Full Application Summary

Proposed Charter School Name	Lois & Richard Nicotra Early College Charter School
Application History	Members of the current applicant group are trustees of Integration Charter Schools (ICS) formed through the merger of the John W. Lavelle Preparatory Charter School (LPCS) and New Ventures Charter School (NVCS) education corporations.. The LPCS charter application was submitted in 2008 to the NYC Department of Education (DOE) and approved that year by the NYC DOE Chancellor, and in 2009 by the Board of Regents. The NVCS charter application was submitted to NYSED in January 2014, withdrawn, subsequently resubmitted, and approved in November 2014. Members of the applicant group also submitted a replication application for John W. Lavelle Preparatory Charter School North to the SUNY Charter Schools Institute in 2012. This application was subsequently withdrawn. The proposed school is deliberately distinct from both the LPCS and NVCS models while sharing a commitment to integrated, college preparatory education for students living with emotional challenges. An earlier version of the current application was submitted to NYSED in January 2017 and subsequently withdrawn.
Proposed Board Chair Name	Jonathan Lipschitz; Deborah Miller (co-chairs)
Proposed Board Chair Email Address	[redacted]
Proposed Board Chair Telephone Number	
Public Contact Name	Mary Cottingham
Public Contact Email Address	[redacted]
Public Contact Phone Number	
District of Location	CSD 31

Opening Date	July 2018		
Proposed Charter Term	5 year term; July 2018 thru June 2023		
Proposed Management Company or Partner Organizations	None		
Replication School(s):	None		
Projected Grade Span and Enrollment and for Each Year of the Proposed Charter Term	Year	Grades	Enrollment
	1	8, 9	144
	2	8, 9, 10	241
	3	8, 9, 10, 11	315
	4	8, 9, 10, 11, 12	373
	5	8, 9, 10, 11, 12	403
Mission Statement: Lois & Richard Nicotra Early College (NECCS) is designed to provide an innovative pathway to college graduation for all students, including those with special needs or who are economically disadvantaged, which is both academically accelerated and more economically feasible than alternative pathways to college graduation. By providing an accelerated pathway to higher education, enabling students to graduate from high school with Regents Diplomas and as many as 60 college credits, NECCS greatly increases the likelihood of college graduation. NECCS is designed to fully integrate students living with emotional challenges as well as those living with other disabilities in all classes and activities. Our goal is to achieve a ratio of general education to special education students of approximately 3:2. Full integration of students empowers them to break down barriers through the power of their daily academic and social experience, enabling them to develop the academic skills, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow. In fostering both the academic and emotional growth of all students, NECCS will serve as an innovative educational model.			

Nicotra Early College Charter School (NECCS) is designed to provide an innovative pathway to college graduation for all students including those with special needs or economic disadvantage, which is both academically accelerated and more economically feasible than alternative pathways to college graduation. NECCS is designed to fully integrate students living with emotional challenges as well as those with other disabilities in all classes and activities.

NECCS will materially further the objectives specified in Education Law §2850(2): As a school designed to improve the likelihood of college graduation for a group of students who might not otherwise reach this goal, NECCS will (a) Improve student learning and achievement for a neglected student population; (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students

who are not only at-risk of academic failure but who are, living with emotional challenges as well as other disabilities in all classes and activities; (c) encourage the use of different and innovative teaching methods including students attending college in their Junior and Senior years; (d) provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.

Four key design elements will distinguish NECCS from most early college programs: admission by lottery, admission in 8th grade and an optional fifth high school year, multiple summer sessions, and a unique division of our program between an innovative high school setting and a four-year college campus.

- Utilizing a lottery rather than a competitive selection process, NECCS will make the benefits of an early college program available to many students who would be excluded by a competitive admission process.
- By offering admission in 8th grade as well as an optional fifth year of high school, NECCS will make it possible for students who need additional time to overcome academic and other challenges to reap the benefits of an early college opportunities, including the increased likelihood of college graduation.
- Intensive Summer Programs will be utilized to support accelerated high school achievement. A summer program for all incoming students will support the rigorous NECCS writing initiative and prepare for high school math. An Intensive Summer Language Immersion will fulfill the Language Other Than English requirement for the Regent's Diploma.

While most early college programs are located either in a traditional high school setting or on the campus of a community college, NECCS students will spend three years in a high school setting with the opportunity of spending the next two years on the campus of St. John's University (SJU). By organizing the curriculum around two distinct career goals, business and criminal justice and law enforcement, NECCS will provide academic pathways which are engaging and motivating for students who have not always been inspired by school. By utilizing a Universal Design, NECCS will be able to fully integrate special needs in all classes and curricula. At the heart of our program to support student social and emotional development is the Wellness Curriculum which will equip students with the tools (attitudes, knowledge, and skills) they need to actualize their goals, to fulfill their aspirations, and to effectively manage the challenges that confront them, including the challenges of gender, race, poverty, ethnicity, and disability.

NECCS will offer a unique educational opportunity for the students of Staten Island (CSD 31). For the most disadvantaged students, NECCS will offer unique benefits. Consistent with our Universal Design, all students will benefit from these elements. For students with disabilities, these will include small classroom size, concise communication with students and families, and highly trained educators and support staff. Other crucial elements include a Wellness curriculum targeted to skills for success, summer school opportunities, and crisis intervention counseling, for English Language Learners, these include summer English intensives, Universal ELL-friendly classrooms, and classroom push-ins by trained specialists. For economically disadvantaged student, NECCS will provide the opportunity to attend college tuition-free and earn up to 60 credits from SJU, provided they meet admission guidelines.

The Integration Charter Schools (ICS) Board of Trustees will direct the affairs of NECCS by its delegation of authority to the school's President. The President will be responsible for insuring that the mission and the philosophy are maintained and for the overall financial viability of the school. NECCS will be designed to

benefit fully from operational synergies with NVCS and LPCS while preserving the programmatic independence and autonomy of each educational program. To achieve this, all Integration Charter Schools will share key oversight, operational, and support functions. At the same time, each school team will function with great autonomy, allowing each school leader and instructional team to know their students and their needs intimately. Core values, -- openness, collegiality and sharing, -- will be the cornerstones of a faculty which "plays well together in the sandbox." At the center of this orientation will be our mission and approach to work with students at-risk of academic failure, students with disabilities, and English language learners. Small school teams will be critical for the success of our atypical students, who will thrive in our schools because our schools are small enough to know and adapt to their needs.

CERTIFICATION AND ASSURANCES/INTENT STATEMENT

Proposed Charter School Name Lois & Richard Nicotra Early College Charter School
Proposed School Location (District) 31
Name of Existing Education Corporation (if applicable) Integration Charter Schools

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

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."[18]

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

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

[18] N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [19]

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;[20] and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.[21]

I, *Jonathan Lipschitz, Co-Chair & Deborah Miller, Co-Chair,* hereby certify that the information submitted in this Full Application to establish *Lois & Richard Nicotra Early College Charter School* is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

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

Date: 8/16/17

[19] 20 USC § 7221b(b)(3)(J)
[20] 20 USC § 7221b (b)(3)(K)
[21] 20 USC § 7221b (b)(3)(N)

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I. Mission, Key Design Elements, Enrollment and Community

A. Mission Statement and Objectives

The Lois & Richard Nicotra Early College Charter School (NECCS) is designed to provide an innovative pathway to college graduation for all students, including those with special needs or who are economically disadvantaged, that is both academically accelerated and more economically feasible than a traditional pathway to college graduation. NECCS is designed to fully integrate students living with emotional challenges as well as those with other disabilities in all classes and activities. Full integration of students empowers them to break down barriers through the power of their daily academic and social experience, enabling them to develop the academic skills, emotional fluency, and confidence required to be successful students today and thoughtful, open-minded leaders tomorrow. In fostering both the academic and emotional growth of all students, NECCS will serve as an innovative educational model.

