Director of Finance	1.00	66,300	67,626	68,979	70,358	71,765	
Operation / Business Manager	1.00	44,737	45,632	46,545	47,475	48,425	
Administrative Staff	2.00	58,262	59,428	60,616	61,829	63,065	
TOTAL ADMINISTRATIVE STAFF	6.00	301,118	307,140	463,283	472,548	481,999	
INSTRUCTIONAL PERSONNEL COSTS							Based on average salaries per category
Teachers - Regular	15.00	615,126	752,914	895,968	1,174,998	1,331,665	Add 3 additional teachers each year in 2015, 2016; and 6 additional teachers each year in 2017,2018
Teachers - SPED	6.00	238,254	243,019	247,879	252,837	257,893	
Substitute Teachers	10.00	80,000	82,000	84,000	86,000	88,000	
Teaching Assistants	15.00	320,438	326,847	333,384	340,051	346,852	
Specialty Teachers	5.00	199,091	203,073	207,134	211,277	215,502	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	39,494	40,283	41,089	41,911	42,749	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	52.00	1,492,402	1,648,136	1,809,454	2,107,074	2,282,662	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	49,419	50,407	51,416	52,444	53,493	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	1.00	26,010	26,530	27,061	27,602	28,154	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.00	75,429	76,938	78,478	80,046	81,647	
SUBTOTAL PERSONNEL SERVICE COSTS	60.00	1,868,949	2,032,214	2,351,213	2,659,668	2,846,308	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		142,975	155,464	179,868	203,465	217,743	Payroll tax @ 7.65% for all personnel
Fringe / Employee Benefits		307,140	324,364	342,596	361,899	382,334	Increases of 6% per year for medical; 2% per year for UI and WC
Retirement / Pension		214,674	234,026	272,066	308,840	330,997	Retirement Systems cost at 12% of full-time payroll
TOTAL PAYROLL TAXES AND BENEFITS		664,788	713,853	794,530	874,204	931,074	
TOTAL PERSONNEL SERVICE COSTS	60.00	2,533,737	2,746,067	3,145,743	3,533,872	3,777,382	
CONTRACTED SERVICES							
Accounting / Audit		12,000	12,240	12,485	12,734	12,989	Increase of 2% annually
Legal		5,000	5,000	5,000	5,000	5,000	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		8,000	8,160	8,323	8,490	8,659	Increase of 2% annually
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		275,910	305,461	336,085	361,298	400,671	Increase of 2% annually; Hearing and Speech services per projected enrollment growth
TOTAL CONTRACTED SERVICES		300,910	330,861	361,893	387,522	427,320	
SCHOOL OPERATIONS							
Board Expenses		5,000	5,000	5,000	5,000	5,000	
Classroom / Teaching Supplies & Materials		55,000	67,320	80,111	93,386	107,161	Increase of 2% annually; base of $11,000 per grade level
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks		82,400	84,872	87,418	90,041	92,742	Increase of 3% annually
Supplies & Materials other		2,400	2,448	2,547	2,703	2,928	Increase of 2% annually
Equipment / Furniture		25,000	27,000	29,000	31,000	33,000	
Telephone		8,262	8,427	8,596	8,768	8,943	Increase of 2% annually
Technology		25,000	25,500	26,010	26,530	27,061	Increase of 2% annually
Student Testing & Assessment		22,440	22,889	23,347	23,814	24,290	Increase of 2% annually
Field Trips		15,000	18,000	21,000	24,000	27,000	Based on number of grades
Transportation (stucent)		48,960	59,927	71,313	83,131	95,393	Increase of 2% annually; added enrollment in 2015, 2016, 2017, 2018
Student Services - other		-	-	-	-	-	
Office Expense		22,000	22,440	22,889	23,347	23,814	Increase of 2% annually
Staff Development		30,000	30,000	30,000	30,000	30,000	
Staff Recruitment		1,500	1,500	1,500	1,500	1,500	
Student Recruitment / Marketing		20,000	20,000	20,000	20,000	20,000	
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		4,000	4,000	4,000	4,000	4,000	
Fundraising		-	-	-	-	-	
Other		95,000	96,900	98,838	100,815	102,831	Increase of 2% annually
TOTAL SCHOOL OPERATIONS		461,962	496,223	531,568	568,033	605,659	
FACILITY OPERATION & MAINTENANCE							
Insurance		26,928	27,467	28,016	28,576	29,148	Increase of 2% annually
Janitorial		-	-	-	-	-	
Building and Land Rent / Lease		525,000	952,000	952,000	952,000	952,000	Proposed 68,000 sq.ft. @ $14/per;assumes janitorial and other services are included; building purchase would result in different costs and staffing allocations
Repairs & Maintenance		-	-	-	-	-	
Equipment / Furniture		-	-	-	-	-	
Security		-	-	-	-	-	
Utilities		-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE		551,928	979,467	980,016	980,576	981,148	
DEPRECIATION & AMORTIZATION							
Insert Detail as Applicable		-	-	-	-	-	
Insert Detail as Applicable		-	-	-	-	-	
Insert Detail as Applicable		-	-	-	-	-	

TOTAL DEPRECIATION AND AMORTIZATION	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-
TOTAL EXPENSES	3,848,537	4,552,618	5,019,220	5,470,003	5,791,508
NET INCOME	62,525	4,195	244,438	486,831	828,966

ENROLLMENT - *School Districts Are Linked To Above Entries*					
Buffalo School District	300	360	420	480	540
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	300	360	420	480	540
REVENUE PER PUPIL	13,037	12,654	12,533	12,410	12,260
EXPENSES PER PUPIL	12,828	12,646	11,951	11,396	10,725

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	62,525	4,195	244,438	486,831	828,966
Beginning Cash Balance	-	62,525	66,720	311,158	797,989
ENDING CASH BALANCE	62,525	66,720	311,158	797,989	1,626,955

Exhibit 7
Updated Staffing Plan

Staffing Plan (updated pending approval of expansion to grade 8)

Kindergarten
- Teacher/Teacher Aide
- Teacher/Teacher Aide
- Teacher/Teacher Aide

Grade 1
- Teacher/Teacher Aide
- Teacher/Teacher Aide
- Teacher/Teacher Aide

Grade 2
- Teacher/Teacher Aide
- Teacher/Teacher Aide
- Teacher/Teacher Aide

Grade 3
- Teacher/Teacher Aide
- Teacher/Teacher Aide
- Teacher/Teacher Aide

Grade 4
- Teacher/Teacher Aide
- Teacher/Teacher Aide
- Teacher/Teacher Aide

Grade 5
- Teacher
- Teacher
- Teacher
- Grade Level Teacher Assistant

Grade 6
- Teacher
- Teacher
- Teacher
- Grade Level Teacher Assistant

Grade 7 and 8
- English Teacher
- Mathematics Teacher
- Social Studies Teacher
- Science Teacher

Special Education Staffing (dependent on student need)

- Primary (serving K-4) SPED Teacher
- Primary (serving K-4) SPED Teacher
- Primary (serving K-4) SPED Teacher
- Middle Level (serving 5-8) SPED Teacher
- Middle Level (serving 5-8) SPED Teacher

Special Area Teachers

- Physical Education (2.0)
- Career and Technical Education (0.5)
- Music (1.0)
- Art (1.5)
- Spanish (1.0)
- Librarian (1.0)
- Social Worker (1.0)
- Technology (1.0)

Intervention Leaders

- Mathematics Intervention (1.0)
- ELA Intervention (2.0)

Administration/Leadership

- Director
- Dean of Students
- Achievement Coordinator
- Special Education Coordinator

Business Office

- Controller
- Business Manager
- Administrative Assistant (2)
- Security

Exhibit 8
By-laws

ARTICLE I

APPLICABLE LAW

Section 1.1 Public School.

The Aloma D. Johnson Fruit Belt Community Charter School (the "Corporation") is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York. Except as otherwise provided by the Education Law of the State of New York, the Corporation is an independent and autonomous public school.

Section 1.2. Not for Profit Corporation Status.

Pursuant to the Education Law of the State of New York, and except as otherwise provided by said law, the Corporation is a Type B New York State not for profit corporation as defined in the Not For Profit Corporation Law of the State of New York. The Corporation is a non-membership corporation.

Section 1.3. Closure or Dissolution.

In the event of closure or dissolution of the Corporation for any reason, transfer of students and student records, and disposition of the Corporation's assets shall occur as required under New York State Charter Schools Act (Article 56) of the Education Law of the State of New York.

In the event of closure or dissolution of the Corporation for any reason, the board and staff of FBCCS shall take the following steps:

Engage legal counsel, auditors and any other needed professionals to prepare the Corporation for closure.

Responsible Party: President of the Board of Trustees.
Time: Immediately following board action to close the school

Send written notification to families that shall include key dates and an invitation to a meeting to learn about transfer options and enrollment in new schools
Responsible Party: Director
Time: Within two weeks of board action to close the school

Send written notification to the school district(s) of residence and local private and charter schools that invites representatives to meet with parents to inform and recruit students
Responsible Party: Director
Time: Within two weeks of board action to close the school

Transfer student records to either the student's new school (if enrolled), or to the district of location
Responsibility: Office Manager
Time: Within two weeks of the last school day

Send written notification to school employees including key dates and an invitation to a meeting to learn about closure procedures, benefits and employment opportunities at local schools
Responsible Party: Director
Time: Within two weeks of board action to close the school

Send written notification to the school district(s) of residence and local private and charter schools that invites representatives to meet with employees to recruit teachers and other staff
Responsible Party: Director
Time: Within two weeks of board action to close the school

Submit final reports to SED
Responsible Party: Director
Time: Within 30 days of the last day of school

Settle debts and close out accounts, including a final audit
Responsible Party: Office Manager, Treasurer
Time: Within 90 days of the end of the final fiscal year

Transfer any remaining assets to the closest charter school to FBCCS in the district of location
Responsible Party: Treasurer
Time: Following the approval of the final audit

ARTICLE II

BOARD OF TRUSTEES

Section 2.1. Management of Corporate Affairs.

Except as otherwise provided by law, the Education Law of the State of New York, the charter approved by the Board of Regents and issued to the Corporation by the Board of Regents of the University of the State of New York ("Charter") or these bylaws, the activities, property and affairs of the Corporation shall be managed by the Board of Trustees.

Section 2.2. Number and Qualifications.

Except for the Initial Board of Trustees as set forth in Section 3 of this Article II, the Board of Trustees shall consist of eleven (11) voting members, seven (7) of whom shall be classified as "At-Large Trustees", two (2) of whom shall be classified as "Institutional Partner Representative Trustees", one (1) "Parent Representative Trustee", and one (1) of whom shall be classified as "Teacher Representative Trustee". At-Large Trustees shall be community leaders and/or parents who are representative of the community at large. Institutional Partner Trustees shall be a leading member of one of the Institutional Partners: Daemen College and the Fruit Belt Community Development Corporation. The Parent Representative Trustee shall be a parent/guardian of child(ren) enrolled in Aloma D. Johnson Fruit Belt Community Charter School. A Teacher Representative Trustee shall be a teacher currently employed at Aloma D. Johnson Fruit Belt Community Charter School. All Trustees shall be strongly committed to improving public school educational opportunities for all children and fully supportive of Aloma D. Johnson Fruit Belt Community Charter School's mission statement, goals and objectives. The Trustees may increase or decrease the number of Trustees of the Corporation by vote of the majority of the entire board, but the number or Trustees constituting the entire board shall at no time be less than seven (7) nor more than eleven (11), and at no time shall there be any less than one (1) Parent Representative Trustee or any less than one (1) Teacher Representative Trustee.

No decrease in the number of Trustees shall shorten the term of any incumbent Trustee. All of the Trustees shall be at least eighteen (18) years of age. Except for the Initial Board of Trustees, every Trustee, before being elected and seated as a Trustee, shall be approved for election to the Board of Trustees by the Board of Trustees and shall submit a Trustee Questionnaire for consent by the New York State Education Department.

Section 2.3. Responsibilities of Board Members:

All members of the Board of Trustees shall be familiar with the Charter, its policies and provisions. All Initial and new Trustees shall undergo required training in the roles and responsibilities of Trustees. In their actions as Trustees, Members shall abide by the charter, direct policy for the school, oversee the financial management of the corporation, oversee the Director, monitor academic progress, serve on committees as needed or dictated below. Trustees shall at all times behave in an ethical and effective manner and make necessary and appropriate changes to ensure the success of the school.

Section 2.4. Initial Board of Trustees and Initial Terms of Office.

Until the Parent Representative Trustees and the Teacher Representative Trustee are seated, the activities, property and affairs of the Corporation shall be managed by the Initial Board of Trustees. The Initial Board of Trustees shall consist of the following members, who are At Large Trustees and Institutional Partner Representative Trustees, and whose initial terms of office are to be determined.

Ruth D. Bryant-Lynch	Institutional Partner Representative
Edwin Clausen Ph.D.	Institutional Partner Representative

John Johnson	At Large
Sharon G. Thomas	At Large
Roshelle Lewis	At Large
TBD	At Large
TBD	At Large
TBD	At Large
TBD	At Large

Notwithstanding the provisions of Section 2.2. of these bylaws, the minimum number of Trustees constituting the entire board shall be no less than five (5) during the period in which the activities, property and affairs of the Corporation are being managed by the Initial Board of Trustees.

Section 2.5. Term of Office.

At the first Board meeting, initial terms of office shall be determined by drawing numbered cards with either a number one, two or three. Subsequent to the initial term of office, each At-Large or Institutional Partner Trustee term of office shall be for a period of three (3) years. Each Parent Representative Trustee term of office shall be the shorter of either a period of three (3) years or until the Parent Representative Trustee no longer has any child(ren) attending Aloma D. Johnson Fruit Belt Community Charter School. Each Teacher Representative Trustee term of office shall be three (3) years.

Section 2.6. Election of Trustees.

Except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws, election of At-Large and Institutional Partner Trustees to fill expired terms shall take place at the annual meeting of the Board of Trustees (see Article III, Section 3.3.). The first Parent Representative Trustee shall be designated to be a member of the Board of Trustees by a majority vote of the voting parent/guardians of those children enrolled at Aloma D. Johnson Fruit Belt Community Charter School as soon as said parents/guardians can reasonably organize to vote for a Parent Representative Trustee. Thereafter, the Parent Representative Trustee shall be designated to be a member of the Board of Trustees by a majority vote of the voting parents/guardians of those children enrolled at Aloma D. Johnson Fruit Belt Community Charter School whenever a Parent Representative Trustee term expires or a vacancy occurs. Any parent/guardian designated to be the Parent Representative Trustee shall be seated upon approval of the Board of Trustees and upon consent by the New York State Education Department.

The first Teacher Representative Trustee shall be designated to be a member of the Board of Trustees by a majority vote of the voting teachers at Aloma D. Johnson Fruit Belt Community Charter School as soon as said teachers can reasonably organize to vote for the Teacher Representative Trustee. Thereafter, the Teacher Representative Trustee shall be designated to be a member of the Board of Trustees by a majority vote of the voting teachers employed by Aloma D. Johnson Fruit Belt Community Charter School whenever the Teacher Representative Trustee term expires or vacancy occurs. Any teacher designated to be a Teacher Representative Trustee shall be seated upon approval of the Board of Trustees and upon consent by the New York State Education Department.

Section 2.7. Vacancies.

At Large and Institutional Partner Trustee vacancies occurring in the Board of Trustees for any reason may be filled by vote of a majority of the Trustees then in office. A Trustee elected to fill a vacancy shall hold office until the expiration of the term he or she was elected to complete.

Section 2.8. Resignation.

Any member of the Board of Trustees may resign at any time by giving his or her resignation to the President, Vice President or Secretary. A Trustee's resignation will take effect at the time designated by the resigning Trustee. Unless otherwise specified in a notice of resignation from the resigning Trustee, Board of Trustee acceptance of resignation shall not be necessary to make the resignation effective.

Section 2.9. Removal.

Any Trustee may be removed for cause by the affirmative vote of the majority of the entire board in accordance with Education Law 226(8), notice of which shall have referred to the proposed action. Unexcused absence from two (2) consecutive regular meetings of the board or four (4) regular meetings of the board in any 12-month period shall, without limitation, be considered cause for removal.

Section 2.10. Contracts with the Corporation.

No member of the board shall be interested, directly or indirectly, in any contract relating to the operations of the Corporation, nor in any contract for furnishing supplies thereto, unless authorized by the concurring vote of a majority of the entire board not including the vote(s) of

the interested Trustee(s). In the event that any Director, Trustee, officer, employee and/or agent of a for-profit entity having a business relationship with Aloma D. Johnson Fruit Belt Community Charter School also serves as a member of the Aloma D. Johnson Fruit Belt Community Charter School Board of Trustees, said Trustee shall recuse him or herself from voting with respect to any matter concerning Aloma D. Johnson Fruit Belt Community Charter School's business relationship with that Trustee's for-profit or not-for-profit entity.

Section 2.11. Compensation.

No Trustee shall receive, directly or indirectly, salary, compensation or emolument from the Corporation for acting as a Trustee, except reimbursement of expenses necessarily incurred in effecting one or more of the corporate purposes of the Corporation.

ARTICLE III

MEETINGS OF TRUSTEES

Section 3.1. Regular Meetings.

Regular meetings of the Board of Trustees of the Corporation, for the transaction of such business as may be set forth in the notice of the meeting, shall be held at such time and place as shall be determined by the Board of Trustees and the notice of meeting shall specify. The Board of Trustees will hold no fewer than ten (10) regular meetings each year between July 1 and June 30.

Section 3.2. Special Meetings.

Special meetings of the Board of Trustees may be called at any time by the President, or in his or her absence or disability, the Vice-President, and must be called by such officer on written request by three (3) Trustees. Such request shall state the purpose or purposes for which the meeting is to be called. Each special meeting o the Board of Trustees shall be held at such time and place as the person calling the meeting shall determine and the notice of the meetings shall specify.

Section 3.3. Annual Meeting.

The annual meeting of the Board of Trustees shall be the regular meeting held in March of each year, or such other regular meeting as the Board of Trustees shall designate.

Section 3.4. Notice of Meetings.

Notice of each regular or special meeting of the Board of Trustees stating the time and place thereof shall be given by the President, the Vice President or the Secretary to each member of the board not less than seven (7) days before the meeting, by mailing the notice, postage prepaid, addressed to each member of the board at his or her residence or usual place of business, or not less than five (5) days before the meeting, by delivering the notice to each member of the board personally, or by telephone.

Section 3.5. Quorum and Action of the Board or Trustees.

At all meetings of the Board of Trustees, except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws, a quorum shall be required for the transaction of business, which quorum shall consist of a simple majority of

Trustees not including vacancies, and the vote of a majority of the Trustees present shall decide any question that may come before the meeting. Trustees who participate in board meetings by telephone shall not be counted for the purposes of meeting a quorum and shall not be permitted to vote.

Section 3.6. Procedure.

The order of business and all other matters of procedure at every meeting of the Trustees may be determined by the person presiding at the meeting.

Section 3.7. Public Notice.

In addition to the notice requirements set forth above, public notice of any and all meetings of the Board of Trustees, and any committee or subcommittee shall be given as required by the Open Meetings Law of the State of New York.

ARTICLE IV

COMMITTEES OF THE BOARD OF TRUSTEES

Section 4.1. Executive Committee.

There shall be an Executive Committee which shall consist of the officers of the Corporation and the chair of the Human Resources/Personnel Committee. Except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws, all acts done and power and authority conferred by the Executive Committee from time to time within the scope of its authority shall be, and may be deemed to be, and may be specified as being, an act under the authority of the Board of Trustees.

Section 4.2. Audit and Finance Committee.