As a result, NECCS is able to set ambitious goals:

- Achieve a 3:2 ratio of general education to special education students within five years.
- 90% of students entering 9th grade will graduate with a Regents Diploma within 5 years.
- 90% of graduating students will apply to college prior to graduation. [A2]
- 75% of graduating students will have earned a minimum of 21 college credits (a potential savings of college education cost of $4,431 at CUNY and of $19,217 at SJU). [A3]
- 50% of graduating students will have earned a minimum of 45 college credits (a potential savings of college education cost of $9,495 at CUNY and of $41,265 at SJU).
- 90% of graduating students who do not enter college will be gainfully employed or enrolled in a training program within one year.
- 75% of graduating students will demonstrate college readiness by meeting the CUNY standard, the SUNY standard or the SJU admission standard by graduating with a "B" average.

NECCS will materially further virtually all of the objectives specified in Education Law §2850(2). As a school designed to improve the likelihood of college graduation for a group of students who might not otherwise reach this goal, NECCS will (a) improve student learning and achievement for all learners including those with special needs or at risk; (b) encourage the use of different and innovative teaching through a rigorous professional development program; (c) as an Early College model, provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.
The proposed charter school is not a replication.

B. Key Design Elements

Six key design elements distinguish NECCS from most early college programs: (1) admission by lottery with a focus on reaching students historically underrepresented in higher education; (2) admission in 8th grade and an optional fifth high school year; (3) multiple summer sessions designed to accelerate progress towards high school graduation and college readiness; (4) a unique division of our program between an innovative high school setting and a four-year college campus setting; (5) A career-focused curriculum that allows students to choose between two pathways: Law Enforcement and Criminal Justice or Business; within small class sizes

capped at seventeen students.[1] and (6) a focus on student social-emotional learning through a Wellness Program and campus-based Early College Posse. Utilizing a lottery rather than a competitive selection process, NECCS will make the benefits of an early college program available to many students who would be excluded by a competitive admission process.

The educational benefits of small class sizes are supported by ample research, while integrated classrooms are both effective and popular. Students with disabilities in integrated classrooms show academic gains in a number of areas: improved performance on standardized tests, mastery of IEP goals, improved grades, on-task behavior and motivation to learn.[2] Furthermore, it is reported that 99% of parents and guardians who have a child with an Individualized Educational Program desire that their child is educated in a general education setting.[3] All students benefit from this type of learning environment and these same values will be instilled in all who are both employed by NECCS as staff and attend NECCS as students.[4]

By offering admission in 8th grade as well as an optional fifth year of high school, NECCS will make it possible for students who need additional time to overcome academic and other challenges to reap the benefits of early college opportunities, including the increased likelihood of college graduation. According to research conducted by the American Institutes for Research, a predictor for college readiness and success is success in course-taking pathways beginning in grade eight. Students that pass Algebra I in grade eight are prepared for high school academic success and is a predicator for future success in challenging courses.

- Intensive Summer Programs will support accelerated high school achievement. All entering students will participate in a Summer Writing Intensive Program, enabling them to fulfill the four-year English Language Arts graduation requirement in three years. All rising 4th year students will participate in a Summer Language Immersion Program that will fulfill the Language Other Than English requirement for the Regent's Diploma. All rising 5th Year students will participate in Summer Internship or another educational learning opportunity. In addition, more traditional summer school options will be available to students struggling to meet graduation or college readiness requirements.

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[1] Mathis, William J. (2016). Research-Based Options for Education Policymaking: The Effectiveness of Class Size Reduction. National Education Policy Center, University of Colorado. With past research and policy considerations in mind, the brief concludes "class size is an important determinant of student outcomes, and one that can be directly determined by policy." This is especially crucial for populations which are most effected by large class sizes, such as low-income and minority students. The research brief outlines the benefits of smaller classes in terms of student achievement, graduation rates and non-cognitive skills. Mathis recommends class sizes between 15-18 (with room for variation based in subject), and argues that while class size reduction can be costly, it could prove to be the most cost-effective policy in the long run.

[2] National Center for Education and Restructuring Inclusion, 1995.

[3] This statistic was found from through our RPCS Prep Parent survey created in June of 2015. See also, Salisbury, C., Palombaro, M., & Hollowood, T. (1993). On the nature and change of an inclusive elementary school. JASH, 18(2): 75-84.

[4] Affleck, J., Madge, S, Adams, A. & Lowenbraun, S. (1988). Integrated classroom versus resource model: Academic viability and effectiveness. Exceptional Children, 54, 339-48. Found no difference in performance of students with disabilities by placement, or for typical children in integrated classes. Integrated classes were found to be more cost effective. See also, Fan, M. (2004). The idea of integrated education: From the point of view of Whitehead's philosophy of education. Paper presented at the Forum for Integrated Education and Educational Reform sponsored by the Council for Global Integrative Education, Santa Cruz, CA, October 28-30. Retrieved [date], from http://chiron.valdosta.edu/whuitt/CGIE/fan.pdf

- While most early college programs are located either in a traditional high school setting or on the campus of a community college, NECCS students will spend three years in a high school setting with the opportunity to spend the next two years on the campus of Saint John's University (SJU). The NECCS program is divided into two components, College Preparation and Early College. During their first three years at NECCS, students will prepare for college by taking Regents level courses that will satisfy New York State (SED) diploma requirements. During years four and five, qualifying students will have the opportunity to participate in the Early College component at SJU. Students will have the opportunity to earn up to 60 college credits over two years while earning a Regents' Diploma.[5]

NECCS is designed to provide the supports which students need to achieve a high school Regents' diploma and earn college credits on an accelerated schedule. The key is the universal Wellness Curriculum described below. In addition, crisis intervention counseling is available to all students.[6] During the College Preparation Phase, all students participate in twice weekly Wellness classes and receive academic and social-emotion support at NECCS's unique "posse headquarters" for at least one period daily. The posse headquarters will be staffed by a NECCS dually certified teacher and a counselor who will support each student to successfully address the demands of college both academically and socially.

By organizing the curriculum around two distinct career goals, NECCS will provide academic pathways that are engaging and motivating for students. The interconnectedness of motivation, engagement, and achievement is backed by research.[7] Students that are engaged are more likely to persevere when tasks become challenging because their interest level is high and more receptive to feedback that will help increase proficiency.

Research supports that the Early College high school model boosts high school graduation rate, prepares students for college and career, and increases the likelihood students will earn a college degree.[8] Early College Programs, according to the research, are successful because they engage students in a rigorous high school curriculum tied to the incentive of earning college credit. This serves to motivate students to do well, increase access to postsecondary education, and importantly, reduce the expense of a college education. The key design of NECCS draws upon this research and the successful implementation of some of these design elements at Integration Charter Schools (ICS). ICS operates two highly successful schools: John W. Lavelle Preparatory Charter School (LPCS), currently serving 653 in grades 3-12, and New Ventures Charter School (NVCS) serving 100 transfer students in grades 10-12.