The Board of Trustees, by resolution or resolutions adopted by a majority of the entire board, shall designate from among its members an Audit and Finance Committee which shall consist of a chairman and at least two (2) other Trustees. The Audit and Finance Committee shall be responsible for the fiscal health and well-being of the Aloma D. Johnson Fruit Belt Community Charter School. This committee will monitor finances, review budgets and financial statements and make financial recommendations to the Board of Trustees as necessary. The Treasurer shall chair this committee.

Section 4.3. Human Resources/Personnel Committee.

The Board of Trustees, by resolution or resolutions adopted by a majority of the entire board, shall designate from among its members a Human Resources/Personnel Committee which shall consist of the chairman and at least two (2) other Trustees. The Human Resources/Personnel Committee shall be responsible for all human resource issues including, but not limited to: (1) recommendations to the board as to personnel hiring and termination, in consultation with the school Director; (2) recommendations to the board as to compensation and

benefits; (3) recommendations to the board as to personnel policies and (4) recommendations to the board as to work place safety. The President shall designate the chair of the Human Resources/Personnel Committee.

Section 4.4. Other Committees.

The Board of Trustees, by resolution or resolutions adopted by a majority of the entire board, shall designate from time to time form among its members such other committees (ad hoc and standing) as the Board of Trustees deems necessary. Any such other committee shall consist of a chairman and at least two (2) other Trustees. The President shall designate the chair of any such other committees.

Section 4.5. Acts and Proceedings.

Every committee shall, at the discretion of the committee chair, be able to appoint such subcommittee(s) as may be necessary. Each committee and subcommittee shall keep regular minutes of its proceedings and report its actions to the Board of Trustees when required.

Section 4.6. Meetings of Committees and Subcommittees.

Committees and subcommittees of Trustees shall meet at such times and places as the chair of each committee shall determine and the notice of the meeting shall specify. Meetings of committees and subcommittees of Trustees shall be governed by the provisions of Sections 5, 6 & 7 of Article II of these bylaws, which govern meetings of the entire Board of Directors.

Section 4.7. Notice and Public Notice of Meetings of Committees and Subcommittees.

Reasonable notice of meetings of committees and subcommittees shall be provided by the chair of each such committee or subcommittee. In addition, public notice of any and all meetings of any committee or subcommittee shall be given as required by the Open Meetings Law of the State of New York. To the extent of any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law shall prevail and control.

ARTICLE V

OFFICERS

Section 5.1. Officers.

The Board of Trustees shall, at its annual meeting, appoint or elect from among its members a President, Vice President, Secretary and Treasurer. The Board of Trustees may from time to time elect or appoint such additional officers as it deems necessary. Such additional officers shall have such authority and perform such duties as the Board of Trustees may from time to time prescribe. The responsibilities of the officers shall be as follows:

President: The President shall be the chief executive officer of the Corporation, shall preside at all meetings of the Corporation and the Board of Trustees; and shall, in general, perform such other duties incident to the office of the President and shall do and perform such other duties as may be assigned to him or her from time to time by the Board of Trustees.

Vice President: In the absence of the President, the Vice President shall perform all of the duties pertaining to the office of the President. The Vice President shall have such other duties as may be assigned to him or her by the Board of Trustees. In case of a vacancy in the office of the President, the Vice President shall assume the office of the President.

Secretary: The Secretary shall keep the minutes of all meetings of the Board of Trustees, the minutes of all meetings of the members, and, unless otherwise directed, the minutes of all meetings or committees of the Board of Trustees; shall give, or cause to be given, notice of all meetings of members of the Board; and all other notices required by law or by these bylaws; shall have custody of the corporate books and records; shall affix the Corporate Seal to all instruments requiring it when authorized by the Board or the President.

Treasurer: The Treasurer shall have care and custody of all monies of the Corporation and deposit same in the name of the Corporation in the depository or depositories selected by the Board of Trustees from time to time; shall disburse said funds as ordered or authorized by the Board of Trustees; shall keep accurate records of receipts and disbursements, submit his or her books and records to the President and give an itemized statement of his or her accounts at each annual meeting of the members; and shall, in general, perform all other duties incident to the office of Treasurer and shall do and perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Treasurer shall have oversight of all financial systems of the Aloma D. Johnson Fruit Belt Community Charter School; and be responsible for reviewing the work of the accounting firm and auditing firm engaged by the Aloma D. Johnson Fruit Belt Community Charter School.

Section 5.2. Term of Office.

Unless otherwise determined by the Board of Trustees, the officers shall hold office until the next annual meeting of the board and until their successors have been elected or appointed and qualified. Each additional officer appointed or elected by the Board of Trustees shall hold office for such term as shall be determined from time to time by the Board of Trustees and until

his or her successor has been elected or appointed and qualified. Any officer, however, may be removed or have his or her authority suspended by the majority of the entire board in accordance with Education Law 226(8) consistent with principles of due process. If the office of any officer becomes vacant for any reason, the Board of Trustees shall have the power to fill such vacancy.

Section 5.3. Resignation.

Any officer may resign at any time by notifying the President, Vice President or the Secretary of the Corporation in writing. Such resignation shall take effect at the time specified therein and unless otherwise specified in such resignation, the acceptance thereof shall not be necessary to make it effective.

Section 5.4. Duties of Officers May Be Delegated.

In case of the absence or disability of an officer of the Corporation, or for any other reason that the board may deem sufficient, the board may delegate the powers or duties of any officer to any other officer or to any member of the board, except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws.

Section 5.5. Compensation.

No officer of the Corporation shall receive, directly or indirectly, salary, compensation or emolument from the Corporation for acting as an officer, except reimbursement of expenses necessarily incurred in effecting one or more of the corporate purposes of the Corporation.

ARTICLE VI

INDEMNIFICATION 0F TRUSTEES AND OFFICERS

Section 6.1. Right of Indemnification.

Each Trustee and officer of the Corporation , whether or not then in office, and any person whose testator or intestate was such a Trustee or officer, shall be indemnified by the Corporation for the defense of, or in connection with, any threatened, pending or completed actions or proceedings and appeals therein, whether civil, criminal, administrative or investigative, in accordance with and the fullest extent permitted by New York State law or other applicable law, as such law now exists or may hereafter be adopted or amended; provided, however, that the Corporation shall provide indemnification in connection with an action or proceeding (or part thereof) initiated by such a Trustee or officer only if such action or proceeding (or part thereof) was authorized by the Board of Trustees.

Section 6.2. Advancement of Expenses.

Expenses incurred by a Trustee or officer in connection with any action or proceeding as to which indemnification may be given under Section 1 of this Article VI may be paid by the Corporation in advance of the final disposition of such action or proceeding upon (a) the receipt of an undertaking by or on behalf of such Trustee or officer to repay such advancement in case such Trustee or officer is ultimately found not to be entitled to indemnification as authorized by this Article VI and (b) approval by the Board of Trustees acting by a quorum consisting of Trustees who are not parties to such action or proceeding or, if such a quorum is not obtainable, then by a vote of a majority of the entire Board of Trustees. To the fullest extent permitted by law, the Board of Trustees shall not be required to find that the Trustee or officer has met the

applicable standard of conduct provided by law for indemnification in connection with such action or proceeding before the Corporation makes any advance payment of expenses hereunder.

Section 6.3. Availability and Interpretation.

To the extent permitted under applicable law, the rights of indemnification and to the advancement of expenses provided in this Article VI (a) shall be available with respect to events occurring prior to the adoption of this Article VI, (b) shall continue to exist after any rescission or restrictive amendment of this Article VI with respect o events occurring prior to such rescission or amendment, (c) shall be interpreted on the basis of applicable law in effect at the time of the occurrence of the event or events giving rise to the action or proceeding or, at the sole discretion of the Trustee or officer or, if applicable, at the sole discretion or the testator or intestate of such Trustee or officer seeking such rights, on the basis of applicable law in effect at the time such rights are claimed and (d) shall be in the nature or contract rights that may be enforced in any court of competent jurisdiction as if the Corporation and the Trustee or officer for whom such rights are sought were parties to a separate written agreement.

Section 6.4. Other Rights.

The rights of indemnification and to the advancement of expenses provided in this Article VI shall not be deemed exclusive of any other rights to which any Trustee or officer of the Corporation or other person may now or hereafter be otherwise entitled, whether contained in these bylaws, a resolution of the Board of Trustees or an agreement providing for such indemnification, the creation of such other rights being hereby expressly authorized. Without limiting the generality of the foregoing, the rights of indemnification and to the advancement of

expenses provided in this Article VI shall not be deemed exclusive of any rights, pursuant to statute or otherwise, of any Trustee or officer of the Corporation or other person in any action or proceeding to have assessed or allowed in his or her favor, against the Corporation or otherwise, his or her costs and expenses incurred therein or in connection therewith or any part thereof.

Section 6.5. Severability.

If this Article VI or any part hereof shall be held unenforceable in any respect by a court of competent jurisdiction, it shall be deemed modified to the minimum extent necessary to make it enforceable, and remainder of this Article VI shall remain fully enforceable. Any payments made pursuant to this Article VI shall be made only out of funds legally available therefore.

ARTICLE VII

CORPORATE FINANCE

Section 7.1. Corporate Funds.

The funds of the Corporation shall be deposited in its name with such banks, trust companies or other depositories as the Board of Trustees may from time to time designate. All checks, notes, drafts and other negotiable instruments of the Corporation shall be signed by such officer or officers, agent or agents, employee or employees as the Board of Trustees from time to time may designate. No officers, agents or employees of the Corporation, alone or with others, shall have the power to make any checks, notes, drafts or other negotiable instruments in the name of the Corporation or to bind the Corporation thereby, except as provided by this section.

Section 7.2. Fiscal Year.

The fiscal year of the Corporation shall commence on July 1 and end on June 30 unless otherwise provided by the Board of Trustees.

Section 7.3. Loans to Trustees and Officers.

No loans shall be made by the Corporation to its Trustees and officers.

Section 7.4. Gifts.

Except as otherwise provided by law or the Charter, the Board of Trustees, the executive committee or any authorized officer, employee or agent of the Corporation may accept, on behalf of the Corporation, any contribution, gift, bequest or devise for any general of special purpose or purposes of the Corporation.

Section 7.5. Income from Corporate Activities.

All income from activities of the Corporation shall be applied to the maintenance, expansion or operation of the lawful activities of the Corporation.

ARTICLE VIII

CODE OF ETHICS

Code of Ethics:

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction. The Corporation has no members.

2. Not more than 49 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

4. The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is

approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

5. A Trustee, an officer, or any employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is the Director, a Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Trustees representing any entities proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.

7. Trustees will disclose when they have a financial, organizational, or personal interest in a matter before the Board.

8. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the Charter School shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys

b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such Charter School

c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or

d) Members of the faculty of the Charter School.

9. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the Charter School serve as a voting member of the Board of Trustees for the duration of such business relationship.

10. Trustees, officers, or employees of any entity organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.

11. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

12. Trustees shall make all appropriate financial disclosures whenever a claim of conflict of interest is lodged against them.

13. A Trustee shall not use his or her position with the Charter School to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the Charter School.

14. Charter School Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

ARTICLE IX

COMPLAINT PROCESS

Any individual will be able to bring complaints to the Director by submitting a letter addressed to the Director. If he or she is not satisfied with his/her response, then the individual will be able to bring the complaint to the Board of Trustees by submitting a letter addressed to the President of the Board of Trustees or by attending and participating in any public board meeting. Complaints made to the Board of Trustees shall be addressed by the first Board meeting following the meeting at which such complaint was made known.

Any individual who may not be satisfied with any response from the Board of Trustees to a complaint will be able to appeal that decision to the New York State Board of Regents. Notwithstanding any statute, rule, regulation or ordinance to the contrary, all of the requirements, provisions and procedures contained in New York Education Law §3813 governing the presentation of claims against the governing body of any school district or certain state supported schools shall be fully applicable to and shall govern the presentation of claims against the Aloma D. Johnson Fruit Belt Community Charter School.

ARTICLE X

AMENDMENTS

Section 8.1. Procedure for Amending Bylaws.

These bylaws may be adopted, amended or repealed at any meeting of the Board of Trustees by a vote of two-thirds (2/3) of the entire Board of Trustees. Notice of a meeting to vote on adoption, amendment or repeal of any bylaw(s) shall include details and specification of the proposed action.

Adopted: _____

Exhibit 9

Code of Ethics

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction. The Corporation has no members.

2. Not more than 49 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

4. The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is

approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

5. A Trustee, an officer, or any employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is the Director, a Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

6. Trustees representing any entities proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.

7. Trustees will disclose when they have a financial, organizational, or personal interest in a matter before the Board.

8. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the Charter School shall serve as a voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys

b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such Charter School

c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or

d) Members of the faculty of the Charter School.

9. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the Charter School serve as a voting member of the Board of Trustees for the duration of such business relationship.

10. Trustees, officers, or employees of any entity organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.

11. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

12. Trustees shall make all appropriate financial disclosures whenever a claim of conflict of interest is lodged against them.

13. A Trustee shall not use his or her position with the Charter School to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the Charter School.

14. Charter School Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

ARTICLE IX

COMPLAINT PROCESS

Any individual will be able to bring complaints to the Director by submitting a letter addressed to the Director. If he or she is not satisfied with his/her response, then the individual will be able to bring the complaint to the Board of Trustees by submitting a letter addressed to the President of the Board of Trustees or by attending and participating in any public board meeting. Complaints made to the Board of Trustees shall be addressed by the first Board meeting following the meeting at which such complaint was made known.

Any individual who may not be satisfied with any response from the Board of Trustees to a complaint will be able to appeal that decision to the New York State Board of Regents. Notwithstanding any statute, rule, regulation or ordinance to the contrary, all of the requirements, provisions and procedures contained in New York Education Law §3813 governing the presentation of claims against the governing body of any school district or certain state supported schools shall be fully applicable to and shall govern the presentation of claims against the Aloma D. Johnson Fruit Belt Community Charter School.

Exhibit 10

Enrollment and Admissions Policy

2. Describe the grade levels and expected ages of the students to be served. Charter schools may not serve pre-kindergarten students, adults, or family members of enrolled students.

The Aloma D. Johnson Fruit Belt Community Charter School will serve students in grades kindergarten to second grade in its first year and evolve to serve students in kindergarten to fourth grade by its third year of operation. Four year-old students who will have their fifth birthday on or before January 1 of the school year are eligible for enrollment in kindergarten.

3. Describe all of the proposed admission policies and procedures for the charter school, which must be consistent with the provisions of §2854(2) of the Education Law. Provide copies of all such policies and procedures. Note that the proposed charter school must enroll any eligible child who submits a timely application by the first day of April each year. If the proposed charter school intends to create a waiting list by grade, and subsequently enroll students from that list should a vacancy occur at that grade, that process should be described and be a part of the proposed charter school's admissions policy. If the proposed charter school intends to establish a cutoff date after which students will not be enrolled, that cutoff date must be stated and provided for in the admissions policy.

Charter schools may also establish policies pursuant to §3202(1)(a) of the Education Law. All such policies must clearly describe the steps that the proposed charter school shall take to locate students who have several consecutive absences, and the reason(s) for those absences, and who appear to be on track to acquire 20 or more consecutive days of absence from school. Such policies must also clearly describe the steps that the charter school shall take to inform the parents and the child's district of residence that the child's enrollment in the charter school has been terminated.

FBCCS shall be open to any child who is eligible under the laws of New York State for admission to a public school, and FBCCS shall comply with the requirements of Education Law §2854(2) and all other applicable laws. Admission to FBCCS shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, ancestry or any other ground that would be unlawful.

Prior to the start of its first year of operation (2008-09), FBCCS will open admission to children wishing to enroll in kindergarten through second grade. All children eligible for

enrollment in public schools in New York State in these grades are eligible to enroll in FBCCS, subject to availability and the process set forth below.

FBCCS will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or of the school building. FBCCS will admit no more than 180 students in its first year of operation.

Prior to the start of its second year of operation (2009-10), FBCCS will open admission to children wishing to enroll in kindergarten through third grade. All children who will be eligible for enrollment in public schools in New York State in these grades will be eligible to enroll in FBCCS, subject to availability and the process set forth below.

Prior to the start of its third year of operation (2010-11), FBCCS will open admission to children wishing to enroll in kindergarten through fourth grade. All children who will be eligible for enrollment in public schools in New York State in these grades will be eligible to enroll in FBCCS, subject to availability and the process set forth below.

Prior to the start of its fourth year of operation (2011-12), FBCCS will open-admission to children wishing to enroll in kindergarten through fourth grade. All children who will be eligible for enrollment in public schools in New York State in these grades will be eligible to enroll in FBCCS, subject to availability and the process set forth below.

Prior to the start of its fifth year of operation (2012-13), FBCCS will open admission to children wishing to enroll in kindergarten through fourth grade. All children who will be eligible for enrollment in public schools in New York State in these grades will be eligible to enroll in FBCCS, subject to availability and the process set forth below.

FBCCS will admit each eligible student who submits an application by April 1, unless the number of applications exceeds the capacity of the student's requested grade level or of the

school building. FBCCS will admit no more than 300 students in its fifth year of operation. Enrollment is capped at 300 students.

Process:

The application process will occur in three stages:

1. At open houses held in the summer (see "Outreach," below), prospective students and their parents or guardians will hear a comprehensive presentation about the school. Discussions will include the school's academic program, the schedule for an extended school day and year, and expectations for student behavior and parental involvement. Also discussed will be any other community programs that exist to support the operations or mission of the school.

   Parents and guardians interested in submitting applications for their children who did not attend one of the school's summertime open houses will be provided with a packet of written materials covering all the topics formally discussed at the open houses, and a meeting will be scheduled with appropriate school staff and each interested parent or guardian to verbally review all the material and answer any questions the parent or guardian may have.

2. For academic years after the initial year of the charter, students and their parents or guardians will be encouraged to spend up to a full school day touring the school, observing classroom instruction and visiting any additional programs offered before and after school. It is important to ensure that students and their parents/guardians understand the school's philosophy regarding academic and social expectations prior to making a decision to enroll their children. The administrative and instructional staff at the school will take whatever additional steps are necessary to ensure that parents/guardians are

armed with this important information. (Note: Any meetings, open houses, etc. are optional. The school will not require parent attendance at such events as a condition for enrolling their child.)

3. Interested parents/guardians will be required to complete and submit an application form. Such forms will be made available at the school's summertime open houses, continuously at the school, and at accessible locations throughout the community. The application will be fairly simple, requesting basic biographical information (name, age, etc.), contact information, and other important facts (e.g., school currently attending). The school will make staff available to any parent or guardian who needs help completing the application. Completed applications will be required to be submitted to the school before April 1. Any student who submits an application by April 1 will be admitted, if there is space available. In addition, the school will not extend the application deadline beyond this date, unless it still has seats available.

4. If the number of eligible applications for admission exceeds the spaces available for students, a random lottery will be held. Such a lottery will be open to the public, and attended and/or audited by representatives of a dispassionate outside organization. The admissions lottery will have the following features:

In the school's first year and/or first year of expansion:

First preference for admission will be given to students living in the school district of location, plus any of such admitted students' siblings also applying for admission to FBCCS.

If any space remains, students from outside of the school district of location will be admitted, plus any of such admitted students' siblings also applying for admission to

FBCCS.

If there are more students than places available, a wait list will be created. The wait list will be organized by grade and in the order that the student's name was drawn from the lottery, with in-district students and then their siblings given preference over out-of-district students and then their siblings.

In future years:

To the extent a vacant space is available in the school:

First preference will be given to students who attended FBCCS the previous year and are returning to the school.

Second preference will be given to siblings of students who attended FBCCS the previous year and are returning to the school;

Other students who live in the school district of location next will be admitted, and plus any of such admitted students' siblings also applying for admission to FBCCS.

And finally, students who do not live in the school district of location and plus any of such admitted students' siblings also applying for admission to FBCCS.

If there are more students than places available, a wait list will be created. The wait list will be organized by grade with the siblings of returning students (who were not able to be placed) given first priority, followed by in-district students and their siblings, and followed by out-of-district students and then their siblings. Note, wait lists will not be carried over from year to year; a new list will be created each year, by grade.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, the school will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be

made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at FBCCS_ before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list; documentation of all attempts will be maintained by the school. Waiting lists will not be carried-over from year to year, but instead the annual admission lotteries will be used to create newly randomized waiting lists. The school will send a new enrollment application directly to the parents/guardians of each child on the prior year's waiting list.

Outreach:

Prior to July, invitations to "open houses" will be widely distributed to parents and prospective students throughout the Buffalo area. The school also will distribute announcements to the public through as many available routes as practical, including (but not limited to):

- community organizations of all kinds, including those serving students with disabilities and/or students with Limited English Proficiency;
- direct mailings;
- public elementary schools;
- after-school programs, including those serving students with disabilities;
- youth and community centers, including those serving students with disabilities and/or students with Limited English Proficiency;
- businesses and civic organizations; and
- flyers posted and distributed in various communities, including those with significant ESL populations; such flyers will be in at least two languages.

Exhibits 11 and 12

*The school does not work with a Management Company.

Exhibit 13

Code of Conduct/ Disciplinary Policy

THE ALOMA D. JOHNSON

Fruit Belt

COMMUNITY
CHARTER SCHOOL

Student Handbook

Fruit Belt
COMMUNITY
CHARTER SCHOOL

2012-2013

Ms. Elaine Gist-Hayes
Director
ehayes@fruitbeltcharter.org

Mr. Michael Sullivan
Dean of Students
msullivan@fruitbeltcharter.org

833 Michigan Ave.
Buffalo, NY 14220
716-856-4390
716-856-4391 (Fax)

The Aloma D. Johnson Fruit Belt Community Charter School Welcomes You

Thank you for trusting the Aloma D. Johnson Fruit Belt Community Charter School with your child's education. This handbook has been put together for our families and their children to easily access school rules and policies. It is fundamental that parents and students read through this handbook together. If there are any issues regarding this handbook, please speak to the school Director or Dean of Students about your concerns.

We look forward to building a productive and respectful relationship with you and your child throughout the school year.

Mission

The Aloma D. Johnson Fruit Belt Community Charter School (ADJFBCCS) fosters students' intellect, physical, social, and emotional growth, helping students acquire the knowledge, skills and abilities they need to reach their full learning potential. The school is focused on high academic achievement and prepares all students to meet New York State Learning Standards in an environment of high expectations. The ADJFBCCS is committed to sustaining a safe and caring learning community that respects diversity, encourages strong home, school and community partnerships. With its small school learning environment, intensive focus on building student reading and math achievement, ongoing commitment to staff development, inter disciplinary themes of business and leadership and the use of innovative tools such as Creative Problem Solving and Project Based Learning, the Aloma D. Johnson Fruit Belt Community Charter School prepares students to direct and participate on the renaissance of their neighborhood, community and city.

For Your Information

- **Arrival Procedures**
  - Morning Program
    - Students enrolled in the **Morning Program** must be signed in by a parent/guardian no earlier than **7:30am**. Morning program runs from 7:30am to 8:45am.
  - Walkers
    - A student that walks to school must provide documentation (a note) that they are a walker for the year. This documentation must be on file by the first day of school.
  - Arrival – Kindergarten
    - Students in Kindergarten are to report directly to their classroom for breakfast. Breakfast is served, under staff supervision, from 9:00am to 9:30am.
  - Arrival – Grades 1-4
    - Students in grades 1-4 are to enter through the front of the building at 9:00am. They report to the cafeteria for breakfast or report directly to their classroom. Once breakfast is complete student in grades 1-4 are to report directly to their classroom for instruction. Students should not congregate in the hallway and stairwells.
  - Late Arrivals
    - Classroom instruction begins promptly at 9:30am. Any student arriving after 9:30am is deemed late and must report to the 2nd floor office and be signed in.

- **Dismissal Procedures**
  - Dismissal begins at 4:20pm for walkers and pick-ups, 4:30pm for bus students and after school students are dismissed to the cafeteria at 4:45pm.
  - ***Students that have boarded the bus at the end of the day will remain on the bus home.***
  - In the event that your child has an alternative dismissal, please call the office at **856-4390** by 12:30pm so we can make sure we notify your child's teacher.
  - Students leaving early from school must have a note signed by their parent/guardian notifying the office staff the first thing in the morning.
  - If there is an emergency, it is imperative that the office is called as soon as possible. **Students must be signed out in the 2nd floor office prior to leaving the school property.**
  - In the event that someone other than a parent or guardian will be picking up a student, their information must be listed as an alternative pick-up and on file in the office. Government issued identification (driver's license, state issued ID, passport, etc.) is necessary for releasing a child into that person's care. **Persons 18 years of age or older** are allowed to pick students up for early release. In the event that someone other than a person on the designated emergency form is picking up a student at school, a written note **must** come from the parent/guardian or phone call to the school will be **required** to be made as soon as possible. Any other form of communication other than the previously mentioned forms of communication will not be allowed.

- **Before and After School**
  - If you choose to sign your child up for the Before and After School program, applications will be available in the 2nd floor office. Space is limited and once we have reached capacity, your child will be placed on a waiting list.

- **Student Pickup/Walker**
  - If a student is eligible for bus transportation, but is not using bus transportation for the school year, documentation must be present in the office on the first day of school stating that they are being picked up instead.

- **School Closing**
  - The Aloma D. Johnson Fruit Belt Community Charter School will be closed when Buffalo Public Schools are closed. Also be aware that there could be times that ADJFBCCS can be closed when Buffalo Public Schools are not. If there is a possibility of school being closed for the day, please turn to the follow radio or television stations:

    - **WBLK WBEN WBFO**
    - **WIVB Ch. 4 WGRZ Ch. 2 WKBW Ch. 7**

- **Tardiness/Absences**
  - Any student absence will require a signed note from a parent/guardian stating the reason for the absence.
  - Students that are excessively tardy (3 days or more) will be handled by school administration, if an excuse is not sent in with the student.
  - If a student is absent for 3 days or longer, a doctor's note is needed to adjust the student's attendance record.
  - If a student has a medical or dental appointment, the student must have a note from their parent/guardian.
    - **Excused Absences**
      - Student illness
      - Death in immediate family
      - Doctor/Dental appointment
      - Dangerous weather
- **An excuse must be sent in within 5 days of the absence or the absence will noted as an unexcused absence.**

- **Bus Conduct**
  - Students who ride the bus to and from school must follow these rules:
    - **Students must remain seated at all times.**
    - **Students must speak with quiet voices.**
    - **School rules of conduct will be enforced on the bus for all students.**
    - **Respect all drivers and bus aides.**

- In order to ensure the safety of all students and adults, inappropriate behavior will not be tolerated. Consequences of inappropriate behavior are as follows:
    - **2-3 bus write-ups with in a school year may result in a 1 day bus suspension.**
    - **4-5 bus write-ups with in a school year may result in a 3 day bus suspension.**
    - **6-7 bus write-ups with in a school year may result in a 5 day bus suspension.**
    - **8 bus write-ups and over may result in loss of bus privileges for up to one year.**
    - **The appropriate parties will be informed of bus suspension.**

- **Office Availability**
    - The office hours at ADJFBCCS are 8:30am-5:00pm Monday through Friday during the school year. During holidays and poor weather conditions, the school office will be closed. If you would like to schedule an appointment with the administration staff or a teacher in the school you can contact Ms. Joanne Potter or Ms. Diana Darby at **856-4390.**

Student Code of Conduct

- **Student Behavior Expectations**
    - Aloma D. Johnson Fruit Belt Community Charter School student expectations are as follows:
        - Follow directions and be on time
        - Be respectful
        - Care for each other
        - Create trust
        - Show good citizenship
- **School Rules**
    - Do your best
    - Respect teachers and peers
    - Keep all objects, hands and feet to yourself
    - Follow directions the first time
    - Use appropriate language

Bathroom Use

- Students will be allowed to use the bathroom during class with permission from the teacher or aide in the classroom. Bathroom use should be restricted during dismissal time. Bathroom rules are as follows:
  - Two students at time
  - No yelling or shouting in the bathroom
  - All human waste is to go into urinals or toilets
  - All paper towels are to be thrown away in trash can
  - No fooling around
  - Do not write on the walls of the stalls
  - Use only 1 pump of soap when washing hands
  - Use only 2 paper towels to dry hands

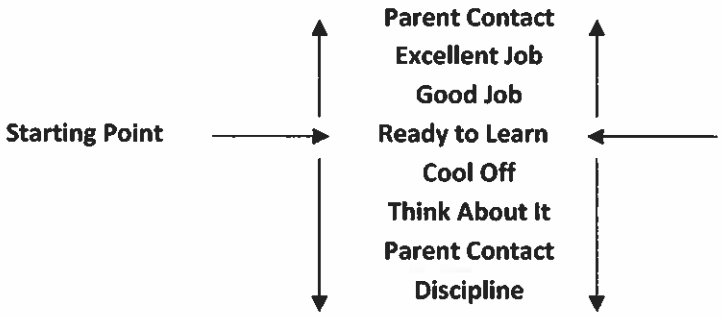
- **Hallway Expectations**
  - Walk in one straight line
  - Keep hands at your sides
  - Silence (No talking or noise)
  - Walk with quiet Feet

- **Classroom Expectations**
  - Follow directions
  - Be respectful
  - Care for each other
  - Create trust
  - Show good citizenship

- **Cafeteria Expectations**
  - Enter quietly through glass door
  - Eat quietly
  - Raise hand to get out of seat
  - Place garbage in trash can
  - Exit quietly through rear door

- **School-wide Behavior Incentives**
  - At Aloma D. Johnson Fruit Belt Community Charter School it is important that we take a constructive, proactive approach to our school ideals. We expect all students to act appropriately in and out of the classroom. Proactive and positive behavior will be instructed, trained, emphasized and implemented. For this to happen, students will be recognized for their achievements on a monthly basis.

- **Classroom Course of Action For Discipline**
  - Progressive discipline will be used at Aloma D. Johnson Fruit Belt Community Charter School. All students will follow a leveled chart system in all classes. All Students start out on "Ready to Learn". Students who follow directions will be allowed to move up multiple levels. Students not following directions will be moved down multiple levels.



  - Any student following directions will be allowed to move up different levels including parent contact (postcard home) for positive behavior. Students not following directions will be given a verbal warning. If a student continues to show off task behavior, their caricature will be moved to the "Cool Off" level. If student is not able to cool off, the student will move their caricature to "Think About It". A decision will be made regarding and environment change (proximity, seat moved, non-verbal cues, timeout in different area of room, think it out sheet, etc.) and student will fill out a "Think About It" sheet. If behavior continues, the teacher will have the student call home and explain what they are doing to misbehave in class. The student is allowed to move up levels and down levels throughout the day. If behavior persists, teacher will fill out discipline form and a suitable consequence will be determined by administration at that point.

6/15/12 1:46 PM
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- **Student Dress Code Procedure**
  - At Aloma D. Johnson Fruit Belt Community Charter School we firmly believe that students' attire can have an encouraging impact on attitude, class work, behavior and overall school morale. Student dress code will be dealt with everyday. Students not abiding with the dress code policy will be given one warning. If student continues to not follow dress code a letter will be sent home; followed by an additional consequence (listed below).

- **Below is the school uniform policy. Please read carefully as adherence to the uniform policy is mandatory:**

Top:	Burgundy or gray polo shirt (girls & boys)/white dress shirt (boys)/white blouse (girls).
Bottom:	**Navy blue** pants (***no jeans***), **navy blue** (shorts), **navy blue** skorts, skirts and jumpers.
Shoes/ Sneakers:	***Black*** or ***Brown***.
Sweater:	Only **blue** sweater will be permitted (**No hoodies during the day.**)

***** The entire administration, faculty and office staff will enforce the uniform code. Any student out of uniform will be warned. If your student remains out of uniform, further disciplinary action will result up to and including suspension.*****

- **Enforcement of Dress Code**
  - Students refusing to follow dress code will have one of the following consequences implemented:
    - Parent call home
    - Lunch detention
    - Teacher meeting with parents/guardian
    - Out of school suspension
    - Dean of Student meeting
    - Director meeting
    - Permanent suspension

- **Field Trips**
  - It is important that students get a chance to put real life skills to the test as an extension of the curriculum being taught at Aloma D. Johnson Fruit Belt Community Charter School. Students must understand that in order participate in field trip activities; appropriate behavior is required from all students. The school administration has the right to exclude students who are misbehaving from being a part of the field trip due to **inappropriate behavior**.

  - A permission slip will be sent home prior to the field trip for parent/guardians to sign. At the end of the field trip, students can be released early to their parents only if they have notified the school in advance. Parents/Guardians choosing to take their students home at the end of a field trip must sign students out at the 2nd floor office.

- **Behavior and Academics**
  - Students must remember that the main reason to come to school is to learn. We expect students to complete their work on time and do the best job they can when given a task. Students must follow rules and expectations set forth by teachers, administrators and staff. A student who does not follow the expectations, directions or policies set by the school, will have consequences. Students who are suspended or have a not met academic standards; will not be allowed to participate in extracurricular class activities.

- **Retention**
  - Teachers and Staff will work diligently with all students throughout the year to ensure that they are improving a grade level. If your child is struggling, they will begin going through the Response to Intervention (RTI) process. This is a three staged intervention that will help your child achieve and be successful. Students will be referred by their teacher through the Student Placement Outreach Team (SPOT). In the event that intervention strategies are unsuccessful; teachers and administration will look into additional intervention strategies that will allow your child to be successful. If student is unresponsive to additional intervention processes, retention will possibly be explored.

Fruit Belt
COMMUNITY
CHARTER SCHOOL

Receipt of Student Handbook Sign-Off

I _____(parent/guardian's name) have read this handbook and agree to the information that is stated in this handbook. I understand that this handbook signifies an agreement with the Aloma D. Johnson Fruit Belt Community Charter School to offer a safe learning environment for my child.

I _____(student's name) have read or have been read the rules for appropriate behavior in this handbook and promise to uphold all rules and expectations to the best of my ability. I will act in an appropriate way and work with all teachers and staff so that I may learn.

_____ _____

(Parent signature) (Student signature)

_____ _____

(Director signature) (Dean of Students signature)

*****Students and parents/guardian, please sign this page, detach and return to school by the end of the first week. We thank you again for choosing Aloma D. Johnson Fruit Belt Community Charter School.*****

"Today and everyday **is a new day.** I will Follow directions, Be respectful, Care for each other, Create trust, Show good citizenship and most of all come to school ready to learn."

Aloma D. Johnson Fruit Belt Community Charter School
833 Michigan Avenue, Buffalo, New York 14203
Phone: (716)-856-4390 Fax: (716)-856-4391

Fruit Belt
COMMUNITY
CHARTER SCHOOL

Zero Tolerance Policy

The Zero Tolerance Policy at Aloma D. Johnson Fruit Belt Community Charter School will be enforced in grades K-4. Any student who is involved in a fight, in possession of a weapon, *dangerous objects*, bullying, threatening adults or other students is subject to suspension and/or further disciplinary action. Any violation of this policy will result in disciplinary action that could result in suspension or expulsion. Each student will follow the school rules or risk being expelled. The following rules will be enforced at Aloma D. Johnson Fruit Belt Community Charter School as part of our zero tolerance policy:

- Acts of threats toward students or staff
- Fighting
- Bullying other students or staff
- Damaging school property
- Stealing school property or other personal items

1. Any student who engages in the above acts will be given 5 days of suspension for the first offensive or recommended for expulsion for the first incident depending on the degree and severity of the incident.

2. All second offenses WILL result in a recommendation of expulsion.

3. Any student that participates in an incident that threatens the safety of others WILL also be recommended for expulsion.

4. Possession of any weapon or dangerous object WILL result in expulsion.

It is the responsibility of the School Director to maintain safety for all students. This policy will be reinforced and there will be no exception to the rules.

Student Signature: _____

Parent/Guardian Signature: _____

Aloma D. Johnson Fruit Belt Community Charter School
833 Michigan Avenue, Buffalo, New York 14203
Phone: (716)-856-4390 Fax: (716)-856-4391

Exhibit 14
Personnel Policy

Welcome Statement

Welcome to the Aloma D. Johnson Fruit Belt Community Charter School. We offer this Employee Handbook to assist you in understanding our processes as a newcomer or to those of you who have been with us for a while to refresh that understanding.

As an employee of the Aloma D. Johnson Fruit Belt Community Charter School, the importance of your contribution cannot be overstated. Our goal is to provide the finest quality education to our students. By satisfying our students' needs, they will continue to grow and flourish with us and their parents or guardians will recommend our school to others. Each faculty and staff member of our school is an important part of this process. Each person's work directly influences the Aloma D. Johnson Fruit Belt Community Charter School's reputation.

We believe that you have chosen an opportunity for personal growth within the framework of our dynamic team organization.

Welcome!

Signature of Director

Signature of Board of Trustees President

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1.2 Mission Statement

The ADJFBCCS, a K-4 primary school will provide all students an innovative, high quality, and comprehensive school program based on fostering students' intellectual, physical, social, and emotional growth and helping them acquire the knowledge, skills, and abilities they need to reach their full potential. The school is committed to improving student academic achievement and performance, with the legal and administrative flexibility afforded to charter schools and responsibility and direct accountability for producing student results.

The program philosophy is based on our following beliefs:

- All children can learn and be successful when provided engaging, meaningful leaning experiences that foster their individual strengths; and we hold high expectations for all students.
- Each child is an individual with talents, strengths, needs, expectations and aspirations that we must strive to meet.
- An intimate, small-school model environment, providing an exemplary foundation in essential skills, is the preferred elementary experience for continued academic success.
- Students must be proficient in reading, as therein lies the basis through which learning in all disciplines can actively thrive.
- A quality, comprehensive academic program – aligned to the New York State Learning Standards and unified by themes of business and leadership — will prepare students for fulfilling and productive lives.
- A high quality education must incorporate real-life, hands on learning experiences for students, providing opportunities to utilize their newly learned knowledge and skills.
- Education must prepare students for the challenges and opportunities of the working world and prepare them for success in their adult lives.
- The school, family and community must work in partnership to support the comprehensive education of children.

This has led to the vision of a charter school devoted to giving young students an exemplary start in education — a school whose strengths are providing exceptionally small classes and high adult to student ratios, utilizing the resources of community-based and higher education institutions, committing to continuous improvement in the skills and abilities of its teaching staff, employing scientifically based reading programs and best practices in the classroom, and creating a family-friendly environment in support of student learning.

ADJFBCCS has two institutional partners: St. John Fruit Belt Community Development Corporation (CDC) and Daemen College. These partners have been working collaboratively, since 2004, to synchronize development efforts in the Fruit Belt neighborhood for long-term stability.

Daemen committed to contributing resources — students, faculty, and expertise, to benefit the education of low-income youth in this community. The overarching goal of the Daemen College-Fruit Belt partnership is to engage Daemen students, faculty and staff with members of the Fruit Belt partnership in service and activities that aim to strengthen the community. The creation and support of the Aloma D. Johnson Fruit Belt Community Charter School is a major initiative of the partnership and a cornerstone of neighborhood stabilization and revitalization.