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[5] Students will often earn dual credit (high school and college) at SJU.

[6] Ongoing counseling services are available in accordance with a student's IEP.

[7] Judith L. Irvin, Julie Meltzer and Melinda S. Dukes, Taking Action on Adolescent Literacy (ASCD, 2007).

[8] Berger, Andrea. "Early College, Early Success: Early College High School Initiative Impact Study (2013)." American Institutes for Research. N.p., 13 Jan. 2014. Web. 25 May 2017.

In 2016, LPCS celebrated its first high school graduation. All 12 members of the senior class graduated with Regents Diplomas. All received college acceptances. From this class, 50% were students with disabilities and 83% were eligible for free or reduced-price lunch. In LPCS's second graduating class of 25 students, have graduated by August. Of this class, 36% were students with disabilities; 76% were eligible for free or reduced-price lunch and all received college acceptances. Despite the significant challenges faced by LPCS students, these graduation rates exceed city and state averages. In its first two years of existence, NVCS has admitted 134 students. Of these, 19 have graduated while 22 have left the school without graduating, a success rate of 46%. Of the 22 students who left without graduating, 13 transferred to another DOE high school, 5 transferred out of the district or state, 3 enrolled in a HS Equivalency program, and 1 transferred to a non-public school. Recognizing that few of these students would have graduated without the new beginning that NVCS provided, this result is remarkable as 47% of the NVCS graduates were classified as students with disabilities while 63% were eligible for free and reduced-price lunches.

By utilizing the Universal Design successfully implemented by LPCS and NVCS, NECCS will be able to fully integrate special needs students in all classes and curricula. Key design elements include small classes; teachers who are certified in special education as well as content area; teacher assistants, who work closely with students to promote academic success; and constructivist pedagogy, which engages students in thinking about big concepts and themes and requires them to demonstrate what they have learned through individual and small group projects enhanced by computer tools.[9]

At the heart of our program to support student social and emotional development is the Wellness Curriculum developed at LPCS and implemented at both LPCS and NVCS, which equips students with the tools (attitudes, knowledge, and skills) they need to actualize their goals, to fulfill their aspirations, and to effectively manage the challenges that confront them, including the challenges of gender, race, poverty, ethnicity, and disability. [10] Meeting twice each week, the intensive curriculum emphasizes executive functioning and emotional self-regulation.[11] A guidance and counseling team will support students in utilizing the tools for social and emotional growth that they learn in Wellness and will continue to support them on the SJU campus.

C. Enrollment, Recruitment, and Retention

a. Enrollment: NECCS will provide an opportunity for students to begin high school in 8th grade to ensure they are prepared to enter SJU with a "B" average. Rising 9th grade students

[9] The validity and benefits of constructivist teaching for special education students are well documented in the work of Joan Benevento, (A Self-Regulated Learning Approach to Children with Learning/Behavioral Disorders, 2004) and D. Mithaug et al in (Self-Instruction Pedagogy: How to Teach Self-Determined Learning, 2007). As Mithaug notes, this approach is based on decades of research on "instruction strategy." Benevento cites the significance of focusing on growth in students with disabilities rather than on correction. In the constructivist context, teacher feedback leads to students reevaluating their own behavior and being motivated to change.

[10] School-wide primary prevention programs, including those that teach and reinforce problem solving, bullying prevention, positive behavioral supports, and stop-and-think, enhance individualized interventions (Osher, D., Dwyer, K., & Jackson, S. [2003]. Safe, supportive, and successful schools step by step. Longmont, CO: Sopris West.).

[11] Mazza & Mazza, DBT Skills in Schools: Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A)

may also apply. NECCS does not anticipate admitting students beyond grade 9.[12] Maximum NECCS enrollment will not exceed 403 students during the initial charter term. Vacancies occurring in 8th and 9th grades will be filled until the end of the third week of each semester. It is the experience of ICS that continuing to fill seats beyond that date is disruptive of learning for continuing students. Attrition projections in subsequent years is based on the LPCS experience. NECCS proposes to utilize a weighted lottery with the goal of serving a student population in which at least 35% of its incoming students have Individualized Education Plans. If this goal is not reached, NECCS will seek to amend the charter to institute a tiered lottery such as adopted by LPCS. Additionally, NECCS shall ensure that its program is accessible to all eligible students in compliance with federal law.

NECCS will employ an enrollment and admission process that parallel the process employed by ICS schools. A series of open houses and information sessions will supplement information posted on the NECCS website and a printed application, which will be mailed to all eligible Staten Island families (District 31) within the DOE mailing system. Student admission will be by lottery which will be held in accordance with state regulations as outlined in the charter laws, and will be followed by an individualized enrollment process.

Projected Enrollment Table Over the Charter Term						
Grades	**Ages**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
8	12-14	108	144	144	144	144
9	13-15	36	65	86	86	86
10	14-16		32	58	78	78
11	15-17			26	47	62
12	16-18				18	33
Total		144	241	315	373	403

b. Strategies to attract and recruit students: Our greatest resource in recruitment is our ever-growing network of satisfied parents and former parents and collaborating community based organizations (CBOs). In addition to SJU, a broad range of organizations work with ICS, including the Staten Island Historical Society, the Staten Island JCC, and Snug Harbor Cultural Center. These linkages enable NECCS to begin with deep ties to the community and thus be able to recruit students interested the innovative school design.

NECCS will utilize direct mail as well as social media to reach all eligible public-school families on Staten Island with a special effort to reach the following groups that are historically underserved in higher education by attending fairs, community events, and visiting schools. As a Key Design element, NECCS seeks to attract the following sub-groups:

1. Students with disabilities: NECCS seeks to utilize a weighted lottery with the goal of serving a student population in which at least 35% of its incoming students have Individualized Education Plans. ICS has built a strong collaborative relationship with the CSD 31 CSE and with

[12] While we reserve the right to fill openings in the upper grades, such increases will occur only when they can be done without jeopardizing the educational experience of all students.

the schools in the district. NECCS will work with this DOE network and with a variety of local organizations serving students with disabilities including Staten Island YMCA Counseling Service, Camelot, JBFSC and the Staten Island Mental Health Society to reach this population. If this target goal is not reached, NECCS will seek to amend the charter to institute a tiered lottery such as adopted by Lavelle Prep.

2. English Language Learners: Recognizing that most charter schools have lagged in recruitment of English Language Learners, NECCS will collaborate with LPCS and NVCS and reach out to the segments of the Staten Island community with significant populations of English Language Learners. NECCS will work with the following CBO's to assist in the recruitment of students in this subgroup: El Centro, Project Hospitality, Make the Road New York, and Noor Al-Islam Sunday School. Applications will available in print and online in multiple languages.

3. Students who are eligible applicants for the free and reduced-price lunch program (FRPL): CSD 31 is among the largest and most diverse of NYC's school districts. In the 2015-2016 school year, both LPCS and NVCS surpassed district averages in qualifying FRPL students. The opportunity to earn college credits while in high school at no cost to participating students and their families is a key design element that should help NECCS recruit students in this subgroup.