ADJFBCCS is unique in that it provides very small class sizes, with sufficient teaching staff, classroom aides, student teachers and support staff to facilitate small group and individual instruction. Block scheduling of core academics, a full range of subjects and daily enrichment create a strong foundation for future learning. The school features special education teachers at every grade level, as well as a part time special education coordinator to assist in serving students in need. A reading specialist and part time reading and math coaches provide consistent, frequent assessment of students as well as ongoing professional development. A part time curriculum specialist ensures that an instruction is aligned with NYS Learning Standards and a full time registered nurse monitors student health and development.

1.3 A Word About this Handbook

The policies contained in this Employee Handbook are guidelines only. With the exception of our policy on at-will employment, as described below, all policies are subject to change at the sole discretion of the School, as are all other policies, procedures and other programs of the School.

This handbook is not a contract, express or implied, guaranteeing employment for any specific duration. Although we hope that your employment relationship with the School will be long-term, either you or the School may terminate this relationship at any time, for any reason, with or without cause or notice. No officer, employee or representative of the school is authorized to enter into an agreement, expressed or implied, with any candidate for employment or employee for employment other than at-will.

This Employee Handbook refers to current benefit plans maintained by the School. Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plans. Those documents are controlling.

1.4 A Word About our Employee Relations Philosophy

We are committed to providing the best possible climate for maximum development and goal achievement for all employees. Our practice is to treat each employee as an individual. We seek to develop a spirit of teamwork; individuals working together to attain a common goal. In order to maintain an atmosphere where these goals can be accomplished, we provide a comfortable and

progressive workplace. Most importantly, we have a workplace where communication is open and problems can be discussed and resolved in a mutually respectful atmosphere. We take into account individual circumstances and the individual employee. We firmly believe that with direct communication, we can continue to resolve any difficulties that may arise and develop a mutually beneficial relationship.

1.5 Equal Employment Opportunity

Our School is committed to equal employment opportunity. We prohibit discrimination against employees or applicants for employment on any legally-recognized basis ["protected class"] including, but not limited to: veteran status, uniform service member status, race, color, religion, sex, national origin, age, physical or mental disability or any other protected class under federal, state or local law. In New York, the following are a protected class: age [18 and over], race, creed, color, national origin, sexual orientation, sex, disability (including use of a guide dog, hearing dog or service dog), predisposing genetic characteristics, military status, marital status and previous conviction of criminal offenses, unless directly related to employment or would involve an unreasonable risk to property or to the safety or welfare of specific individuals or the general public.

This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, benefits, compensation, and training.

You may discuss equal employment opportunity related questions or concerns with the Director or any member of the Board of Trustees.

1.6 Americans with Disabilities Act

Our School is committed to providing equal employment opportunities to qualified individuals with disabilities. Discrimination against qualified individuals with disabilities is prohibited. Qualified individuals with disabilities are those who meet the skill, experience, education or other employment requirements for the job being sought or held and can perform the essentials functions of the job they hold or desire, with or without a reasonable accommodation.

An employee seeking an accommodation for his or her disability should submit a request to _____. The employee may be required to make the request in writing and attach supporting medical documentation. Accommodations will be implemented in consultation with the employee. A medical examination by a School physician or other evaluation may be necessary to identify an appropriate and reasonable accommodation. The School shall endeavor to resolve all accommodation requests in as prompt a manner as is possible. Also, when appropriate, we may need your permission to obtain additional information from your physician or other medical or rehabilitation professionals.

1.7 Prohibition of Discrimination, Harassment and Retaliation

The School is committed to maintaining a comfortable work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional environment that promotes equal employment opportunities and prohibits discriminatory practices, including unlawful harassment and retaliation. At the Aloma D. Johnson Charter School, sexual or other unlawful harassment and discrimination, whether in the office, at work assignments outside the office, at office sponsored social functions, or arising out of the work environment is unacceptable and will not be tolerated.

The purpose of this policy is to define sexual and other unlawful harassment, provide procedures for its investigation and ensure that violations are remedied fully.

A. Non-Harassment and Non-Retaliation

Discrimination, harassment and retaliation based on age, race, color, sex, religion, marital status, national origin, disability, sexual orientation or any other category protected by federal, state or local law is strictly prohibited. Interference with the ability of an individual to perform his or her job duties on the basis of a protected characteristic is also prohibited. The School will not tolerate any actual or attempted reprisals or retaliation against any applicant or employee who raises a sincere concern that this policy has been violated. Anyone engaging in discrimination, harassment or retaliation will be subject to disciplinary action up to and including discharge.

B. Harassment Prohibited -- Definitions

1. Sexual harassment

This includes, among other things, unwelcome sexual advances made by someone of the same or opposite sex, requests for sexual favors, or other verbal or physical conduct of a sexual nature where the individual is made to feel as if he or she must agree to the request or submit to the advance to obtain favorable treatment or to avoid unfavorable treatment at work. Sexual harassment also includes sexually oriented conduct and communications that interfere with an employee's work performance or that create an intimidating, hostile, or offensive environment. While not exhaustive, the following are examples of conduct that could constitute sexual harassment:

a. Promising, directly or indirectly, an employee an employment-related opportunity, if the employee complies with a sexually oriented request;

b. Denying, directly or indirectly, an employee an employment-related opportunity, if the employee refuses to comply with a sexually oriented request;

c. Threatening, directly or indirectly, to retaliate against an employee, if the employee refuses to comply with a sexually oriented request;

d. Engaging in sexually suggestive physical contact or touching another employee in a way that is unwelcome;

e. Touching such as rubbing or massaging someone's neck or shoulders, stroking hair or brushing against another's body;

f. Engaging in sexually oriented or explicit remarks, including written, oral or electronic references to sexual conduct, gossip regarding one's sex life, body, sexual activities, deficiencies or prowess;

g. Questioning another regarding one's sex life or experiences;

h. Leering, staring and stalking;

i. Engaging in lewd, off-color, sexually oriented comments or jokes, including, among other things, offensive e-mail, text messages or voice mail messages, suggestive or sexually explicit posters, calendars, photographs, graffiti, and cartoons;

j. Displaying, storing, or transmitting pornographic or sexually oriented materials using equipment or facilities;

k. Engaging in indecent exposure, sexual assault or rape;

l. Making sexual or romantic advances toward an employee, including repeated requests for dates, and persisting despite the employee's rejection of the advances or requests for dates;

m. Sexual harassment can be physical and/or psychological in nature.

2. Harassment based on Race, Color, Religion, National Origin, Disability, Marital Status, Age, Sexual Orientation or Other Lawfully Protected Status.

Harassment based on protected characteristics (i.e. race, color, religion, national origin, disability, marital status, age, sexual orientation or other lawfully protected status) can include any oral, written, or physical act in which the protected characteristic is used to make an employee uncomfortable at work or interferes with that person's ability to perform his or her job. This type of harassment may take many forms. While not exhaustive, the following are examples of behavior that could constitute harassing behavior:

a. Jokes that refer to protected characteristics.

b. Posting or distributing cartoons, drawings, e-mails, text messages or any other material that negatively reflects on a person's protected characteristics.

c. The use of slurs or other offensive language, horseplay, or teasing that makes fun of or insults a person's protected characteristics.

Consensual sexual or romantic relationships between employees are deemed unwise and are strongly discouraged if one employee has supervisory authority over the other employee. The School reserves the right to alter the duties and/or schedules of persons engaged in consenting relationships and to diminish the working hours contact they may have with each other.

C. Reporting and Investigation Discrimination, Harassment and Retaliation

In an effort to eliminate all workplace discrimination, harassment and retaliation, the School utilizes an internal investigation process in response to oral or written complaints of such conduct. Anyone who believes he or she is being subjected to discrimination, harassment or retaliation or who has witnessed such conduct must report the conduct as provided in the following procedure. Anyone who knowingly fails to report an incident of discrimination, harassment or retaliation may be subjected to disciplinary action.

Procedure for Reporting Discriminatory, Harassing, or Retaliatory Conduct

a. Immediately report any discriminatory, harassing or retaliatory behavior that you experience or witness to the Director.

b. If the Director is involved, or if you do not feel comfortable talking to the Director for any reason, you may instead report to any member of the Board of Trustees. The Chair of the Board of Trustees is _____ and can be reached at _____.

c. A thorough investigation will be conducted by the Director, the Board of Trustees, or their designee and there will be no retaliation against victims or witnesses for reporting such conduct.

D. Discipline

Employees who violate this policy are subject to appropriate discipline up to and including discharge.

E. Confidentiality

All inquiries, complaints and investigations are treated as confidentially as possible. Information is revealed strictly on a need-to-know basis.

In cases involving a report of harassment or discrimination, all reasonable efforts will be made to protect the privacy of the individuals involved. In many cases, however, the duty to investigate and remedy harassment makes absolute confidentiality impossible. The School will try to limit confidential information to those employees with a "need to know." Employees who assist in an

investigation are required to keep confidential all information they learn or provide. Employees will be reminded of this confidentiality requirement during the investigation.

F. Assurance of Non-Retaliation

The School prohibits retaliation of any kind against anyone for reporting harassment or discrimination. Any such retaliation must be immediately reported to the Director at XXX-XXXX or the Chair of the Board of Trustees. Any such reports will be promptly investigated and violators will be subject to discipline up to and including discharge.

1.8 Categories of Employment

FULL-TIME EMPLOYEES regularly work at least a 40-hour workweek.

In addition to the preceding categories, employees are also categorized as "exempt" or "non-exempt".

"NON-EXEMPT" EMPLOYEES are entitled to overtime pay for all hours worked beyond forty in a workweek, as required by applicable federal and state law.

"EXEMPT" EMPLOYEES are not entitled to overtime pay and may also be exempt from minimum wage requirements pursuant to applicable federal and state laws.

You will be informed of your initial employment classification and of your status as an exempt or nonexempt employee during your orientation session. If you change positions during your employment as a result of your promotion, transfer, or otherwise, you will be informed by the Director of any change in your exemption status.

1.9 Anniversary Date

The first day you report to work will be recorded in School records as your anniversary date. This date may be used to calculate different School benefits. If you have any questions regarding your anniversary date, please see your supervisor.

1.10 Background Checks

The New York State Education Department requires background checks. The School recognizes the importance of maintaining a safe place for our students and employees who are honest, trustworthy, qualified, reliable, and nonviolent, and do not present a risk of serious harm to their coworkers or others. Consistent with Education Department guidelines, prospective employees are fingerprinted for a criminal background check and must be cleared by the New York State Education Department before or immediately after hire. For purposes of furthering these concerns and interests, the School reserves the right to investigate an individual's prior employment history, personal references, and educational background, as well as other relevant information that is reasonably available to the School. The School may review an applicant's or an employee's credit report and criminal background as is required by law or relevant to the

position. In the event that a consumer report is obtained, the School will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the job applicant or employee with any required notices and forms. Consistent with these practices, job applicants or employees may be asked to sign certain authorization and release forms. Consistent with legal requirements, the School reserves the right to require job applicants or employees to sign the forms as requested as a condition of employment.

1.11 Hiring Relatives

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, the School may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists. In other cases where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment, at the discretion of the School. If two Employees marry, become related, or enter into an intimate relationship, the Director and/or the Board may decide that they not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. The School will attempt to identify other available positions, and the employees will have 30 days to decide which individual will remain in his/her current position. If no alternate position is available, the Employees will have 30 days to decide which employee will remain with the School. If this decision is not made in the time allowed, the School will make the decision. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

1.12 Certification, Licensing and Other Requirements

You will be informed by your supervisor if there are any licensing, certifications or testing requirements for your job. Failure to qualify or to maintain a certification or license may be sufficient cause for discharge.

1.13 New Employee Orientation

Upon joining our School, you were given this copy of our Employee Handbook. After reading this Employee Handbook, please sign the receipt page and return it to your supervisor. You will be asked to complete personnel, payroll and benefit forms. If you lose your Employee Handbook or if it becomes damaged in any way, please notify your supervisor as soon as possible to obtain a replacement copy. Your supervisor is responsible for the operations of your department. (S)he is a good source of information about the School and your job.

1.14 Immigration Reform and Control Act

In compliance with the federal Immigration Reform and Control Act of 1986 (IRCA), as amended, and any state law requirements, if applicable, our School is committed to employing only individuals who are authorized to work in the United States. Each new employee, as a

condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. If an employee is authorized to work in this country for a limited time period, the individual will be required to submit proof of renewed employment eligibility prior to expiration of that period to remain employed by the School.

1.15 Suggestions and Ideas

We are always interested in your constructive ideas and suggestions for improving our operations. Your suggestions should be submitted in writing to the Director. After we investigate your suggestion, you will be notified whether it is feasible to be put into practice. We believe that suggestions indicate initiative. With your approval, we will place the written suggestion in your official personnel file and consider it at the time of your performance review.

1.16 Talk to Us

We encourage you to bring your questions, suggestions and complaints to our attention. We will carefully consider each of these in our continuing effort to improve operations. If you feel you have a problem, present the situation to the Director so that the problem can be settled by examination and discussion of the facts. Your suggestions and comments on any subject are important, and we encourage you to take every opportunity to discuss them with us. Your job will not be adversely affected in any way because you choose to use this procedure. If at any time you do not feel comfortable speaking with the Director, discuss your concern with any other member of management with whom you feel comfortable.

SECTION 2 YOUR PAY AND PROGRESS

2.1 Recording Your Time

All employees must record their hours on a time card or time sheet each pay period and turn it in to the Office Manager by the Monday morning following the end of the pay period. Employees should record the time they begin and end work. All staff members are required to sign out when leaving the building and sign in when returning. All employees subject to this policy are required to accurately record all time worked. Please ensure that your actual hours worked and leave time taken are recorded accurately. Falsifying a time record is a breach of School policy and is grounds for disciplinary action, up to and including unpaid suspension or discharge.

For payroll purposes, the workweek starts on Sunday and ends Saturday.

2.2 Payday

You typically will be paid on the 15th and 30th of each month except February when you will be paid either on the 28th or 29. When our payday is a holiday, you normally will be paid on the last working day before the holiday. Please review your paycheck for errors. If you find a mistake, report it to the Office Manager immediately. The Office Manager will assist you in taking the steps necessary to correct the error.

2.3 Paycheck Deductions

The School is required by law to make certain deductions from your paycheck each pay period. Such deductions typically include federal and state taxes and Social Security (FICA) taxes. Depending upon the benefits you choose, there may be additional deductions. All deductions and the amount of the deductions are listed on your pay stub. These deductions are totaled each year for you on your Form W-2, Wage and Tax Statement. It is the policy of the School that exempt (salaried) employees' pay will not be "docked," or subject to deductions, in violation of salary pay rules issued by the United States Department of Labor and any corresponding rules issued by the state government, as applicable. However, the School may make deductions from employees' salaries in a way that is permitted under federal and state wage and hour rules.

Employees who believe they have been subject to improper salary deductions or have not been fully paid for any payroll period, should notify the Office Manager immediately upon discovering such discrepancy, to get the problem resolved. Employees will not be subject to any form of retaliation for raising such an issue. If it is determined that a salary deduction was improper or that the employee did not receive full compensation for any payroll period, the employee will be reimbursed for any improper deduction or paid any previously unpaid wages in the next payroll period following the determination.

2.4 Garnishment/Child Support

When an employee's wages are garnished by a court order, our School is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. Our School will, however, honor applicable federal and state guidelines that protect a certain amount of an employee's income from being subject to garnishment.

2.5 Direct Deposit

You have the option of receiving your pay in a payroll check or having your pay deposited into your bank account through our direct deposit program. Your advance written consent is necessary to utilize the direct deposit option. You may even split your pay check between more than one account. The School encourages all employees to use direct deposit.

2.6 Performance Reviews

Your performance is important to our School. At least three times each year, the teacher support team will review your job progress within our School and help you to set new job performance plans. Our performance review program provides the basis for better understanding between you, the administration and your colleagues, with respect to your job performance, potential and development within the School.

2.7 Job Descriptions

The School maintains a job description for each position. The job description outlines the essential duties and responsibilities of the position. When the duties and/or responsibilities of a

position change, the job description is revised to reflect those changes. If you have any questions or wish to obtain a copy of your position's job description, please contact the School Office.

2.8 Pay Raises

Depending upon your performance and the fiscal status of the school, adjustments in your pay may be made when there has been an improvement in or sustainment of an already good performance during the review period.

2.9 Pay Advances

Pay advances will not be granted to employees.

2.10 Overtime

There will be times when you will need to work overtime so that we may meet the needs of our students. Although you will be given advance notice when feasible, this is not always possible. Non-exempt employees must have all overtime approved in advance by the Director. Failure to obtain authorization prior to working overtime may result in discipline, up to and including termination. Non-exempt employees will be paid at a rate of time and one-half their regular hourly rate for hours worked in excess of 40 hours in a workweek, unless state law provides a greater benefit in which case, we will comply with the state law. Only actual hours worked count toward computing weekly overtime. If you have any questions concerning overtime pay, check with the Director.

2.11 On Call

It may be necessary for individuals in certain positions to be available by telephone after hours during the week or on the weekend. Non-exempt employees who are required to be on call will be compensated in accordance with applicable state and federal wage and hour laws.

SECTION 3 TIME AWAY FROM WORK AND OTHER BENEFITS

3.1 Employee Benefits

Our School has developed a comprehensive set of employee benefit programs to supplement our employees' regular wages. Our benefits represent a hidden value of additional income to our employees. This Employee Handbook describes the current benefit plans maintained by the School. This Section details benefits currently in effect for all employees of the ADJFBCCS, regardless of your date of hire. Refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plan. Those documents are controlling. The School reserves the right to modify its benefits at any time. We will keep you informed of any changes.

3.2 Holidays

Our school normally observes the following holidays during the year:

New Year's Day
Martin Luther King, Jr. Day
Presidents' Day
Good Friday
Memorial Day
Independence Day
Labor Day
Columbus Day
Veterans' Day
Thanksgiving Day
The Day after Thanksgiving
Christmas Eve Day
Christmas
New Year's Eve Day

The Aloma D. Johnson Fruit Belt Community Charter School also observes a Winter Break and Spring Break.

If one of the above holidays falls on Saturday, it normally is observed on the preceding Friday. If one falls on Sunday, it normally is observed on the following Monday. Eligible employees receive a paid holiday only if the holiday falls on a day they are normally scheduled to work. Full-time employees are eligible for paid holidays immediately upon hire. Temporary workers are not eligible for holiday pay.

All employees must work their scheduled work day before and after the holiday in order to be paid for the holiday. This ensures a minimum of disruption for both students and other employees.

3.3 Jury Duty and Witness Leave

Employees summoned for jury duty will receive paid leave for jury service in a federal, state or local court. We reserve the right to request proof of jury service issued by the Court upon return. Make arrangements with your supervisor and the Director as soon as you receive your summons. We expect you to return to your job if you are excused from jury duty during your regular working hours.

All employees are allowed time off if summoned to appear in court as a witness. Nonexempt employees may use accrued vacation or personal leave time during this period or take the time off without pay. Exempt staff members will be paid their normal salary during any workweek in which they appear as a witness and also performing services for the School, regardless of the amount of time spent performing those services.

3.4 Time Off to Vote

If you are qualified to vote and desire to do so, but your normal work hours render you with less than four consecutive non-working hours to vote during the time that polls are open, the School will provide you with paid time off to vote to a maximum of two hours. If you need to vote during your working time, you must notify the School no fewer than two working days before the election of your need for time off. The School may specify during which two hours you may go vote.

3.5 Military Leave

Employees who are required to fulfill military obligations in any branch of the Armed Forces of the United States or in state military service will be given the necessary time off and reinstated in accordance with federal and state law. The time off will be unpaid, except where state law dictates otherwise. Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws. Accrued paid time off (PTO) may be used for this leave if the employee chooses. Military orders should be presented to the Director and arrangements for leave made as early as possible before departure. Employees are required to give advance notice of their service obligations to the School unless military necessity makes this impossible. You must notify the Director of your intent to return to employment based on requirements of the law. Your benefits may continue to accrue during the period of leave in accordance with state and federal law. Additional information regarding military leaves may be obtained from the Director.

3.6 Victims of Crime Leave

The School will grant reasonable and necessary leave from work, without pay, to employees who are victims of a crime to attend or participate in legal proceedings pertaining to the crime. Affected employees must give the School reasonable notice that leave under this policy is required. Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

3.7 Paid Time Off (PTO)

The School provides eligible Full- and Part-Time Employees with paid time off from work during the academic year, accrued every pay period as specified below. PTO may be taken for any reason, including illness, bereavement, and other personal time away from work. For part-time employees, the number of days is pro-rated. You must request paid time off as far in advance as possible from the Director. PTO will be scheduled so as to provide adequate coverage of job and staff requirements. The Director will make the final determination in this regard. If a holiday occurs during your paid time off, you will be granted one additional day of PTO to be taken at a time approved in advance by the Director. The School prefers that PTO is not used during the last three weeks of the School year. We need everyone here to deal with all of the end-of-year issues that tend to accumulate during that time period. Therefore, the Director may not grant any planned time off. Unscheduled paid time off may be taken only for an

employee's own illness or injury, or that of the employee's current spouse or dependent child. Certification by your health care provider is required for absences due to your illness or injury of four or more consecutive workdays or for intermittent absences due to the same reason. A health care provider's certification is also required prior to reinstatement after one of those absences. A health care provider's certification may also be required in other circumstances. It is your responsibility to apply for any disability benefits for which you may be eligible as a result of illness or disability, including New York State Disability Insurance, workers' compensation insurance, and/or any short-term disability insurance benefits. Your PTO benefits will be fully integrated with other benefits available to you so that at no time will you be paid more than your regular compensation. Leave days cannot be held over to the following year except as indicated below.

1. Accruals for 12-Month Employees (including Director, Office Staff):

   Sick Leave - Accrue one (1) sick day per month to a maximum of twelve (12) per year. Employees must be in actively employed the majority of the working days in the month to be eligible to accrue sick leave in that month. Unused, accrued sick leave may be carried over to the next academic year to a maximum of 220 days for teachers and other professional staff and 180 days for teacher aides, the administrative assistant and the office manager. There is no provision for the cash payment of sick leave upon resignation or other separation from service.

   Accrued sick leave may be used with respect to absences as a result of your own or a family member's illness, injury, or medical condition. Documentation of the need for sick leave by a medical professional may be required to support to use of sick leave.

   Personal Leave – Accrue one (1) personal day per month from first day of academic year up to a maximum of six (6) days per year. Employees must be actively employed the majority of the working days in the month to be eligible to accrue personal leave in that month. Unused personal leave will expire at the end of the academic year. There is no provision for the cash payment of personal leave upon resignation or other separation from service.

   Vacation Leave (for administrative staff) – Accrue one (1) vacation day per month beginning the month following completion of six (6) months of service up to a maximum of five (5) days per year. Employees must be actively employed the majority of the working days in the month to be eligible to accrue personal leave in that month. Unused vacation accruals will roll over to the next academic year. There is no provision for the cash payment of vacation time upon resignation or other separation from service.

   Holidays – As indicated in Section 3.2.

2. Accruals for less than 12-Month Employees (including Teachers, Teacher Assistants, Teacher Aides, Teacher Coaches, Specialty Teachers, Nurse and Security Guard):

Sick Leave - Accrue one (1) sick day per month to a maximum of ten (10) per year. Employees must be actively employed the majority of the working days in the month to be eligible to accrue personal leave in that month. Unused sick leave will roll over to the next academic year. There is no provision for the cash payment of sick leave upon resignation or other separation from service.

Accrued sick leave may be used with respect to absences as a result of your own or a family member's illness, injury, or medical condition. Documentation of the need for sick leave by a medical professional may be required to support to use of sick leave.

Personal Leave – Accrue one (1) personal day per month from first day of academic year up to a maximum of three (3) days per year. Employees must be actively employed the majority of the working days in the month to be eligible to accrue personal leave in that month. Unused personal leave will expire at the end of the academic year. There is no provision for the cash payment of personal leave upon resignation or other separation from service.

Vacation Leave – No paid leave.

Holidays – As indicated in Section 3.2.

3.8 Medical Insurance

Eligible full-time employees may enroll in a single or a family plan immediately upon hire, subject to the terms and conditions of the plan. Information and enrollment forms may be obtained from the Office Manager. To assist you with the cost of this insurance, our School pays a portion of the contract premium. You are responsible for paying the balance through payroll deduction. Participating employees are also covered under our medical insurance plan's prescription drug program. A booklet containing the details of the plan and eligibility requirements may be obtained from the Office Manager. Refer to the actual plan document and summary plan description if you have specific questions regarding this benefit plan. Those documents are controlling. Upon termination you may be entitled to continuation or conversion of the group medical insurance plan in accordance with the terms of the policy and/or applicable state and federal law. For more information, contact the Office Manager.

3.9 Dental Insurance

Eligible full-time employees may enroll in a single or a family insurance plan immediately upon hire, subject to the terms and conditions of the plan. Information and enrollment forms may be obtained from the Office Manager. You are responsible for paying the full contract premium through payroll deduction. A booklet containing the details of the plan and the eligibility requirements may be obtained from the Office Manager. Refer to the actual plan document and summary plan description if you have specific questions regarding this benefit plan. Those documents are controlling. Upon termination you may be entitled to continuation or conversion of the group dental insurance plan in accordance with the terms of the policy and/or applicable state and federal law. For more information, contact the Office Manager.

3.10 COBRA

You and your covered dependents will have the opportunity to continue medical and/or dental benefits at your own expense upon the occurrence of a qualifying event, in accordance with the Consolidated Omnibus Budget Reconciliation Act (COBRA). The plan administrator will notify the individuals eligible for continuation coverage of their right to elect COBRA continuation coverage. For more information regarding COBRA, you may contact the Office Manager.

3.11 Omitted (not applicable)

3.12 Disability Leave

Employees may be eligible for a disability leave. The remainder of any disability in that year would be unpaid. Employees requesting leave must provide written notice of the disability, including a doctor's certificate stating the nature of the disability and the expected date of return to work. We will continue to pay the employer's portion of the medical insurance premium for employees on authorized disability leave up to three weeks of disability. During this time you will be responsible for paying your portion of the monthly premiums. When the above period expires you may continue your medical insurance and dental insurance coverage by making arrangements with the Office Manager to pay the entire monthly premium in advance each month. When you are able to return to work, at least one week's advance written notice must be provided. Include a doctor's certificate stating that you are medically able to return to your normal duties.

3.13 Federal Family and Medical Leave

A. General Provisions

The Family and Medical Leave Act (the "FMLA") permits eligible employees to take an unpaid leave of absence for up to twelve (12) workweeks during a twelve (12) month period. And, in rare situations, the FMLA permits eligible employees to take up to twenty-six (26) workweeks of unpaid leave in a single twelve (12) month period. This Policy outlines the procedures the Aloma D. Johnson Charter School (the "School") will follow in providing employees with leave under the FMLA. More detailed information regarding the benefits and procedures under the FMLA are set forth in the FMLA itself and the regulations thereunder, and this policy will be interpreted in accordance therewith.

B. Eligibility for FMLA Leave

All employees are eligible for FMLA leave provided that they have:

1. Been employed by the School for at least twelve (12) months; and

2. Worked at least 1,250 compensable hours during the 12-month period immediately preceding the commencement of the leave.

C. **Circumstances Qualifying for Leave**

- The FMLA allows eligible employees to take up to twelve (12) workweeks of unpaid leave during any "rolling" 12-month period (measured backward from the date an employee uses FMLA leave) for any one or more of the following purposes:

  1. For the birth of a child, and to care for the newborn child (during the newborn's first twelve months);

  2. For the placement with the employee of a child for adoption or foster care, and to care for the newly placed child (during the first twelve months after the placement of the adopted child);

  3. To care for the employee's spouse, son, daughter, or parent with a serious health condition;

  4. For circumstances where an employee is unable, because of a serious health condition, to perform any one of the essential functions of his or her job; and

  5. For any "qualifying exigency" arising out of the fact that the employee's spouse, son, daughter, or parent is a member of the National Guard or Reserves on active duty or has been notified of an impending call or order to active duty ("Military Member") in support of a contingency operation.

- A "qualifying exigency" exists where one of the following events occurs:

  1. Short-notice deployment. Issues arising from a Military Member's short-notice deployment (i.e., deployment on seven (7) or less days of notice) for a period of seven (7) days from the date of notification;

  2. Military events and related activities. To attend military events and related activities, including family support or assistance programs and informational briefings that are related to the active duty or call to active duty status of a Military Member;

  3. Childcare and school activities. To attend to certain childcare and school activities that are necessitated by a Military Member's active duty or call to active duty status, such as: (i) arranging for alternative childcare; (ii) providing childcare on an urgent, immediate need basis (but not on a routine, regular, or everyday basis); (iii) enrolling in or transferring to a

new school or day care facility; and (iv) attending meetings with staff at a school or daycare facility;

4. Financial and legal arrangements. To make or update financial and legal arrangements to address a Military Member's absence;

5. Counseling. To attend counseling provided by someone other than a health care provider for oneself, for a Military Member, or for a child of a Military Member, when the need for such counseling arises from a Military Member's active duty or call to active duty status;

6. Rest and recuperation. To spend time with a Military Member who is on short-term, temporary, rest and recuperation leave during deployment for up to five (5) days;

7. Post-deployment activities. To attend certain post-deployment activities, for a period of ninety (90) days following the termination of a Military Member's active duty status, and to attend to issues that arise from a Military Member's death;

8. Additional activities. To attend to additional activities which arise out of a Military Member's active duty or call to active duty status that the School and employee agree is a qualifying exigency.

- The FMLA allows eligible employees to take up to twenty six (26) workweeks of unpaid leave during a "single 12-month period" (measured forward from the first day the employee takes FMLA leave to care for a Servicemember) for the following purpose:

a. To care for a member of the United States Armed Forces including a member of the National Guard or Reserves ("Servicemember") with a serious injury or illness if the employee is the spouse, son, daughter, or parent, or "next of kin" of the Servicemember.

b. Important limitation: If an employee does not take all of his or her 26 workweeks of leave entitlement to care for a Servicemember during the 12-month period, the remaining part of his or her 26 workweeks of leave is forfeited.

c. Maximum duration of leave in any 12-month period: This leave is applied on a per-covered-Servicemember, per-injury basis such that an employee may be entitled to take more than one period of 26 workweeks of leave if the leave is to care for different Servicemembers or to care for the same Servicemember with a subsequent serious injury or illness, except that no more than 26 workweeks of leave my be taken within any single 12-month period.

d. "Next of kin": An employee is "next of kin" of a Servicemember if he or she is the nearest blood relative of the Servicemember (other than the Servicemember's spouse, parent, or child). Unless the Servicemember has specifically designated in writing a particular blood relative as his or her nearest blood relative for the purposes of military caregiver leave, the following is the order of priority used to determine who are the nearest blood relatives of the Servicemember: (a) blood relatives who have been granted legal custody of the Servicemember, (b) siblings, (c) grandparents, (d) aunts and uncles, and (e) first cousins. When no such designation is made, and there are multiple family members with the same level of relationship to the Servicemember, all such family members shall be considered the Servicemember's next of kin and may take FMLA leave to provide care to the Servicemember either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the Servicemember's only next of kin.

- "Serious health condition":

  1. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

  2. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive full calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

- Special rule for spouses employed by the School. In accordance with the FMLA regulations issued by the United States Department of Labor, a husband and wife who are eligible for FMLA leave and who are both employed by the School, may be limited to a combined total of 12 or 26 weeks of leave, depending on the type of leave, during the applicable 12-month period if the leave is taken for the birth of the employee's son or daughter or to care for the child after birth, for placement of a son or daughter with the employee for adoption or foster care, or to care for the child after placement, to care for the employee's parent with a serious health condition, or to care for a covered Servicemember with a serious injury or illness.

D. **Procedure for Requesting Leave**

1. Who to notify of need for leave. An employee is required to notify the School, through their Supervisor or human resources, of any request for FMLA leave.

2. Foreseeable leave. If the leave is foreseeable, such notice must be provided at least thirty (30) days prior to the date on which the FMLA leave is to commence. If thirty (30) days notice is not practicable, notice must be given as soon as practicable (normally no later than the next business day after learning of the need for leave).

3. Foreseeable qualifying exigency leave. For foreseeable leave due to a qualifying exigency, notice must be provided to the School as soon as practicable regardless of how far in advance such leave is foreseeable (normally no later than the next business day after learning of the need for leave).

4. Unforeseeable leave. When the approximate timing of the need for leave is not foreseeable, an employee must provide notice to the School as soon as practicable and, absent unusual circumstances, in accordance with the School's normal call-in procedures.

5. Foreseeable medical treatment. If an employee is planning medical treatment, he or she must consult with the School and make a reasonable effort to schedule the treatment so that it does not unduly disrupt the School's operations.

6. Periodic reports. While on leave, employees are required to furnish the School with periodic reports regarding his or her status and intent to return to work.

7. Early return from leave. If an employee on leave discovers that he or she is able to return to work earlier than previously indicated, he or she should notify the School at least two (2) business days prior to the date he or she intends to return to work.

8. Subsequent change in need for leave. The employee must advise the School as soon as practicable if dates of scheduled leave change or are extended, or were initially unknown, and provide supporting documentation.

E. **Intermittent Leave or Reduced Schedule**

1. Employees may take leave on an intermittent or reduced schedule basis in certain situations where there is a medical need for the employee or his or

her parent, child, or Servicemember for such leave and that medical need is best accommodated through intermittent leave or reduced schedules.

2. Intermittent leave or reduced schedules shall be provided only in consultation with the Director or designee.

3. If an employee requests intermittent leave or a reduced schedule:

   a. The employee shall provide the School with the anticipated timing and duration of the leave or reduced schedule.

   b. The School may transfer the employee to an available alterative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position;

4. If an employee needs intermittent leave or a reduced schedule for planned medical treatment, he or she must make a reasonable effort to schedule the treatment so that it does not unduly disrupt the School's operations.

F. **Status of Accrual Benefits During FMLA Leave**

All benefits that the School provides which operate on an accrual basis (e.g., vacation, sick, and personal days) will cease to accrue during any period of unpaid FMLA leave.

G. **Substitution of Paid and Unpaid Leave**

1. An employee approved for FMLA leave will be required to use all accrued, unused paid leave days (e.g., vacation, personal, and sick days) during the leave period. These paid leave days will run concurrently with unpaid FMLA leave. An employee must satisfy the conditions of the School's applicable paid leave policy.

2. Once such paid leave days are exhausted, the balance of the leave will be unpaid leave in accordance with the FMLA.

3. Unpaid leave that also qualifies for FMLA leave (e.g., leave for short-term or work-related disability or injury) will be designated as FMLA leave.

H. **Employee Status and Group Health Benefits During FMLA Leave**

1. <u>Employee status</u>

   An employee on approved FMLA leave will not have any previously accrued benefit altered while on FMLA leave.

2. Health benefits

a. An employee on approved FMLA leave will continue to be covered by the School's group health plan on the same terms that would have applied if he or she had continued working during the entire leave period. Thus, any share of premiums which had been paid by the employee prior to FMLA leave must continue to be paid by the employee during the FMLA leave period.

b. The School may elect, in its discretion, to terminate the health benefits of an employee on FMLA leave if that employee is more than thirty (30) days late in paying the required premiums.

c. An employee's use of leave constitutes his or her consent to have the School promptly deduct any unpaid employee health insurance premiums upon his or her return to work.

d. An employee on FMLA leave will be subject to any changes in the School's group health plan that occurs while he or she is on FMLA leave (e.g., changes in coverage, premiums, deductibles).

e. An employee on approved FMLA leave who fails to return to work at the end of the leave will be required to reimburse the School for all premium payments expended by the School on the employee's behalf during the period of unpaid FMLA leave, unless the reason the employee does not return to work is due to:

(1) The continuation, recurrence, or onset of a serious health condition of the employee or the employee's spouse, son, daughter, or parent;

(2) The serious injury or illness of a spouse, son, daughter, or parent, or next of kin, who is a Servicemember; or

(3) Other circumstances beyond the employee's control.

I. **Certification**

1. Requirement. Any request for FMLA leave must be supported by a complete and sufficient certification from a health care provider or the United States military, as the case may be, when the request is necessitated by:

a. An employee's serious health condition;

b. A serious health condition of an employee's spouse, child, or

parent;

c. A qualifying exigency; or

d. An employee providing care for a Servicemember who sustained a serious injury or illness in the line of duty.

The appropriate certification document to be completed by the employee will be provided to the employee in most cases with his or her FMLA Eligibility Notice and Rights and Responsibilities Notice.

2. Consequences for not providing certification. Failure to provide the required certification within 15 calendar days being requested to complete it may delay the start of FMLA leave or result in the denial of FMLA leave.

3. Additional certifications and medical opinions. If, at any time, the School questions the validity of the need for leave, a subsequent recertification and additional medical opinions may be required consistent with the FMLA.

4. Fitness-for-duty certifications.

a. Leave. If an employee's FMLA leave was occasioned by his or her own serious health condition, he or she is required to obtain, before returning to work, a fitness-for-duty certification from a health care provider stating that he or she is able to resume work.

b. Intermittent leave. Where reasonable job safety concerns exist, the School may require a fitness-for-duty certification from an employee on intermittent leave.

c. Any fitness-for-duty certification must be submitted to the School's Human Resources Director.

J. **Notice**

1. The School will inform employees requesting leave whether they are eligible for FMLA leave. If an employee is eligible, the notice will contain a statement regarding employees' rights and responsibilities under the FMLA, as well as any additional information necessary. If an employee is not eligible, the School will provide the reason(s) for the ineligibility.

2. The School will inform an employee if leave will be designated as FMLA leave and the amount of leave counted against that employee's leave

entitlement. The School will also inform an employee if it determines that the leave is not FMLA leave.

K. **Enforcement**

The FMLA prohibits: (a) interfering with, restraining, or denying an employee the exercise of any right provided under the FMLA; or (b) discriminating against any person for opposing any practice made unlawful by the FMLA or for involvement in any proceeding under or relating to the FMLA. While the School encourages employees to bring any concerns or complaints about compliance with FMLA to the attention of the Office Manager, if a prohibited act has occurred, a complaint may be filed with the U.S. Department of Labor or a private action instituted. The FMLA does not affect any federal or state law prohibiting discrimination, or supersede any state or local law or agreement which provides greater leave rights.

L. **Limited Nature of This Policy**

This Policy should not be construed to confer any express or implied contractual relationship or rights to any employee not expressly provided for by FMLA. The School reserves the right to modify this or any other policy as necessary, in its sole discretion to the extent permitted by law. State or local leave laws may also apply.

M. **Fraud**

Providing false or misleading information or omitting material information in connection with an FMLA leave will result in disciplinary action, up to and including termination.

3.14 Leave of Absence for Blood Donation

Unless otherwise required by applicable law, upon request, regular employees (those working 20 or more hours per week on average) will be given three (3) hours of unpaid time off in each twelve month period to donate blood. Employees must obtain approval from his or her supervisor prior to scheduling an appointment to donate blood. Supervisors may, due to business necessities, deny a request for a particular leave time and require that the leave be taken at a more appropriate time. Employees will be required to provide documentation to verify blood donation leave and to provide the School in order to classify the time spent out of the office.

Retaliation for requesting a leave of absence for blood donation is prohibited.