Lack of access to information about available educational options is often a consequence of economic disadvantage and/or limited English proficiency. Outreach efforts will target the most disadvantaged groups, be available in multiple languages, and promote the ethos of NECCS as an inclusive, caring setting designed to meet the needs of all learners with the goal of providing students with rigorous instruction and access to a college education at no cost.

c. Strategies to retain and support students:

Since the vast majority of Staten Island student's change schools after 8th grade, NECCS's plan for an 8th to 12th grade high school faces an unusual recruitment challenge. The LPCS experience suggests that the percentage of NECCS 8th graders returning for 9th grade may cap at 60% as some students may decide to return to a traditional public high school. However, as a unique, college prep program serving grades 8 through 12, NECCS's integrated design of small classes, intensive summer sessions, and wellness supports provides a structure which may enable the school to optimize retention. While all rising 9th graders may apply to any high school in the district, none of these are Early College models and are limited to offer only up to 18 college credits at no cost through the CUNY College Now and Bridge Programs. Retention through graduation will be made through NECCS's integrated design of small classes, intensive summer sessions, and wellness support with the promise of the acquisition of up to 60 no cost college credits. The pathways for careers in either business or law enforcement/criminal justice will aid retention. Students will immediately begin to study the pathway that matches their passion and interest.

While the term academic support may refer to a wide variety of instructional methods, educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet learning standards, or generally succeed in school, NECCs is designed to ensure every student succeeds. The approach to

support, as indicated in the key design and explored in more detail throughout, is woven as a strategic thread that binds the school together. The structure of support is as follows: classroom based through Universal Design for Learning, instructionally based through the ethos that students learn best when they are capable of assessing their own learning, and structurally based through the Summer Intensives, Wellness Program, Targeted Intervention Electives (TIE), Posse (on the college campus), and small class size.

Classroom-based strategies: Teachers continually monitor student performance and learning needs, and then adjust what they teach or how they teach to improve student learning. Employing UDL strategies, teachers ensure that all students have access to challenging curricula by representing information in multiple ways, differentiating ways students can express their understanding, and provide for multiple means of motiving students in the learning process. Since students receive and process information in different ways, it is important to represent content in multiple ways. For example, students with a sensory disability such as hearing or visual impairment, necessarily learn differently. The beauty of designing lessons to assist these students is that offering content in multiple modalities can help other students. Using close captions when presenting film or video also removes difficulties for those students with slower cognitive processing time. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Since there is no one best way to learn, offering multiple means of delivery support all students. Similarly, there is no one-way to demonstrate one's understanding. Students that possess executive function disorders or whose language creates barriers to learners, approach learning tasks differently. By allowing students different means to express themselves, teachers are better able to meet student needs. For example, asking a student with dysgraphia to hand write reports will lead to frustration and stress and not give the teacher the ability to assess comprehension with fidelity. Asking all students to type reports (or utilize tools such as text to speech or allowing students to choose the modality that suits them best) gives access and support to all learners. Finally, what interests and motivates humans differ from person to person. Teachers can stimulate, engage, and excite students in different ways. This is best achieved when students have the ability to choose what they wish to learn and how they wish to present their learning. In a unit on Civil and Human Rights in a history or criminal justice course, for example, students that are empowered to choose the content (women's quest for equal rights, the drive for marriage equity for gays, or the African American experience) and the vehicle for expressing their understanding (writing a term paper, producing a documentary film, performing a play).

Instructional philosophy. Research demonstrates that students that own their learning by mastering the ability to peer and self-assess, can learn at an accelerated pace. Teachers, by working in teams, will craft lessons aligned to the state standards and give students clear learning targets along with criteria that will help students assess where they are on their own learning progression.

School-based strategies: NECCS will create academic-support opportunities during the school day through increased instructional time, small class size, and utilization of the inclusion model which placed two highly skilled teachers in each classroom. The inclusion model is detailed in Section B.

After-hours strategies: Summer Intensive and Targeted Instructional Electives (TIE) provide students with tutoring, mentoring, and/or mini courses that help students prepare for class, acquire study skills, or a second opportunity to master specific content.

Wellness and Posse: The Wellness and Posse Program is designed to offer students access to certified counselors to assist with students' social emotional learning as well as support positive relationship s between teachers and students. Through these programs students will be better served and more effectively taught if teachers know students well and understand their distinct learning needs, interests, and aspirations. Wellness and Posse are discussed in greater detail in Part IIA.

Technology-assisted strategies: NECCS will use digital and online learning applications, such as visual simulations or gamed-based learning, to help students grasp difficult concepts, or teachers may use course-management programs that allow them to archive course materials and communicate with students online. These options may be self-directed by students or overseen by teachers, or they may be provided during the school day or they may allow students to work from home at their own pace.

In addition to academics, NECCS will provide students with opportunities to participate in extra and co-curricular activities of their choosing. This model works well at LPCS as well as district schools. In partnership with District 31 and especially Port Richmond High School, NECCS students will have the opportunity to try out and join a Public School Athletic (PSAL) team. In 2016-17, LPCS students participated on the following Port Richmond High School teams: soccer, lacrosse, basketball, gymnastics, bowling, baseball, wrestling, football and cheerleading. NECCS will provide students with a safe and inclusive culture giving students a sense of belonging so that the choice to stay a NECCS is compelling for a variety of reasons.[13]

D. Community to be Served:

NECCS will be located in District 31, which comprises the entire Borough of Staten Island in New York City, an area of over 100 square miles with a population of nearly 500,000 people. Although at one time predominantly Irish and Italian, Staten Island has grown dramatically and dramatically diverse in the last 20 years, a fact which has gone largely unnoticed by the rest of New York City and New York State. In 2010, less than two-thirds of Staten Island residents were non-Hispanics Caucasians and that percentage has continued to fall dramatically. South American, Asian and African immigrant communities continue to grow. The Borough's relatively high median income masks great diversity and significant populations of poverty and underemployment. Staten Island's charter schools have historically drawn students from the economically disadvantaged communities where traditional public schools have been less effective and where parents have been less financially able to access private and parochial school alternatives.[14] Students from these disadvantaged neighborhoods are more likely to have dropped

[13] It should be noted that some students may move through the NECCS program without achieving the SJU-required "B" average for admission to college courses. For these students, we will provide a co-op program, which will enable them to graduate with a final year of high school enriched through a variety of valuable career-oriented experiences.

[14] Despite serving groups underrepresented in higher education, early college schools achieve college-going results that surpass national averages: Nearly three-fourths of early college graduates enroll in postsecondary education the

out of high school or be at risk of dropping out. Although other Staten Island high schools, including LPCS, offer opportunities for selected students to take college courses, there is not currently an early college high school in District 31.

Within this population, students living with emotional challenges and other disabilities are particularly disadvantaged. The need for better educational programs serving students with emotional challenges is beyond question. "Approximately 50% of students with a mental illness drop out of high school; this is the highest dropout rate of any disability group."[15] The costs of failing to provide adequate education for youth with emotional challenges are enormous for society and for the education system. Psychiatric treatment alone is not sufficient. Unless youth with emotional challenges are served in an environment in which their differences are respected; in which they feel safe, welcome, and appreciated; and in which their talents are nurtured and developed, they are unlikely to become constructive, contributive members of the community. The long-term cost to society of such failure is enormous. Instead of contributive, tax-paying, successfully employed college graduates, current special education programs increase the likelihood that students with emotional challenges will become chronic psychiatric patients, dependent on the community for treatment and financial support. NECCS is designed to address a critical challenge facing Community School District 31.