3.15 Leave of Absence for Bone Marrow Donation

Unless otherwise required by applicable law, upon request, regular employees (those working 20 hours or more per week on average) will be given unpaid leaves of absence to undergo a medical procedure to donate bone marrow. The combined length of the leaves will be as determined by the physician conducting the procedure, but may not exceed twenty-four work hours, unless otherwise agreed by the School. Employees will be required to provide documentation from the

physician conducting the procedure to verify the need for and length of bone marrow donation leave.

Retaliation for requesting a leave of absence for bone marrow donation is prohibited.

3.16 Leave of Absence for Cancer Screening

Each employee is allowed up to four hours of excused time off on an annual basis to undertake a screening for breast cancer or prostate cancer. The four hours of time off will be paid, and will not be deducted from any leave accruals.

Employees who utilize this leave entitlement are required to present to the School administration documentation of the cancer screening upon the employee's return to work after the screening.

The School prohibits retaliation against employees for requesting a leave of absence for cancer screening.

Other Employment**

The School generally prohibits employees from holding other employment that negatively impacts attendance or the ability to arrive at work, prepared for the day, at the appropriate time. This policy remains in force during all leaves of absence including FMLA leave. Failure to comply with this policy may result in disciplinary action, up to and including termination. If you have any questions regarding the prohibition of working for another employer, please submit a written request for review and approval to the Director before accepting such employment.

3.17 Short-Term Disability Insurance

Employees may be eligible for short-term disability insurance after four consecutive weeks of full-time employment or 25 days of regular part-time employment in accordance with state law. Other employees may also be eligible for this insurance, depending on the employee's previous employer. This insurance is designed to provide income for you when you are absent from work for more than seven calendar days due to non-occupational illness, injury or pregnancy-related disability. The benefits are calculated as a percentage of your salary up to a maximum each week, as specified by law, for up to 26 weeks. The cost of this insurance is shared between the School and the employee.

Provide written notice including a doctor's certificate stating the nature of the disability and your expected date of return to work. Disability insurance information may be obtained from the Office Manager.

3.18 Social Security

During your employment, you and the School both contribute funds to the federal government to support the Social Security program. This program is intended to provide you with retirement benefit payments and medical coverage once you reach retirement age.

3.19 Unemployment Insurance

Upon separation from employment, you may be entitled to state and federal unemployment insurance benefits. Information about unemployment insurance can be obtained from the Office Manager.

3.20 Workers' Compensation

On-the-job injuries are covered by our Workers' Compensation insurance policy. This insurance is provided at no cost to you. **If you are injured on the job, no matter how slightly, report the incident immediately to the Director and then to the Office Manager**. Consistent with applicable state law, failure to report an injury within a reasonable period of time could jeopardize your claim. We ask for your assistance in alerting management to any condition that could lead to or contribute to an employee accident.

3.21 Retirement Plan

The Aloma D. Johnson Fruit Belt Community Charter School provides eligible employees with a defined contribution retirement plan which is an additional means of long-term savings for your retirement. You may obtain a copy of the Summary Plan Description which contains the details of the plan including eligibility and benefit provisions from the Accountant. In the event of any conflict in the description of the plan, the official plan documents, which are available for your review, shall govern. If you have any questions regarding this plan, see the plan administrator.

3.22 Pension Plans

As a government entity, Aloma D. Johnson Fruit Belt Community Charter School is a member of both the New York State Teachers' Retirement System (NYSTRS) and the New York State and Local Employees' Retirement System (NYSERS). Full-time employees are required to enroll as members of one of these systems. Part-time employees may choose whether to enroll. NYSTRS is a defined benefit plan covering teachers in New York State. NYSERS is a defined contribution plan covering all other non-teaching employees. Benefits and other provisions of these pension plans vary depending on the date of membership as outlined in the plan documents. Under both plans the benefits provided to members of the Fund are established by New York State Law and may be amended only by the State Legislature.

3.23 Professional Development

The Aloma D. Johnson Fruit Belt Community Charter School believes in supporting the individual growth of its employees. To encourage employee development, our school offers a professional development program to eligible employees who attend job-related seminars. The School sponsors professional development programs throughout the year that may be mandatory for some or all employees. Additional professional development seminars for groups or individuals may be decided upon at the discretion of the Director. In order for the School to pay for any professional development, approval from the Director must be received prior to

registration for a seminar. Our school will pay 100 percent of the cost of approved job-related seminars.

In an effort to keep our school informed of new developments, we ask that you share any new information presented at the seminar with the rest of the staff.

SECTION 4 ON THE JOB

4.1 Attendance and Punctuality

Attendance and punctuality are important factors for your success within our school. Frequent absences or tardiness will weigh heavily in the evaluation of your work performance. We work as a team and this requires that each person be in the right place at the right time. If you are going to be late for work or absent, notify the Office Manager as far in advance as is feasible under the circumstances, but no later than 6:30 AM on the day of your absence. You must call the Office Manager at _____ in order to give time to obtain a substitute. **Under no circumstances should you leave a message on the School's answering machine to report an absence or tardiness.**

Personal issues requiring time away from your work, such as doctor's appointments or other matters, should be scheduled during your non-working hours if possible.

If you are absent for three days without notifying the School, it is assumed that you have voluntarily abandoned your position with the School, and you will be removed from the payroll.

4.2 Business Hours

Because of the nature of our business, your work schedule may vary depending on your job. Check with your supervisor if you have questions about your hours of work.

4.3 Meal Time

Employees working a shift of more than six hours will be provided at least 30 unpaid minutes for a meal between 11:00 a.m. and 2:00 p.m.

4.4 In Service and On The Job Training

The Director is responsible for initiating all in service and on-the-job training for employees. This may include safety training, participation in off-site training and continuing education when necessary for job safety and work performance. Training will be conducted during regular working hours whenever possible. The School will pay for any required training programs. Employees may be tested from time to time to evaluate the effectiveness of the training program. If you have any questions regarding training, please see the Director.

4.5 Standards of Conduct

Each employee has an obligation to observe and follow the School's policies and to maintain proper standards of conduct at all times. If an individual's behavior interferes with the orderly and efficient operation of a department, corrective disciplinary measures will be taken. Disciplinary action may include a verbal warning, written warning, suspension with or without pay, and/or discharge. The appropriate disciplinary action imposed will be determined by the School and the Board of Trustees. The School and the Board of Trustees does not guarantee that one form of action will necessarily precede another. Among other things, the following may result in disciplinary action, up to and including discharge: violation of the School's policies or safety rules; insubordination; unauthorized or illegal possession, use or sale of alcohol or controlled substance on the premises or during working hours, while engaged in School activities or in School vehicles; unauthorized possession, use or sale of weapons, firearms or explosives on work premises; theft or dishonesty; physical harassment; sexual harassment; disrespect toward fellow employees, visitors or other members of the public; performing outside work or use of School property, equipment or facilities in connection with outside work while on School time; poor attendance or poor performance. These examples are not all inclusive. We emphasize that discharge decisions will be based on an assessment of all relevant factors.

Nothing in this policy will modify our employment-at-will policy.

4.6 Access to Personnel Files

Upon written request, you may inspect your own personnel file up to two times each year. Inspections will be held on School premises in the presence of a School official. Contact the Director to arrange a time to view these records. You will be permitted to review records related to your qualification for employment, compensation and disciplinary action. You are not permitted access to any letter of reference maintained by the School. For more information, contact the Director.

4.7 Computer Software Licensing

The School purchases or licenses the use of various computer software programs. Neither the School nor any of the School's employees have the right to duplicate this computer software or its related documentation. Unauthorized duplication of computer software is a federal offense, punishable by up to $250,000 fine and up to five years in jail. The School does not condone the illegal duplication of software. You must use the software in accordance with the license agreement. This policy applies not only to individual desktop computers and laptops but to local area networks as well. Employees learning of any misuse of software or related documentation within the School shall notify a member of management. Employees who reproduce, acquire or use unauthorized copies of computer software will be subject to discipline, up to and including discharge.

4.8 Student and Parent Relations

The opinions and attitudes that students and parents have toward the Aloma D. Johnson Fruit Belt Community Charter School may be determined for a long period of time by the actions of one employee. Our success depends on treating our population with dignity and respect. We must attend to our parents' questions promptly and professionally. If you need assistance, please contact the Director or another employee who you know will be able to assist you and/or the parent. Each employee must be sensitive to the importance of providing courteous treatment in all working relationships.

4.9 Solicitation and Distribution

To avoid unnecessary annoyances and work interruptions, solicitation by an employee of another employee is prohibited while either person is on working time. Employee distribution of literature, including handbills, in work areas is prohibited at all times. Trespassing, soliciting or distribution of literature by non-employees on these premises is prohibited at all times.

4.10 Changes in Personal Data

To aid you and/or your family in matters of personal emergency, we need to maintain up-to-date information. Changes in name, address, telephone number, marital status, number of dependents or changes in next of kin and/or beneficiaries must be provided to the School Office promptly.

4.11 Confidentiality/Protecting School Information

Protecting the Aloma D. Johnson Fruit Belt Community Charter School's information about the School, its employees, parents, students, supplies and vendors is the responsibility of every employee, and we all share a common interest in making sure it is not improperly or accidentally disclosed. Information should be kept confidential and divulged only to individuals within the School with both a need to receive and authorization to receive the information. Nothing should ever be discussed in a public place. At all times we must remain conscious and sensitive of our surroundings when having "School" discussions, whether in or outside of our School building. If in doubt as to whether information should be divulged, err in favor of not divulging the information and discuss the situation with the Director. All records and files maintained by the School are confidential and remain the property of the School. Records and files are not to be disclosed to any outside party without the express permission of the Director. Confidential information includes, but is in no way limited to: financial records; business, personnel, and payroll records regarding current and former employees; the identity of, contact information for, and any other account information on parents, students, vendors, techniques, and processes; and any other documents or information regarding the School's operations, procedures, or practices. Confidential information may not be removed from School premises without express authorization. All telephone calls regarding a current or former employee's position/compensation with the Aloma D. Johnson Fruit Belt Community Charter School must be forwarded to the Director.

4.12 Conflict of Interest/Code of Ethics

A School's reputation for integrity is its most valuable asset and is directly related to the conduct of its officers and other employees. Therefore, employees must never use their positions with the School, or with any of its students for private gain, to advance personal interests or to obtain favors or benefits for themselves, members of their families or any other individuals, corporations or business entities. The School adheres to the highest legal and ethical standards applicable in our business. The School's business is conducted in strict observance of both the letter and spirit of all applicable laws and the integrity of each employee is of utmost importance. Employees of the School must conduct their personal affairs such that their duties and responsibilities to the School are not jeopardized and/or legal questions do not arise with respect to their association or work with the School.

4.13 Care of Equipment

You are expected to demonstrate proper care when using the School's property and equipment. No property may be removed from the premises without the proper authorization of management. If you lose, break or damage any property, report it to your supervisor at once.

4.14 Personal Property

The School is not responsible for loss or damage to personal property. Valuable personal items, such as purses and all other valuables should not be left in areas where theft might occur.

4.15 Visitors

All visitors must report to the security desk immediately upon entering the building. Visitors are required to sign a visitor's log indicating time of arrival, reason for visit, and time of departure. Unfortunately, in today's environment we need to be more careful about visitors in the School. Employees may have an occasional visit from a friend or relative provided advance approval is obtained from the Director. Any visit must be arranged to minimize disruption of work. Generally, friends and relatives should be asked not to visit employees during working hours. Unattended children are not allowed in the facility or on the premises at any time. For safety and insurance reasons, friends, relatives, and parents of students are not permitted in areas restricted to employees only, unless authorized. It would also be appreciated if teachers asked parents to make an appointment rather than arriving for an unexpected visit.

4.16 Signing In and Out

A daily sign in/sign out sheet is used to maintain an accurate record of who is in the building. Please sign in and out for yourself only whenever you enter or leave our building. Employees are not permitted to sign and or out for someone other than themselves.

4.17 Severe Weather

Severe weather is to be expected during certain months of the year. Although driving may at times be difficult, when caution is exercised, the roads are normally passable. Except in cases of snow days, we are all expected to work our regular hours. Time taken off by non-exempt employees due to poor weather conditions while the School remains open is unpaid. Snow days follow the Buffalo City School District and are announced on all the major television stations, some radio stations and on the Internet.

4.18 Personal Telephone Calls

While at work, employees are expected to perform their job duties and responsibilities. Personal calls, both incoming and outgoing, must be kept to a minimum and must not interfere with employees' duties and responsibilities. Employees should limit their use of School telephones for personal long-distance calls. In the event it is necessary to make a personal long-distance call, employees will be asked to reimburse the School for the cost. Abuse of the telephone policy may result in discipline, up to and including termination. Employees are expected to turn off all cell phones while working in the school building.

4.19 Nursing Mothers

In consideration of working mothers who may be lactating, the School will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's child (infancy up to three years of age). If possible, such break time should be taken during the rest breaks already provided to the employee. Any additional breaks taken to express milk may be unpaid. The School will provide a room or other location for the employee to express milk in private. If you are in need of such an accommodation, please contact the Director as soon as possible so that any necessary arrangements can be made. The School prohibits discrimination on the basis of the need to express breast milk.

4.20 Electronic and Telephonic Communications

All electronic and telephonic communication systems and all communications and information transmitted by, received from, or stored in these systems are the property of the School. Employees must have NO EXPECTATION OF PRIVACY with respect to their use of the School's electronic or telephonic communication systems.

We recognize your need to be able to communicate efficiently with fellow employees and students. Therefore, we have installed an internal electronic mail (e-mail) system to facilitate the transmittal of business-related information within the School and with our students. The e-mail system is intended for business use only. The use of the School's e-mail system to solicit fellow employees or distribute non job-related information to fellow employees is prohibited to the extent allowed by applicable law. Our School's policies against sexual and other types of harassment apply fully to the e-mail system. Violations of those policies are not permitted and may result in disciplinary action, up to and including discharge. Therefore, employees are also prohibited from the display or transmission of sexually-explicit images, messages, ethnic slurs, racial epithets or anything that could be construed as harassment or disparaging to others.

Employees shall not use unauthorized codes or passwords to gain access to others' files. All e-mail passwords must be made available to the School at all times. Please notify the Director if you need to change your password. Violation of this policy may result in disciplinary action, up to and including discharge.

For business purposes, management reserves the right to enter, search and/or monitor the School's private e-mail system and the files/transmissions of any employee without advance notice and consistent with applicable state and federal laws. Employees should expect that communications that they send and receive by the School's private e-mail system will be disclosed to management. Employees should not assume that communications that they send and receive by the School's private e-mail system are private or confidential.

4.21 Use of Technology and the Internet

The School's technical resources--including desktop and portable computer systems, fax machines, Internet and World Wide Web (Web) access, voice mail, electronic mail (e-mail), electronic bulletin boards, and its intranet--enable Employees quickly and efficiently to access and exchange information throughout the School and around the world. When used properly, we believe these resources greatly enhance Employee productivity and knowledge. In many respects, these new tools are similar to other School tools, such as stationery, file cabinets, photocopiers, and telephones. Because these technologies are both new and rapidly changing, it is important to explain how they fit within the School and within your responsibilities as an Employee. This policy applies to all technical resources that are owned or leased by the School, that are used on or accessed from School premises, or that are used on School business. This policy also applies to all activities using any School-paid accounts, subscriptions, or other technical services, such as Internet and World Wide Web access, voice mail, and e-mail, whether or not the activities are conducted from School premises.

NOTE: As you use the School's technical resources, it is important to remember the nature of the information created and stored there. Because they seem informal, e-mail messages are sometimes offhand, like a conversation, and not as carefully thought out as a letter or memorandum. Like any other document, an e-mail message or other computer information can later be used to indicate what an employee knew or felt. You should keep this in mind when creating e-mail messages and other documents. Even after you delete an e-mail message or close a computer session, it may still be recoverable and may even remain on the system.

1. Acceptable Uses

The School's technical resources are provided for the benefit of the School, its students and volunteers. These resources are provided for use in the pursuit of School business and are to be reviewed, monitored, and used only in that pursuit, except as otherwise provided in this policy. Employees are otherwise permitted to use the School's technical resources for occasional, non-work purposes with permission from the Director. Nevertheless, employees have no right of privacy as to any information or file maintained in or on the School's property or transmitted or stored through the School's computer, voice mail, e-mail, or telephone systems.

2. Unacceptable Uses

The School's technical resources should not be used for personal gain or the advancement of individual views. Employees who wish to express personal opinions on the Internet are encouraged to obtain a personal account with a commercial Internet service provider and to access the Internet without using School resources.

Employee postings are not permitted on the School's intranet or electronic bulletin board. Playing computer games during regular work hours is not permitted. Solicitation for any non-School business or activities using School resources is strictly prohibited. Your use of the School's technical resources must not interfere with your productivity, the productivity of any other Employee, or the operation of the School's technical resources. You should not send e-mail or other communications that either mask your identity or indicate that they were sent by someone else. You should never access any technical resources using another Employee's password. Similarly, you should only access the libraries, files, data, programs, and domains that are related to your work duties. Unauthorized review, duplication, dissemination, removal, installation, damage, or alteration of files, passwords, computer systems or programs, or other property of the School, or improper use of information obtained by unauthorized means, is prohibited. Sending, saving, or viewing offensive material is prohibited. Messages stored and/or transmitted by computer, voice mail, e-mail, or telephone systems must not contain content that may reasonably be considered offensive to any Employee. Offensive material includes, but is not limited to, sexual comments, jokes or images, racial slurs, gender-specific comments, or any comments, jokes, or images that would offend someone on the basis of his or her race, color, religion, sex, age, national origin or ancestry, physical or mental disability, veteran status, marital status, familial status, genetic characteristics, religious creed, handicap, pregnancy, arrest record, deafness, cancer, as well as any other category protected by federal, state, or local laws. Any use of the Internet/World Wide Web, intranet, or electronic bulletin board to harass or discriminate is unlawful and strictly prohibited by the School. Violators will be subject to discipline, up to and including termination. The Aloma D. Johnson Fruit Belt Community Charter School does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, the School reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

3. Access to Information

The School asks you to keep in mind that when you are using the School's computers you are creating School documents using a School asset. You have no right or expectation of privacy regarding work-related conduct or to the use of School-provided technical resources or supplies. The School's computer, voice mail, e-mail, or telephone systems, and the data stored on them are and remain at all times the property of the School. As a result, computer data, voice mail messages, e-mail messages, and other data are readily available to numerous persons. If, during the course of your employment, you perform or transmit work on the School's computer system and other technical resources, your work may be subject to the investigation, search, and review of others in accordance with this policy. All information, including e-mail messages and files,

that are created, sent, or retrieved over the School's technical resources is the property of the School, and should not be considered private or confidential. Employees have no right to privacy as to any information or file transmitted or stored through the School's computer, voice mail, e-mail, or telephone systems. Any electronically stored information that you create, send to, or receive from others may be retrieved and reviewed. Employees should also be aware that, even when a file or message is erased or a visit to an Internet or Web site is closed, it is still possible to recreate the message or locate the Web site. The School reserves the right to monitor your use of its technical resources at any time. All information including text and images may be disclosed to law enforcement or to other third parties without prior consent of the sender or the receiver.

4. Copyrighted Materials

Employees are not permitted to copy and distribute copyrighted material (e.g., software, database files, documentation, articles, graphics files, and downloaded information) through the e-mail system or by any other means unless you have confirmed in advance from appropriate sources that the School has the right to copy or distribute the material. Failure to observe a copyright may result in disciplinary action by the School as well as legal action by the copyright owner. Any questions concerning these rights should be directed to the Director.

5. Confidential Information

E-mail and Internet/Web access are not entirely secure. Others outside the School may also be able to monitor your e-mail and Internet/Web access. For example, Internet sites maintain logs of visits from users; these logs identify which School, and even which particular person, accessed the service. If your work using these resources requires a higher level of security, please ask the Director for guidance on securely exchanging e-mail or gathering information from sources such as the Internet or World Wide Web. All Employees should safeguard the School's confidential information, as well as that of students and others, from disclosure. Do not access new voice mail or e-mail messages with others present. Messages containing confidential information should not be left visible while you are away from your work area. E-mail messages containing confidential information should include the following statement, in all capital letters, at the top of the message: **CONFIDENTIAL: UNAUTHORIZED USE OR DISCLOSURE IS STRICTLY PROHIBITED.**

6. Security of Information

Although you may have passwords to access computer, voice mail, and e-mail systems, these technical resources belong to the School, are to be accessible at all times by the School, and are subject to inspections by the School with or without notice. The School may override any applicable passwords or codes to inspect, investigate, or search an employee's files and messages. All passwords must be made available to the Director upon request. You should not provide a password to other employees or to anyone outside the School and should never access any technical resources using another Employee's password. In order to facilitate the School's access to information on its technical resources, you may not encrypt or encode any voice mail

or e-mail communication or any other files or data stored or exchanged on School systems without the express prior written permission from the Principal.

7. Software Policy

If you want to install software on School computers, you must contact the Director, and the software will be installed by the systems administrator. Employees are prohibited from installing any software on any School technical resource without the express prior written permission from the Director. Following these procedures ensures that the School can manage the software on School systems, prevent the introduction of computer viruses, and meet its obligations under any applicable software licenses and copyright laws. Computer software is protected from unauthorized copying and use by federal and state law; unauthorized copying or use of computer software exposes the School and the individual employee to substantial fines and exposes the individual employee to imprisonment. Therefore, employees may not load personal software onto the School's computer system and may not copy software from the School for personal use.

8. Your Responsibilities

Each Employee is responsible for the content of all text, audio, or images that they place or send over the School's technical resources. Employees may access only files or programs, whether computerized or not, that they have permission to enter. Violations of any guidelines in this policy may result in disciplinary action up to and including termination. In addition, the School may advise appropriate legal officials of any illegal violations.

4.22 Dress Policy

Employees are required to maintain the highest standards of personal cleanliness and present a neat professional appearance at all times. Our students' satisfaction represents the most important and challenging aspect of our business. Whether or not your job responsibilities place you in direct student contact, you represent the School with your appearance as well as your actions. The properly attired individual helps to create a favorable image for the School, to the public and fellow employees. Professional dress is required. Neither students nor teachers may wear jeans. Low-cut outfits that reveal body parts (breasts, midriffs, buttocks, etc.) must not be worn by any staff member.

4.23 Personal Hygiene

Maintaining a professional, business-like appearance is very important to the success of our School. Part of the impression you make on others depends on your choice of dress, personal hygiene and courteous behavior. A daily regimen of good grooming and hygiene is required of everyone. Please ensure that you maintain good personal hygiene habits. While at work, you are required to be clean, dressed appropriately and well groomed.

4.24 Reference Checks

Our School will not honor any oral requests for references. All requests must be in writing and on the letterhead of the inquiring employer. Generally, we will only confirm our employees' or former employees' dates of employment, salary history and job title. Under no circumstances should a School employee provide another individual with information regarding current or former employees of our School. If you receive a request for reference information, please forward it to the Director.

4.25 Parking

Parking facilities are available. The School is not responsible for loss, damage or theft of your vehicle. Locking all car doors is strongly encouraged.

4.26 Bulletin Board

Information of interest and importance to you is regularly posted on our bulletin board. We suggest that you check it regularly. This bulletin board is for administrative use only; employees may not post or remove any information.

4.27 Lunch Room

A lunch room is available for your use. Although the School provides general custodial care, you are expected to clean up after eating. This lunch room should be kept clean for everyone's use.

4.28 Contact with the Media and Outside Agencies

All inquiries by the media and outside agencies regarding the School and its operations must be referred to the Director and/or Board of Trustees. Only the Director and/or Board of Trustees or a person designated by the Director and/or Board of Trustees, is authorized to make or approve public statements pertaining to the School or its operations. No Employees, unless specifically designated by the Director and/or Board of Trustees, are authorized to make those statements. Any Employee wishing to write and/or publish an article, paper, or other publication on behalf of the School must first obtain approval from the Director and/or Board of Trustees before publication. Employees may not contract with an outside agency for field trips, presentations or other school business without the permission of the Director or Assistant Director.

4.29 Office Supplies

Our School maintains a stock of basic office supplies such as pens, paper clips, staples, note pads, etc. used on a day-to-day basis by employees. All office supplies will be provided to you by your supervisor. If you need additional items not regularly stocked, please speak to your supervisor to place a special order. All office supplies are for business use only and should not be removed from the office for non-business use. Violations of this policy may result in disciplinary action up to and including discharge.

4.30 If You Must Leave Us

Should you decide to leave your employment with us, we ask that you provide the Director with at least two weeks' advance notice. Your thoughtfulness is appreciated and will be noted favorably should you ever wish to reapply for employment with the School. Employees, who are rehired following a break in service in excess of six months, other than an approved leave of absence, are considered new employees from the effective date of their reemployment for all purposes, including the purposes of measuring benefits. Our School does not provide a "letter of reference" to former employees. Generally, we will confirm upon request our employees' dates of employment, salary history and job title.

All School property, including this Employee Handbook, must be returned upon termination. Otherwise, the School may take action to recoup any replacement costs and/or seek the return of School property through appropriate legal recourse. You should notify the School if your address changes during the calendar year in which termination occurs so that your tax information will be sent to the proper address.

SECTION 5 SAFETY IN THE WORKPLACE

5.1 Each Employee's Responsibility

Safety can only be achieved through teamwork at our School. Each employee, supervisor and manager must practice safety awareness by thinking defensively, anticipating unsafe situations and reporting unsafe conditions immediately. Please observe the following precautions:

1. Notify your supervisor of any emergency situation. If you are injured or become sick at work, no matter how slightly, you must inform your supervisor immediately.

2. The use of alcoholic beverages or illegal substances during working hours will not be tolerated. The possession of alcoholic beverages or illegal substances on the School's property is forbidden.

3. Use, adjust and repair machines and equipment only if you are trained and qualified.

4. Know the proper lifting procedures. Get help when lifting or pushing heavy objects.

5. Understand your job fully and follow instructions. If you are not sure of the safe procedure, don't guess; just ask your supervisor.

6. Know the locations, contents and use of first aid and firefighting equipment.

7. Wear personal protective equipment in accordance with the job you are performing.

A violation of a safety precaution is in itself an unsafe act. A violation may lead to disciplinary action, up to and including termination.

5.2 Fire Drills

Fire drills are scheduled periodically throughout the year. These drills are an important aspect in student and employee safety. We require your complete cooperation during these drills. If you have any questions concerning evacuation procedures, see the Director.

5.3 Workplace Violence

Violence by an employee or anyone else against an employee, supervisor, a member of the administration or student will not be tolerated. The purpose of this policy is to minimize the potential risk of personal injuries to employees at work and to reduce the possibility of damage to School property in the event someone, for whatever reason, may be unhappy with a School decision or action by an employee or member of management. If you receive or overhear any threatening communications from an employee or outside third party, report it to the Security Guard or Director at once. Do not engage in either physical or verbal confrontation with a potentially violent individual. If you encounter an individual who is threatening immediate harm to an employee or visitor to our premises, contact an emergency agency (such as 911) immediately. All reports of work-related threats will be kept confidential to the extent possible, investigated and documented. Employees are required to report and participate in an investigation of any suspected or actual cases of workplace violence and will not be subjected to disciplinary consequences for such good faith reports or cooperation. Violations of this policy, including your failure to report or fully cooperate in the School's investigation, may result in disciplinary action, up to and including discharge.

5.4 Workplace Searches

To protect the property and to ensure the safety of all employees, students and the School, the School reserves the right to conduct personal searches consistent with state law, and to inspect any packages, parcels, purses, handbags, brief cases, lunch boxes or any other possessions or articles carried to and from the School's property. In addition, the School reserves the right to search any employee's office, desk, files, locker, equipment or any other area or article on our premises. In this regard, it should be noted that all offices, desks, files, lockers, equipment, etc. are the property of the School, and are issued for the use of employees only during their employment. Inspection may be conducted at any time at the discretion of the School. Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy may not be permitted to enter the premises. Employees working on or entering or leaving the premises who refuse to cooperate in an inspection, as well as employees who after the inspection are believed to be in possession of stolen property or illegal substances, will be subject to disciplinary action, up to and including termination, if upon investigation they are found to be in violation of the School's security procedures or any other School rules and regulations.

5.5 Good Housekeeping

Good work habits and a neat place to work are essential for job safety and efficiency. You are expected to keep your place of work organized, clean and clear of clutter, and materials in good

order at all times. Report anything that needs repair or replacement to your supervisor. We encourage teachers to help students participate in maintaining a clean classroom.

5.6 Smoking in the Workplace

The Aloma D. Johnson Fruit Belt Community Charter School is committed to providing a safe and healthy environment for employees, students, and visitors. Smoking is not permitted on any School property.

5.7 No Weapons in the Workplace

Possession, use or sale of weapons, firearms or explosives on work premises, while operating School machinery or equipment for work-related purposes or while engaged in School business off premises is forbidden except where expressly authorized by the School and permitted by state and local laws. This policy applies to all employees, including but not limited to, those who have a valid permit to carry a firearm. Employees who are aware of violations or threats of violations of this policy are required to report such violations or threats of violations to their supervisor immediately. Violations of this policy will result in disciplinary action up to and including discharge.

5.8 In An Emergency

The Director should be notified immediately when an emergency occurs. Emergencies include all accidents, medical situations, bomb threats, other threats of violence, and the smell of smoke. If the Director is unavailable, contact the nearest School official. Should an emergency result in the need to communicate information to employees outside of business hours, the Director will contact you. Therefore, it is important that employees keep their personal emergency contact information up to date. Notify the Director when this information changes. When events warrant an evacuation of the building, you should follow the instructions of the Director or any other member of management. You should leave the building in a quick and orderly manner. You should assemble at the pre-determined location as communicated to you by the Director to await further instructions or information. Please direct any questions you may have about the School's emergency procedures to the Director.

5.9 Substance Abuse

The School has vital interests in ensuring a safe, healthy and efficient working environment for our employees, their co-workers and the students we serve. The unlawful or improper presence or use of controlled substances or alcohol in the workplace presents a danger to everyone. For these reasons, we have established as a condition of employment and continued employment with the School the following substance abuse policy. Employees are prohibited from reporting to work or working while using illegal or unauthorized substances. Employees are prohibited from reporting to work or working when the employee uses any controlled substance, except when the use is pursuant to a doctor's orders and the doctor advised the employee that the substance does not adversely affect the employee's ability to safely perform his or her job duties. In addition, employees are prohibited from engaging in the unlawful or unauthorized

manufacture, distribution, sale or possession of illegal or unauthorized substances and alcohol in the workplace including: on School paid time, on School premises, in School vehicles, or while engaged in School activities. Our employees are also prohibited from reporting for duty or remaining on duty with any alcohol in their systems. Employees are further prohibited from consuming alcohol during working hours, including meal and break periods. Your employment or continued employment with the School is conditioned upon your full compliance with the foregoing substance abuse policy. Any violation of this policy may result in disciplinary action, up to and including discharge. Furthermore, any employee who violates this policy who is subject to discharge, may be permitted in lieu of discharge, at the School's sole discretion, to participate in and successfully complete an appropriate treatment, counseling or rehabilitation program as recommended by a substance abuse professional as a condition of continued employment and in accordance with applicable federal, state, and local laws. Consistent with its fair employment policy, the School maintains a policy of non-discrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions. We encourage employees to seek assistance before their substance or alcohol use renders them unable to perform their essential job functions or jeopardizes the health and safety of themselves or others. The School will attempt to assist its employees through referrals to rehabilitation, appropriate leaves of absence and other measures consistent with the School's policies and applicable federal, state or local laws. The School further reserves the right to take any and all appropriate and lawful actions necessary to enforce this substance abuse policy including, but not limited to, the inspection of School issued lockers, desks or other suspected areas of concealment, as well as an employee's personal property when the School has reasonable suspicion to believe that the employee has violated this substance abuse policy. This policy represents management guidelines. For more information, please speak to your supervisor.

5.10 Receipt of Employee Handbook and Employment-At Will Statement

The following are pages of statements that you have read and understood the policies of the Aloma D. Johnson Fruit Belt Community Charter School. Please sign both copies of the appropriate section, keeping one with your handbook and returning the other to the Director to be placed in your official personnel file. All employees should sign the "Employee Receipt of Handbook".

The Employee Receipt of Handbook. This is to acknowledge that I have received a copy of the Aloma D. Johnson Fruit Belt Community Charter School Employee Handbook and I understand that it contains information about the employment policies and practices of the School. I agree to read and comply with this Employee Handbook. I understand that the policies outlined in this Employee Handbook are management guidelines only, which in a developing business will require changes from time to time. I understand that the School retains the right to make decisions involving employment as needed in order to conduct its work in a manner that is beneficial to the employees and the School. I understand that this Employee Handbook supersedes and replaces any and all prior Employee Handbooks and any inconsistent verbal or written policy statements. I understand that except for the policy of at-will employment, which can only be changed by the Board of Trustees of the School in a signed written contract, the

School reserves the right to revise, delete and add to the provisions of this Employee Handbook at any time without further notice. All such revisions, deletions or additions to the Employee Handbook will be in writing and will be signed by the President of the Board of Trustees of the School. I understand that no oral statements or representations can change the provisions of this Employee Handbook. I understand that this Employee Handbook is not intended to create contractual obligations with respect to any matters it covers and that the Employee Handbook does not create a contract guaranteeing that I will be employed for any specific time period.

THIS SCHOOL IS AN AT-WILL EMPLOYER. THIS MEANS THAT REGARDLESS OF ANY PROVISION IN THIS EMPLOYEE HANDBOOK, THE SCHOOL OR I MAY TERMINATE THE EMPLOYMENT RELATIONSHIP AT ANY TIME, FOR ANY REASON, WITH OR WITHOUT CAUSE OR NOTICE. NOTHING IN THIS EMPLOYEE HANDBOOK OR IN ANY DOCUMENT OR STATEMENT, WRITTEN OR ORAL, SHALL LIMIT THE RIGHT TO TERMINATE EMPLOYMENT AT-WILL. NO OFFICER, EMPLOYEE OR REPRESENTATIVE OF THE SCHOOL IS AUTHORIZED TO ENTER INTO AN AGREEMENT—EXPRESS OR IMPLIED—WITH ME OR ANY EMPLOYEE FOR EMPLOYMENT FOR A SPECIFIED PERIOD OF TIME UNLESS SUCH AN AGREEMENT IS IN A WRITTEN CONTRACT SIGNED BY THE PRESIDENT OF THE BOARD OF TRUSTEES OF THE SCHOOL.

I understand that this Employee Handbook refers to current benefit plans maintained by the School and that I must refer to the actual plan documents and summary plan descriptions as these documents are controlling. I have read and understand the Paid Time Off (PTO) Policy in this Employee Handbook.

Initials _____ Date _____

I also understand that if a written contract is inconsistent with the Employee Handbook, the written contract is controlling. If I have questions regarding the content or interpretation of this Employee Handbook, I will ask the Director or a member of the administration.

NAME _____
DATE _____
EMPLOYEE
SIGNATURE _____

The policies which are contained in the Employee Handbook include:

Welcome Letter
A Word About This Handbook
Equal Employment Opportunity
Americans with Disabilities Act
Non-Harassment
Sexual Harassment
Hiring Relatives
Certification Licensing and Other Requirements
Suggestions and Ideas
Talk to Us
Recording Your Time
Performance Reviews
Overtime
Military Leave
Paid Time Off
Medical Insurance
Dental Insurance
COBRA
Disability Leave
Short Term Disability Insurance
Unemployment Insurance
Workers' Compensation
401(k) Qualified Retirement
Employee Bonuses
Professional Development
Attendance and Punctuality
Access to Personnel Files
Student and Parent Relations
Protecting School Information
School Vehicles
Visitors
Electronic Mail and Monitoring
Use of Technology and the Internet
Reference Checks
Contact with the Media and Outside Agencies
If You Must Leave Us
Workplace Violence
In An Emergency
Employee Receipt Page

I understand that neither the new policies in this Employee Handbook nor any other written or verbal communication by a management representative is intended to in any way create a contract of employment for any specified period of time, and that these policies are for informational purposes only. I also understand that the updated and/or new policies do not affect my employment-at-will status, which permits the School or me to terminate the employment relationship at any time, for any reason with or without notice. I have read and understand the Paid Time Off (PTO) Policy in this Employee Handbook.

Initials _____ Date _____

If I have questions regarding these policies, or the content or interpretation of any policy in the Employee Handbook, I will bring them to the attention of the Director or a member of management.

NAME_____

DATE _____

EMPLOYEE SIGNATURE_____

Revised 8/3/10

Exhibit 15
Complaint Policy

13. A Trustee shall not use his or her position with the Charter School to acquire any gift or privilege worth $50 or more that is not available to a similarly situated person, unless that gift is for the use of the Charter School.

14. Charter School Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

ARTICLE IX

COMPLAINT PROCESS

Any individual will be able to bring complaints to the Director by submitting a letter addressed to the Director. If he or she is not satisfied with his/her response, then the individual will be able to bring the complaint to the Board of Trustees by submitting a letter addressed to the President of the Board of Trustees or by attending and participating in any public board meeting. Complaints made to the Board of Trustees shall be addressed by the first Board meeting following the meeting at which such complaint was made known.

Any individual who may not be satisfied with any response from the Board of Trustees to a complaint will be able to appeal that decision to the New York State Board of Regents. Notwithstanding any statute, rule, regulation or ordinance to the contrary, all of the requirements, provisions and procedures contained in New York Education Law §3813 governing the presentation of claims against the governing body of any school district or certain state supported schools shall be fully applicable to and shall govern the presentation of claims against the Aloma D. Johnson Fruit Belt Community Charter School.

Exhibit 16
Transportation Policy

SUBJECT: TRANSPORTATION PROGRAM

It is the intent of the Board of Education to comply with the letter and spirit of the New York State Education Law; with the regulations of the Department of Motor Vehicles and of the Department of Transportation and with the Commissioner of Education's regulations and decisions pertinent to student transportation, and these shall govern any questions not covered by specific declaration of policy herein. Pursuant to Board Policies 1420 and 4320, the Superintendent is authorized to issues such administrative regulations as he/she deems necessary and appropriate to implement the transportation policy of the Board and achieve its policy directives.

The purposes of the transportation program are to transport students to and from school within the boundaries of the City of Buffalo, consistent with fiscal responsibility, to transport them for extracurricular activities, to transport them on field trips, and to transport those requiring special services.

Particularly given the limitations of fleet, human and financial resources, all private, parochial, charter or non-District schools with students receiving transportation services shall be expected to collaborate in a reasonable manner with the District in the scheduling of class hours and transportation.

The Board of Education recognizes and assumes the responsibility for all aspects of the transportation of children wherein the health and safety of students are involved, for the Board of Education has a legal obligation to safeguard the welfare of bus-riding children.

Education Law Sections 2554, 3602(7), 3625,
and 3635 et seq.
Appeal of Reilly, 46 Ed. Dept. Rep. 184 (2006)

Adopted: 4/24/02
Revised: 6/24/09

POLICY

SUBJECT: SCHEDULING AND ROUTING

Bus routes are authorized by the Board of Education and any requests for a change must be submitted to the Superintendent or his/her designee.

Transportation services shall be provided to meet the needs of the students of the District within specified limits and areas established by the Board of Education.