Nowhere is the importance of a college education to economic growth more evident than in metropolitan New York City, long a bellwether of the global economy and home to the most innovative sectors of our national economy. Staten Island is "currently ranked fourth among the five boroughs in the number of college degrees per resident." In order to address this issue, the College of Staten Island, St. John's University (Staten Island Campus), and Wagner College joined together to create a cross agency, borough-wide initiative: 30,000 Degrees: College Readiness for a Stronger Staten Island. Modeled after the successful The Greater Louisville Inc. Degrees at Work Program, key leaders in the borough formed the Staten Island Educational Partnership (SIEP) to leverage existing college readiness efforts and develop new strategies" in order to confer an additional 30,000 baccalaureate degrees or higher on the Island by 2025. By creating a pathway to college graduation for students who are least likely to graduate, NECCS will make an important contribution to this borough-wide initiative. No group is this more critical than for students who are living with emotional challenges as "approximately 50% of students with a mental illness drop out of high school" [16] This affects far too many children in Staten Island and throughout the City. According to the New York City Department of Planning, "Staten Island's school-age population will increase 7.4 percent, from 83,000 in 2000 to 89,000 in 2030."[17] According to the Surgeon General's report on mental illness, "20 percent of children

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semester following high school graduation, compared with just over half of low- income high school graduates nationally. Webb, M., & Gerwin, C. (2014, March). Early College Expansion Propelling Students to Postsecondary Success, at a School Near You. In *Jobs for the Future*. Retrieved March 4, 2017, from http://www.jff.org/sites/default/files/publications/materials/Early-College-Expansion_031414.pdf

[15] U.S. Department of Education, Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act, Washington, D.C., 2001.

[16] U.S. Department of Education, Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act, Washington, D.C., 2001.

[17] New York City Population Projections by Age/Sex & Borough 2000-2030, REPORT, NYC Department of Planning, Amanda Burden, Director, 2006, page 3.

are estimated to have mental disorders with at least mild functional impairment (while) approximately 5 to 9 percent" suffer from serious emotional disorders.[18] NECCS is designed to provide an accelerated pathway to college graduation for students whose special needs, prior academic achievement, or economic disadvantage might prevent them from otherwise succeeding in college.

E. Public Outreach

Over the past decade, members of the Applicant Team have successfully established two charter schools on Staten Island, in the process creating a broad network of individuals and organizations that recognize the important role that charter schools can play. Surveys, information sessions, and public open forums have all shown positive support for NECCS. Responding to the 30,000 Degrees initiative, the LPCS and NVCS leadership initiated meetings with Staten Island's institutions of higher education to explore an early college program to serve students most underrepresented in higher education on Staten Island. Together we reached out to a diverse mix of community leaders from secondary education, business, and other community-based service organizations, many of whom have participated in the planning process. An email distributing a public announcement flyer was sent on January 12, 2017 to over 200 community people and business liaisons of LPCS and NVCS requesting their attention and participation. Announcements of our intention to apply for a new charter have been posted on both the LPCS and NVCS websites along with a comment box requesting feedback from the community. All comments will be delivered to an email on Google and checked regularly. This remains available to the public indefinitely.

Outreach is continuing to a broad array of stakeholder organizations, including current and former elected officials and local community boards, parent organizations, and service organizations. These meetings, and in particular our discussions with parents, revealed two concerns: (1) how NECCS can make average and struggling students ready for college on an accelerated schedule, and (2) how NECCS will support younger students socially and emotionally once they began taking courses on the SJU campus. These concerns then became a central focus of the planning team and led to the development of a number of critical interventions, including the Intensive Summer Institute for all entering students and the Posse Headquarters at SJU (Section II, Education Plan).

Although experience at LPCS and NVCS indicates that turn-out for informational forums from the parent communities we serve is generally poor, three open community opportunities for parental input on the NECCS proposal, beyond the range of discussions, formal and informal, engaged in by members of the planning team throughout the planning process, have been offered. These forums took place on January 30, 2016 at LPCS; on March 4, 2017 at SJU; and on March 14, 2017 at LPCS. One specific parent in attendance at an information session said, "What is there not to like? You are giving my child or anyone else's child the opportunity to earn

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[18] Department of Health and Human Services (US); Rockville (MD): Department of Health and Human Services; Substance Abuse and Mental Health Services Administration; Center for Mental Health Services; National Institutes of Health; National Institute of Mental Health. Mental health: a report of the Surgeon General. 1999.

up to 60 college credits. You are making college more affordable for people like me who don't have the money to do so."

Media advertisements have included: Print ads in the Staten Island Advance on January 17, 2017, February 26, 2017, and March 4 announcing the Public Meetings held on January 30, March 4, 2017, and March 14, 2017, respectively, and highlighting the intention to apply for the NECCS charter. 75,000 pop up ads were also electronically displayed on the Staten Island Live website (SILIVE.com) on these dates.

In order to further estimate broader parent interest, a non-random pilot survey of 6th and 7th grade parents was conducted within LPCS, reaching a group of parents who are overwhelmingly satisfied with their student's school experience. Nevertheless, 17% indicated an interest in applying to NECCS for their child. A second non-random survey utilized social media. Of the 128 survey responses received, 124 indicated that the proposed school would be a benefit to the Staten Island community. Thirty-one reported that they were parents of a current elementary school student. Of these, thirty reported that they are Staten Island residents. It is this group of 30 who are most important in guaging parent interest. These are the parents of students who will be eligible to apply for the NECCS lottery and who will meet the in-district preference. Twenty-five of the 30 stated that they would have their child apply to NECCS in 8th grade. This positive response rate of 83% supports all feedback that we have received, both formally and informally, that an early college program open to all students through a lottery will strike an extremely positive chord on Staten Island. Based on the results of the surveys, even if only 17% of eligible Staten Island students applied each year, NECCS would have five applicants for each available seat.

Since NECCS will not open until 2018, we plan to undertake a number of initiatives to increase parental awareness. Particularly important are outreach initiatives to the non-English-speaking communities of Staten Island (as described in Section I(C), above) that will be undertaken in conjunction with NVCS and LPCS to address the general lag in charter school admissions for such students.

F. Programmatic and Fiscal Impact

It is expected that NECCS will have minimal fiscal impact on other public and nonpublic schools in the area. There are thirty-four high schools on Staten Island. Of the thirty-four schools, there are 15 public schools, 16 private/ parochial schools and Lavelle Prep, New Ventures and one other charter school. NECCS expects, however, to have a far greater programmatic impact. By providing an accelerated pathway to college graduation for all students, NECCS could draw students from public high school programs that do not have the capacity to support students with challenging needs. By implementing a novel approach to early college programming, NECCS has the potential for contributing to the larger discussion of alternative methods for reducing the cost of higher education while better preparing students to graduate high school as well as college.