Transportation services shall be provided to and from schools located within the boundaries of the City of Buffalo, and as provided under Policy 5730.

Transportation services shall be provided to and from schools in accordance with the approved school calendar of the Buffalo Public Schools, and only on those days on which Buffalo Public School students are expected to attend school.

Education Law Sections 2554, 3621, 3625, and 3635

Adopted: 4/24/02
Revised: 6/24/09

SUBJECT: TRANSPORTATION OF STUDENTS

Eligibility for Transportation

Generally, the following students are eligible to receive transportation provided by the Buffalo City School District:

a) Students attending schools located within the City of Buffalo and more than one and one-half miles and less than fifteen miles walking distance from their home. A student's "home" is defined as the legal residence of that student's parent or guardian. Legal residence must be within the boundaries of the Buffalo City School District (BCSD).

b) Students attending schools whose transportation pattern was developed as a result of the BCSD's response to Court Ordered Desegregation.

c) Students with disabilities if they need these services to receive an appropriate education. The child's Individual Education Plan (IEP) or 504 Plan must include transportation needs in order for the child to be eligible.

d) Under limited circumstances, the BCSD may modify transportation guidelines to prevent serious safety hazards.

The BCSD will provide this transportation by either:

a) A transportation pass on public buses or trains operated by the Niagara Frontier Transportation Authority (NFTA) good within the boundaries of the City of Buffalo. The Board reserves the discretion, superseding any more limiting provision of the transportation policy to provide transportation passes good for passage to and from schools outside of the city limits, for students enrolled in grades nine through twelve.

b) On school buses furnished by the BCSD.

Measuring Distance For Transportation Eligibility

Distances from home to school to determine eligibility for transportation are measured by the nearest available publicly maintained route from home to school. Any and all streets are considered eligible for determining distance, not just preferred routes of the parent. The distance is measured from the point where the student's driveway joins the public street to the point where the sidewalk serving the main door of the school joins the public street.

(Continued)

SUBJECT: TRANSPORTATION OF STUDENTS (Cont'd.)

Seat Belt Policy

a) The Buffalo City School District does not mandate the use of seat belts on school busses.

b) Parents can direct that their child wear a seat belt.

c) The parent must notify the bus driver concerning this request.

d) The child will be allowed to wear a seat belt if the parent so desires.

e) The District cannot guarantee to the parent that the child will keep the seat belt on for the entire trip.

f) All children will receive instruction on the proper use of seat belts on school busses at least three (3) times each year.

Emergency Drills

Commissioner's Regulations require emergency drills on school buses. These drills must include practice and instruction in the location, use and operation of the emergency door, fire extinguisher, first-aid equipment and windows as a means of escape in case of fire or accident.

Drills also must include instruction in safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark and move away from the bus after disembarking. They must include specific instructions for students to advance at least 10 feet in front of the bus before crossing the highway after disembarking. They must address specific hazards encountered by students during snow, ice, rain and other inclement weather, including, but not necessarily limited to, poor driver visibility, reduced vehicular control and reduced hearing. They must include instruction in the importance of orderly conduct by all school bus passengers, with emphasis on student discipline. This instruction and the conduct of the drills will be provided by the bus driver and bus aide working together as a team.

A minimum of three (3) drills must be held during the school year: the first to be conducted during the first week of the fall term, the second between November 1 and December 31, and the third between March 1 and April 30.

(Continued)

SUBJECT: TRANSPORTATION OF STUDENTS (Cont'd.)

Second Address Transportation – Yellow Bus

To receive transportation to or from an address other than your home address such as a daycare, an after school program or a relative, a student must meet the following conditions:

a) The student is eligible for transportation on a yellow bus as per Buffalo City School District policy.

b) The second address must be within the existing bussing pattern of the student's school. Locations out of the bussing pattern will not be honored.

c) The morning pick-up point must be the same for all five (5) days of the week. The afternoon drop-off point must be the same for all five (5) days of the week. The pick-up and drop-off points may be different.

Once begun, second address transportation will continue indefinitely.

Supervision of Students Taking the School Bus

The Buffalo City School District is not liable for the supervision and safety of students who are outside the District's physical custody or authority prior to boarding or after disembarking from a school bus. Custodial control and responsibility at those times rest with the parents.

Education Law Sections 2554, 3635, 4401(4), 4404, and 4405;
8 New York Code of Rules and Regulations (NYCRR) Section 156.3(h)

Adopted: 4/24/02
Revised: 6/24/09

Exhibit 17

Enrollment and Retention Target Plans

The school has yet to receive specific enrollment and retention targets for students with disabilities, ELLs and students living in poverty.

The current poverty rate at the school is 97% based on free and reduced school lunch data.

The school has a well-developed program for serving the needs of special education students. The school is currently developing outreach efforts and programming to attempt to attract a student population that includes more English Language Learners.

Once targets are received, outreach programs to recruit English Language Learners and Special Education students will be developed. With strong programs in place, the school feels that the recruitment efforts will be successful.

Responses to NYSED's Charter School Revisions Technical Advisory (pp. 6-7)

Evaluation Criteria for Requested Changes in Maximum Enrollment and/or Grades Served and/or Curriculum Model or School Design Changes that are Inconsistent with those Approved in the Current Charter

REQUEST: The Aloma D. Johnson Fruit Belt Community Charter School requests a change to maximum enrollment and grades served as follows:

2013-14:	300 students (no change)
2014-15:	360 students (addition of grade 5)
2015-16:	420 students (addition of grade 6)
2016-17:	480 students (addition of grade 7)
2017-18:	540 students (addition of grade 8)

The following criteria define the basis on which the revision request will be evaluated.

Section A: Statement of Need

1. How will this revision enhance or expand the educational opportunities currently available to the targeted student population?

Currently the school serves students in grades K-4. By expanding our school program through grade 8 the school will have the opportunity to continue the education of the student population for an additional four years. We believe that the structures we have in place for rigorous instruction and the integration of business and leadership throughout the curriculum will serve middle school students well. The focus on early career development through the themes of business and leadership will provide students with opportunities for applied learning.

2. How has the need for the revision request been determined?

The need for the revision request has been determined by parent request. Parents of students who leave the Aloma D. Johnson Fruit Belt Community Charter School at grade 4 have continually requested that the school expand to include grades 5-8. These requests are formally documented in letters from parents.

Section B: Educational Philosophy and Evidence of Academic Program Success

1. How does the educational program meet the diverse needs of individual students?

The ADJFBCCS is dedicated to meeting the diverse needs of all learners. Student needs are determined on a regular basis by analyzing student data and looking for trends that are relevant to classroom instruction. Teachers are trained in differentiated instruction strategies and base these instructional decisions on individual student data. Learning groups are flexible and meet the needs of learners as they arise.

For students whose needs are more specialized, the school has a team of special service providers to address concerns. Students who are struggling academically are referred to a school based referral committee that uses the three-tiered Response to Intervention

model to develop appropriate instructional interventions. Special education students who have Individualized Education Plans (IEPs) are provided services in a variety of ways. Mandated related services of Occupational Therapy, Physical Therapy, and Speech Therapy are provided through Buffalo Hearing and Speech Center. Students who receive consultant teacher services receive services as mandated by their IEPs by special education teachers who are on staff at the school. These teachers work in a co-teaching model with the regular education teacher in the classroom. English Language Learners currently receive services by a TESOL-certified teacher in a 1:1 setting. The TESOL-certified teacher also works with grade level teachers on language acquisition skill development in the classroom.

Students who are in social or emotional crisis participate in small group (skill-based) or individual counseling with the school's Social Worker.

What evidence shows that the school's instructional approach has led to improved student performance?

The ADJFBCCS regularly meets AYP requirements for the state and has always been designated as a School in Good Standing. School scores on the NYS Testing Program ELA and Mathematics exams in grades 3 and 4 always exceed Buffalo Public School District scores.

Section C: Curriculum (if also proposing to expand grades served)

1. What is the curriculum that will be used and how does it provide clear content and skills that are ambitious yet realistic for each grade or performance level?

The Aloma D. Johnson Fruit Belt Community Charter School is currently revising curriculum at all grade levels to better align with the Common Core Learning Standards (CCLS). Staff at the school does not consider a textbook series to be a curriculum, but rather the textbooks used are curriculum resources to be used as appropriate within the school's curriculum matrix that is aligned with CCLS.

Teachers at the school work arduously on the development of curriculum maps that align instruction and resources to CCLS.

Teachers utilize the backward design of instruction in the development of curriculum documents. Teachers first focus on the rigor of the end-goals of the curriculum. These goals are take the form of state assessments and college/career readiness. By working from this backward design, the rigor that is inherent in the end goals (state assessments and college/career readiness), is carried through to curriculum planning.

Vertical curriculum maps are used to set ambitious, yet realistic goals for each grade level.

The curriculum model that would be used for grades 5-8 would follow these same tenets of standards-based, rigorous curriculum development and instruction.

2. Is the curriculum described in the amendment request aligned with the New York State Learning Standards?

All curricula at ADJFBCCS are aligned with Common Core Learning Standards and New York State Learning Standards.

3. How is the school's existing curriculum based on rigorous academic standards, in terms of content and implementation?

Referring to the above referenced Backward Design of Instruction, the school's instructional methodologies are focused on the rigor of state assessments and college/career expectations. All curricula are aligned with the CCLS and NYSLS. As such, the level of rigor is inherent in the curricular design. Instruction follows at that level of rigor, with rigorous benchmark assessments used as indicators of the need for re-teaching.

4. Who will be in charge of implementing this request if granted?

If this request is granted, the leadership team (Director, Dean of Students), the Curriculum Coordinator, and grade level teachers will implement the request for increased grade span and increased enrollment.

Section D: School Characteristics

1. How is the revision request consistent with the school's mission and education program?

This revision request is not only consistent with the school's mission and education program, but it enhances the mission-driven work of the school. The interdisciplinary themes of business and leadership are broadly covered in the K-4 program. Much of the work is on providing basic skills in reading and mathematics, under the broad umbrella of business and leadership.

The 5-8 program will bring more opportunities for students to explore college and career opportunities in more depth, while still focusing on the fundamental skills of ELA, Mathematics, Science and Social Studies.

2. How will the school's culture and norms be maintained?

The expansion of the school program to grades 5-8 would have no impact on the school's culture and norms. The school would maintain its identity as a small learning environment with strong school, family, community connections. The emphasis on basic skill development under the integrated themes of business and leadership would remain the focus of the program.

If this request is granted and a middle school population is added to the school program, the Board will recruit a Career Coordinator as part of the administrative team. This Career Coordinator would work to facilitate relationships with business, industry and higher education to inform the instruction at the school and to connect our students with real-life business and leadership opportunities. This would serve to enhance, not simply maintain, our school's culture and norms.

Section E: Enrollment and Recruitment

1. Can the school demonstrate that there is sufficient demand for existing seats at the school? How?

The expansion of the school to grades 5-8 will simply accommodate our current student population as they advance through the grades. Sufficient demand is evidenced through letters from current parents requesting that the school pursue adding grades 5-8.

2. What will be the fiscal impact on the host district?

The fiscal impact on the host district, at current charter-school funding rates, would be:

2013-14: no change in impact
2014-15: approximately $700,000
2015-16: approximately $1,400,000
2016-17: approximately $2,100,000
2017-18: approximately $2,800,000

Of course this impact would be offset by the fact that the students who attend ADJFBCCS would not need the services of the district, so cost savings could be realized in personnel and supply/material expenses.

Section F: Capacity

1. How will the school's staff and governing board implement the request effectively and evaluate its success?

The school's staff and governing board have successfully implemented and evaluated the success of the school program as it grew from a K-2 to a K-4 program. They have proven that they have the capacity to manage hiring and human resources, budgeting for programmatic success, personnel evaluation and data-driven programmatic evaluation. The growth of the school to include grades 5-8 will be a continuation of a well-managed, successful program that serves community need.

2. Has the school managed public funds effectively and responsibly?

The school has proven that it has managed public funds effectively and responsibly. The school has managed its debts responsibly, always met payroll requirements, and budgeted in a manner that directly benefits students, with very low rates of administrative overhead.

3. Does the school's governance model utilize viable processes for policy development and a strong plan for ongoing Board self-evaluation and development?

The Board of Trustees of the ADJFBCCS is committed to ongoing board development. Board members attend state and national conferences, board-specific training sessions (locally through the United Way of Buffalo and Erie County), and invite local speakers to present at retreats (Robert Freeman, Executive Director of the Committee on Open Government).

The Board self-evaluates annually based on a variety of measures including:

Audit report notes on financial governance;
Completeness of board records;
Attendance of board members;
Conduct of standing and ad hoc committees;
Budget performance;
Academic performance;
Staff and student turnover;
Parental satisfaction surveys;
Student discipline and attendance; and
Other issues as they may arise.

The Board is currently working on the development of a policy manual and regularly reviews and updates school policies as deemed necessary.

If also partnering with or contracting with a Management Company:

The school is not partnering or contracting with a Management Company.

Section G: Facilities

1. What are the options for an adequate school facility that is accessible to and will accommodate all students?

The current school facility is not adequate to support a grade/enrollment expansion at this time. The Board has created a Building Committee and is currently exploring options for facilities. This committee is exploring facility procurement and financing options. If the request for additional grades and increased enrollment is approved, a building must be secured to accommodate the increases.

2. Is there evidence that the school has secured appropriate and adequate facilities for the proposed expansion for subsequent school years?

The expansion is not scheduled to take place until the 2014-15 school year. The Board feels confident that adequate space can be secured by then.

3. Will the change in enrollment alter the Building Utilization Plan (BUP) in cases where school is located in a NYC-DOE facility?

Not applicable

Section H: School Finances

1. What financial resources are necessary to implement the school's expansion?

The school expansion will be implemented based on the per pupil reimbursement rate from the district of residence.

2. What are the projected sources of revenue that are adequate to ensure the fiscal viability of the school?

See attached 5-year budget projection.

Section I: Action Plan for Implementation

1. What is the proposed strategy and timeline that will lead to a successful implementation of the proposed changes?

Because the proposed change will focus on the retention of students already enrolled at ADJFBCCS, the strategy will focus on continuation of program. The following benchmark activities will be addressed:

Increase to grade 5 in 2014-15:

Fall 2013 – announce expansion to include grade 5 (and grades 6-8 in subsequent years).

Fall 2013 – canvass parents of current grade 4 students to gauge interest in enrolling students in grade 5 for the 2014-15 school year.

December 2013 – secure enrollment commitments from current grade 4 students for enrollment in grade 5 for the 2014-15 school year.

January 2014 – begin recruitment efforts for grade 5 students (as part of the general recruitment efforts of the school).

February 2014 – begin recruitment of teachers for grade 5 positions. Teachers with a middle school extension in ELA, Mathematics, Social Studies and Science will be given preference.

February 2014 – order curricular and assessment materials for grade 5

March 2014 – finalize hiring for grade 5 teaching positions

March – June 2014 – under the direction of the Curriculum Coordinator, engage new grade 5 teachers, and current grade 4 teachers in vertical curriculum mapping and instructional conversations to ensure seamless curricular transitions.

August 2014 – Welcome 5th grade students

Increase to grade 6 in 2015-16:

Fall 2014 – canvass parents of current grade 5 students to gauge interest in enrolling students in grade 6 for the 2015-16 school year.

December 2014 – secure enrollment commitments from current grade 5 students for enrollment in grade 6 for the 2015-16 school year.

January 2015 – begin recruitment efforts for grade 6 students (as part of the general recruitment efforts of the school).

February 2015 – begin recruitment of teachers for grade 6 positions. Teachers with a middle school extension in ELA, Mathematics, Social Studies and Science will be given preference. Begin recruitment of Achievement Coordinator, Guidance Counselor, and Career Coordinator.

February 2015 – order curricular and assessment materials for grade 6

March 2015 – finalize hiring for grade 6 teaching positions and school-wide administrative positions

March – June 2015 – under the direction of the Curriculum Coordinator, engage new grade 6 teachers, and current grade 5 teachers in vertical curriculum mapping and instructional conversations to ensure seamless curricular transitions.

August 2015 – Welcome 6th grade students

Increase to grade 7 in 2016-17:

Fall 2015 – canvass parents of current grade 6 students to gauge interest in enrolling students in grade 7 for the 2016-17 school year.

December 2015 – secure enrollment commitments from current grade 6 students for enrollment in grade 7 for the 2016-17 school year.

January 2016 – begin recruitment efforts for grade 7 students (as part of the general recruitment efforts of the school).

February 2016 – begin recruitment of teachers for grade 7 positions. Teachers with multiple middle school extensions in ELA, Mathematics, Social Studies and/or Science will be given preference. Positions of school librarian, career and tech ed, and physical education (.5) will also be recruited.

February 2016 – order curricular and assessment materials for grade 7

March 2016 – finalize hiring for grade 7 teaching positions

March – June 2016 – under the direction of the Curriculum Coordinator, engage new grade 7 teachers, and current grade 6 teachers in vertical curriculum mapping and instructional conversations to ensure seamless curricular transitions.

August 2016 – Welcome 7th grade students

Increase to grade 8 in 2017-18:

Fall 2016 – canvass parents of current grade 7 students to gauge interest in enrolling students in grade 8 for the 2017-18 school year.

December 2016 – secure enrollment commitments from current grade 7 students for enrollment in grade 8 for the 2017-18 school year.

January 2017 – begin recruitment efforts for grade 8 students (as part of the general recruitment efforts of the school)..

February 2017 – order curricular and assessment materials for grade 8

March 2017 – finalize hiring for grade 8 teaching positions

March – June 2017 – under the direction of the Curriculum Coordinator, engage current content teachers in grade 7 in vertical curriculum mapping and instructional conversations to ensure seamless curricular transitions to grade 8 instruction.

August 2017 – Welcome 8th grade students

2. Provide information that defines an action plan that is specific and consistent with the proposal's objectives.

The above timeline outlines specific actions that are consistent with the proposal's objectives.

Section J: Compliance

1. How does the school identify, assess, and serve special student populations?

Students who are struggling academically are referred to a school based referral committee that uses the three-tiered Response to Intervention model to develop appropriate instructional interventions. Failure to respond to various interventions may result in a Response to Intervention recommendation to refer the child for testing for Special education services.

Special education students who have Individualized Education Plans (IEPs) are provided services in a variety of ways. Mandated related services of Occupational Therapy, Physical Therapy, and Speech Therapy are provided through Buffalo Hearing and Speech Center. Students who receive consultant teacher services receive services as mandated by their IEPs by special education teachers who are on staff at the school. These teachers work in a co-teaching model with the regular education teacher in the classroom.

All families are required to fill out the Home Language Survey upon registration. If there is a need for additional assessment of a child's English language proficiency, TESOL-certified staff continue to administer appropriate assessments for identification of English Language Learners. English Language Learners currently receive services by

a TESOL-certified teacher in a 1:1 setting. The TESOL-certified teacher also works with grade level teachers on language acquisition skill development in the classroom.

Students who are in social or emotional crisis participate in small group (skill-based) or individual counseling with the school's Social Worker.

2. Does the school maintain an enrollment process that is open, fair, and in accordance with charter school statute?

Yes, the school maintains the enrollment process that was approved in the original charter agreement and is in compliance with Education Law.

3. Has the school met its enrollment and retention targets for students with disabilities, ELLs and students living in poverty? What outreach and recruitment efforts has the school employed to ensure that it will meet these enrollment and retention targets?

At this point the school has not been given specific enrollment and retention targets for students with disabilities, ELLs and students living in poverty. The poverty rate at the school is 97%, based on free and reduced school lunch data.

The school has a well-developed program for serving the needs of special education students. The school is currently developing outreach efforts and programming to attempt to attract a student population that includes more English Language Learners.