Potential Fiscal Impact of NECCS

(New York City CSD 31/Region 7 Staten Island)

School Year	Number of Students	Projected Per Pupil Revenue	District Budget	Projected Impact
FY19	144	$2,019,888	$24,800,000,000	0.008%
FY20	241	$3,380,507	$24,800,000,000	0.014%
FY21	315	$4,418,505	$24,800,000,000	0.018%
FY22	373	$5,232,071	$24,800,000,000	0.021%
FY23	403	$5,652,881	$24,800,000,000	0.023%

II. Educational Plan

A. Curriculum and Instruction: The instructional philosophy at NECCS is that all students can learn and achieve at high levels regardless of prior academic achievement, economic disadvantages, or presence of special needs when provided with academic and social emotional supports that enable them to access a rigorous and viable curriculum. At NECCS all students can learn and achieve at high levels regardless of prior academic achievement, economic disadvantages, or presence of special needs. To support this, teachers will provide academic and social emotional supports that enable them to access rigorous and viable curricula. Since a viable curriculum increases students' likelihood of post-secondary success, the NECCS educational plan is divided into two phases, college preparation and early college. According to Robert J. Marzano, a "viable curriculum ensures that all students have an equal opportunity to learn . . .have access to an effective or highly effective teacher, and access to the same content, knowledge and skills in each section or class. [19]

Anchored in the New York Next Generation English Language Arts and Mathematics Learning Standards, the students' first three years at NECCS constitute the **College Preparation Phase**. All students spend the College Preparation Phase on the NECCS campus.

At NECCS, teachers will consistently and reliably address the same learning goals and hold the same expectations for student achievement for all learners by creating unit plans, lesson plans, and assessments that are aligned to the New York State Next Generation Learning Standards (formerly Common Core) and engage in professional learning communities to provide appropriate opportunities for collaboration, calibration, and coordination of learning. In professional learning communities NECCS educators, working in grade level impact teams, will conduct inquiry by looking at student work together, unpack state standards to identify priority and focus standards, and develop instruction using Universal Design for Learning (UDL) as a framework to improve and optimize teaching and learning.[20] Educators who help their students

[19] Robert J. Marzano, What Works in Schools: (ASCD, January 2003), Chapter 3.

[20] Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences that guides the development of flexible learning environments so that teachers can accommodate for individual learning differences while holding students accountable to state standards.

become assessment capable learners (students who can demonstrate mastery of content on standardized assessments) then have students who can identify the learning target for a lesson, can describe where they are in relation to the criteria, and use that information to select learning strategies to improve their work.

According to the research of John Hattie, students that can peer and self-assess, can triple their learning in one year. At NECCS, teachers will assist students to take ownership of their education. In order to ensure cohesion, NECCS will employ a *Theory of Action* that will serve as the philosophical and instructional foundation. Thus, the instructional focus of NECCS is: **If** teachers working collaboratively design clear learning targets aligned to state standards and motivate and inspire students to take ownership and responsibility of their own learning **THEN** students by using success criteria and rubrics can craft their own learning goals and become assessment capable learners thereby accelerating their readiness for college and career.

Teacher Recruitment and Induction

A continuing goal of the United States Department of Education and the NYS Education Department is promoting higher standards and greater student achievement so that students are college and career ready. NECCS is designed to support both college and career readiness by offering students curricula that are fully infused with content rooted in their areas of career interest.

Recent studies show that teacher quality is an important determinant of student success. Researchers have found that low income students, students with special needs, as well as English language learners are typically taught by inexperienced teachers or those without a major or minor in the subjects they teach.[21] According to the National Board for Professional Teaching Standards (NBPTS), teacher quality is improved by measuring teacher performance and helping teachers improve their practice. Measuring performance and supporting teacher practice at NECCS begins in the recruitment and hiring process and will be deeply embedded in the daily life of the school.

The Harvard Business Review points out that as much as 80% of employee turnover is due to bad hiring decisions.[22] At NECCS, all candidate resumes will first be screened by a committee comprised of stakeholders and rated based upon experience and knowledge of content area. Next, we will bring candidates in a group "two-way interview session" during which members of the NECCS hiring committee will present some key design elements to facilitate a group discussion. These sessions enable candidates to learn more about the school in order to assess their own interest while enabling committee members to assess candidates' participation in a group setting and learn more about their educational philosophies. In the next phase, candidates are invited to conduct a demonstration lesson followed by a debrief session with the observers.

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[21] Findings from multiple scholarly sources through international evidence-based research indicate that *what matters most* is quality teachers and teaching, supported by strategic teacher professional development. Alliance for Excellent Education, http://diverseeducation.com/article/14845; Center for Public Education, https://goo.gl/VN1Ys9; Kenneth J. Rowe, *The Importance of Teacher Quality as a Key Determinant of Students' Experiences and Outcomes of Schooling* (February 2003).

[22] https://hbr.org/2007/03/maximizing-your-return-on-people

Candidates are conditionally hired and then participate in a series of training seminars that could last up to 8 weeks. This process gives both existing faculty and candidates the chance to assess their ability to work together effectively as an instructional team, and allows the new team members to gain a level of preparedness before joining the annual, full faculty in the Summer Training Institute.

Once hired, teachers work together in grade level teams. Each grade level team meets on a regular schedule weekly to conduct student inquiry by looking at student work and assessment data to inform instruction. Teachers will then be able to develop units and lessons aligned to the New York State Next Generation Standards while taking into account student needs. [23] Over time, the number of teams will grow to reflect the growing school. At scale, *impact teams* can take on many forms such as: grade level teams, course-level, department or division teams, vertical teams, school level leadership teams, guidance teams, and early college team. NECCS teams will use The Danielson Framework in a supportive peer process as developed at LPCS.[24] Using the Danielson Framework to support pedagogy, teachers and school leaders will collaboratively analyze key elements of teacher work including classroom practice, assessment data, and student work for students they share or on whom they are focused, resulting in shared improvements in teacher practice and mastery of goals for groups of students.

Rigorous Instruction

NECCS is designed to prepare students for the 21st Century by providing engagement in a rigorous college preparatory program and an early college education thereby increasing the likelihood of NECCS students graduating with a college degree.

We believe that rigor arises when instruction is aligned to the following five components:

1. Consistently promotes high levels of critical thinking.
2. Continually makes explicit to students the significance of learning activities they are expected to engage in.
3. Empower students to own their own learning by teaching them to self and peer assess.
4. Enable learners to demonstrate metacognitive awareness of learning and knowledge.
5. Inspire students to be creative and innovative.

Rigor is the result of work that challenges students' thinking in new and interesting ways. It occurs when they are encouraged toward a sophisticated understanding of fundamental ideas and are driven by curiosity to discover what they do not know. Performance tasks ask students to research and analyze information, weigh evidence, and solve problems relevant to the real world, allowing students to demonstrate their knowledge and skills in an authentic way. The assessment system uses performance tasks to measure skills valued by higher education and the workplace-critical thinking, problem solving, and communication. Rigor is essentially about *cultivating a*

[23] See Paul Bloomberg and Barb Pritchford, Leading Impact Teams: Building a Culture of Efficacy (Corwin Press, 2017).

[24] LPCS was the recipient of CSP Dissemination Grant from NYSED to share its peer-based, Danielson process with four District School. From its inception, NECCS will participate in this collaborative and continually evolving professional development model.

culture of learning where students are empowered to achieve beyond any perceived limitations to their potential. Learning becomes the ultimate goal and transcends the false dichotomy of teacher-centric vs. student-centric instructional models. Within a culture of learning, students become *architects of their own learning*, as the classroom presents robust opportunities for students to be immersed in the teaching and learning process. In a rigorous classroom, students and teacher are co-learners co-creating personalized learning pathways.[25]

Depth of Knowledge (DOK) is a methodology that asks teachers and students to focus on the *depth* at which students understand content and concepts. DOK is divided into four levels that increase in complexity. At "level one," students are asked to recall information while at "level two," they are merely asked to use information in two or more steps. In a traditional lesson on the life of Dr. Martin Luther King, Jr., students may be asked to write an essay on the life and accomplishments of Dr. King and explain why his life is celebrated as a national holiday. This is an example of a Level I or 2 task. In a rigorous classroom, students must demonstrate higher order critical thinking that asks students to think strategically (Level 3) and extend their thinking through investigations that require students to justify, design, critique, or prove a position. The new assignment would ask students to identify which figures in history are deserving of a national holiday and devise the criteria for selecting this person. Students would then have to research Dr. King against these criteria and engage in a debate whether or not his birthday should be celebrated nationwide with a panel of student judges tasked with the role of deciding how strong a case is made for or against. The new task asks students to develop a deeper understanding or core knowledge and skills related to a theme, problem, or issue. It engages students in a learning environment that pushes students to clarify and negotiate their thinking with others. Finally, it requires students to support their claims and opinions with evidence from texts or research.

In traditional social studies classes, students are asked to remember historical events and make comparisons across time and place. Students in this environment could be confronted with the following assignment: research the causes and results of the 1692 Salem Witchcraft Trials and explain why it is important to study. This task, while interesting, simply asks students to recall information (DOK: Level 1). A NECCS assignment looks much different. Aligned to the pathway of criminal justice, students play the roles of prosecutor, defense attorney, magistrate, accused, and witnesses and conduct or recreate the 1692 proceedings. This task requires student to understand the context in which these trials took place, engage in a deep analysis of primary sources, produce a tangible product (the trial) for an audience (a "jury"), and extend their learning. Good students of history make connections across time and place in order to make sense of current events. This lesson, as part of a larger unit examining both the fairness of the American judicial system as well as the quest for civil rights for all, asks students to compare and contrast, analyze and synthesize information, and finally, to evaluate objective data in order to form a judgment (DOK: Levels 3 and 4).

Curricula that is designed to promote student thinking and problem solving that calls upon

[25] Rigor is not "adding more work" or "making work more difficult." NECCS will draw upon the work of Tony Wagner, The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—and What We Can Do About It (Basic Books, 2008); Dan Pink (Danpink.com) and Sir Ken Robinson (sirkenrobinson.com) on creativity and motivation; and Norman Webb's, Depth of Knowledge (1997) to calculate cognitive depth.

students to use previously acquired knowledge is rigorous and engaging because it does not require students to use rote memorization to arrive at the "correct answer." NECCS teachers will need to equip students with the skills necessary to solve complex real world and authentic problems that we have yet to identify. Using a problem or project based learning approach enables students to work collaboratively, peer and self-assess, and set their own learning goals thus deepening their understanding of core concepts and state standards. Carol Dweck, in her seminal work, Mindset: The New Psychology of Success, posits that possessing a growth mindset creates motivation and productivity in the worlds of business, education, and sports. At NECCS students will understand that their intelligence can be developed and not *fixed* forever. At traditional schools, students *fail* classes or perform *below standard.* This leads to a *fixed mindset* where students believe what teachers and family have told them and what they have experienced. NECCS students will say, "I am not a math person, *yet.*" This ethos manifests itself in "productive struggle." Rather than sitting in rows independently solving problems on worksheets, students work in groups to solve a dilemma where an understanding of mathematics is crucial to the solution. In Algebra I class, students could look at three to four cell phone plans with the task of presenting visually which plan is best. This task presents a real-world problem requiring the students to write linear equations to model different cell phone plans. Looking at the graphs of the lines in the context of the cell phone plans allows the students to connect the meaning of the intersection points of two lines with the simultaneous solution of two linear equations. The students are required to find the solution algebraically to complete the task. To ramp up the rigor of the task, the teacher would include information not germane to this problem not to distract students but teach them the skill of sorting through what is or is not relevant information.

In the traditional setting, teachers purchase ready-made aligned curricula sources such as EngageNY for mathematics instruction and Houghton Mifflin Harcourt's (HMH) Collections for English Language Arts and Social Studies instruction. At NECCS, Impact Teams will create their own units and lessons by identifying focus and priority standards. The benefit of creating lessons and units independent of purchased curricula is that teachers can align what they teach to specific student needs and decide which standards are most important. Moreover, NECCS teachers are going to develop units, lessons, activities, and performance tasks that make real world connections to the pathways of business and criminal justice. In mathematics, for example, not all of the content in a given grade is emphasized equally in the standards. The list of content standards for each grade is not a flat, one-dimensional checklist so teachers that follow purchased curricula do students a disservice by spending an equal amount of time for each standard. At NECCS teachers will examine the standards that will allow them to intensely focus on the most critical material at each grade to allow for depth in learning. A priority standard in Algebra 1, for example is "Interpret the structure of expressions." Less important, and therefore a content standard that is nice for students to know but not essential could be, for example, "Use properties of rational and irrational numbers." Teachers will not ignore standards; rather, teachers will develop lessons that *prioritize* standards that will assist students to master mathematical practices. According to the National Council of Teachers of Mathematics, "teachers need to understand the big ideas of mathematics and be able to represent mathematics as a coherent and connected enterprise.[26]

[26] National Council of Teachers of Mathematics Commission on Standards for School Mathematics. (1989). Curriculum and evaluation standards for school mathematics. Reston VA: The Council. http://www.standards.nctm.org/index.htm

Take Jessica Caviness, a teacher from Coppell High School in Texas. Ms. Caviness tweeted a photo of a soda cup asking students to write a warm up question for class that somehow involves "volume." Student responses included those that discussed how much money the baseball team could make in sales based upon the size of the cup. One in fact, touched upon the concept of displacement by discussing how much soda would be wasted if too much ice were added. [27] The new task thus inspires critical thinking, links learning to pathways, and motivates and engages students in the learning. In order to build assessment capable learners, each of these tasks are accompanied by a scoring rubric for students to assess themselves and each other. The beauty of this task is that it addresses a "big Idea"; that is, students were able to grasp the concept that any number, measure, numerical expression, algebraic expression, or equation can be represented in an infinite number of ways that have the same intrinsic learning value, through real world application.[28]

Key Instructional Practices

One of the most important goals of a school is to motivate and inspire students by engaging them in a rigorous curriculum with challenging courses and the necessary supports to ensure all students achieve at high levels. NECCS teachers will employ a variety of approaches and methodologies to bring strength and rigor to the curricula. These strategies are supported by research and each have proven records of success in helping students perform at the highest level of educational achievement. The Key Instructional Practices at NECCS – Constructivism, Teacher Teams, Assessment for Learning, Student Engagement, Universal Design, and Wellness- are designed to work together to achieve the core goal of improving student achievement.

Constructivism

NECCS will employ a constructivist pedagogy which is ideally suited to the needs of all students but especially those living with disturbances of mood, thought, cognition or behavior as this approach meets a key design element and is aligned to Component 3c (Engaging Students in Learning) of the Danielson Framework. Student engagement in learning is the centerpiece of the Framework for Teaching. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The Principle of Learning concept of "Accountable Talk" is a methodology that, in concert with DOK, ensures that instruction is rigorous. Accountable Talk practices asks students to support or challenge the assertions of their peers, present evidence to prove or explain their own ideas, and authenticate their positions with valid accepted arguments.[29] First, however, teachers need to decide *what* to teach.

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[27] http://novemberlearning.com/educational-resources-for-educators/teaching-and-learning-articles/how-twitter-can-be-used-as-a-powerful-educational-tool/

[28] Randall I. Charles, (2017). *Big Ideas and Understandings as the Foundation for Elementary and Middle School Mathematics*.http://www.authenticeducation.org/bigideas/sample_units/math_samples/BigIdeas_NCSM_Spr05v7.pdf

[29] (IFL), Institute for Learning. "Principles of Learning." Principles of Learning | Institute for Learning. N.p., n.d. Web. 26 June 2017.

Teacher Impact Teams

Teachers, in their impact teams, must unpack state standards to identify focus and priority standards enabling the teams to set learning intentions or targets for each lesson that they share with students. That is, since standards are not written in the most easily accessible language, teachers need to analyze that language and pull out what students need to know (essential knowledge) and do (essential skills). Then, for each lesson, teachers need to share "success criteria" with students; that is, students will know what they need to know or be able to do in order to meet the learning target of the lesson. In this example, the teacher has left out student voice. Suppose however, the teacher reviews with students the requirements of the end of unit project including the rubric for showing mastery. The teacher now can field clarifying questions from the class related to the expectation of the project before co-constructing what students need to do to meet or exceed expectations. In a unit on the impact of the Industrial Revolution, the end of unit project could require students to "invent" a new product to present to the judges on "Shark Tank." In pairs or groups, the teacher could ask students to develop a list of elements that they would need in order to demonstrate *success.* In this dialog, students would also be able to share some strategies they can employ to become successful.

Assessment for Learning

When teachers and students share what students need to know, understand, or do through explicit instruction and/or demonstration, students can then take ownership of their own learning.[30] In traditional settings, teachers create "instructional objectives" and measure student performance through summative assessments such as exams, quizzes, or projects. Students do not know where they stand in relation to the standard until it is too late- a grade identifies the level of their understanding and their mindset is "fixed" based upon that grade. At NECCS, teachers and students will design assessment tools (tests, projects, tasks) that are aligned with these success criteria. Additionally, teachers will share the learning targets and success criteria for the entire unit of study. Teachers will serve primarily as guides and facilitators of higher order thinking by providing rigorous tasks and activities that require critical thinking and encouraging multiple perspectives. In an American History Cold War unit, a sample-culminating project asks students to solve the Cuban Missile Crisis by role-playing advisors to President Kennedy. Each "advisor" gives different advice and the "president" must make a decision and write a speech for the American public. In this "front loading" lesson, teachers and teacher assistants work collaboratively to set the criteria that will make this project successful. Teachers will provide students with rubrics or learning progressions that will enable students to self and peer assess their work and understanding what grade and above grade level performance looks like. According to research, students who are able to peer and self-assess their work become self-regulated learners who are aware of their own learning goals and understand their next steps towards mastery. Students that own their own learning are able to problem solve collaboratively and demonstrate content and skill mastery in a variety of ways.[31] This is particularly important for students whose special abilities do not match those of other learners. Not only does peer

[30] Connie M. Moss and Susan M. Brookhart, Advancing Formative Assessment in Every Classroom (ASCD, 2009).

[31] Compare E. von Glasersfeld, "A constructivist approach to teaching," in L. P. Steffe & J. Gale, Constructivism in education (Hillsdale, NJ: Erlbaum, 1995): 3-16.

collaboration build an individual's understanding of one's strengths and weaknesses, it removes some of the stigma and self-blame associated with atypical abilities.

Student Engagement

Student engagement not only drives learning but also predicts success. The more students think about their work and are empowered to make choices about both product (what they are learning) and process (how they are learning), the more likely they are to work harder to succeed (resiliency) due to intrinsic motivations. Visiting a typical mathematics class, it becomes readily apparent that the *teacher* has a deep understanding of the subject and can solve problems with fluency. This happens when the *teacher* is primarily engaged in the work by solving problems *for* students, offering correctives, and providing hints disconnected from real world and purpose. A NECCS mathematics class will have students *productively struggle* by working with relevant, real world content connected to a pathway(s) with little input from the teacher. Armed with problem solving strategies, a grading rubric, and success criteria that explicitly states what students need to know and be able to do to meet or exceed standard, students work with their peers to solve a problem and present their solution to the class. In algebra, for example, sample success criteria could be, "I can identify the difference between an expression and an equation" or "I can use the distributive property if the equation has grouping symbols." The teacher could then assign an error analysis task. In that task, students receive equations that have been worked out step by step but that also include at least one error. Students will identify the errors and correct the work collaboratively. Students in this lesson would be grouped by ability level and given a task at their cognitive understanding. The teacher serves as a silent assessor moving from group to group to check on student progress and re-form groups if necessary. Tasks can be further differentiated for struggling students through the inclusion of scaffolds to remove challenges to the learning (for example, definitions of terms) and/or presence of manipulatives to aid in understanding and give students other ways to solve a problem. Finally, the class could be set up in a "station format" where each station is progressively more difficult. Teams travel through the stations working out the error task and self and peer assessing along the way until each group has mastered each station thus ensuring all students despite varying ability levels all reach at least standard. At NECCS, students will not just understand "the how," but "the why" as well. In this unit on solving equations, students will come to understand its applicability in the business world, as managers are involved in error analysis frequently. Mathematics plays a crucial role in criminal justice as well. Trigonometry, the measurement of triangles, is used in the analysis of blood spatter. The shape indicates the direction the blood has come from. The most probable scenario resulting in blood spatter on walls and floor can be reconstructed using trigonometric analysis. Such analysis can also determine whether the blood originated from a single source or multiple ones.

Universal Design

Teachers will use flexible grouping in the Universal Design for Learning model to ensure all students achieve proficiency as measured against the standard(s). In teams, teachers' craft lessons and activities aligned to standards and design grade level rubrics that surface gaps in student acquisition of skills or understanding of content. For example, a score of "one" on a four-point rubric addressing learning standard RL 8.5 (Compare and contrast two or more texts and analyze how the differing structure of each contributes to its meaning and style) indicates the student is *two grades below* standard. Students meet standard with a score of "three" and exceed

grade level standard with a score of "four." Tasks and activities may be differentiated with scaffolds in order to meet students at their cognitive level. Teachers may adapt resources, utilize computer assisted instruction, or pace instruction so that all students can study the same content and learn at their own pace.[32]. The intention is to support students by creating conditions where there are no barriers to learning and innovation and creativity thrive. "When people focus on human ideals and achievements, peak experiences, and best practices, these things, not conflicts, tend to flourish."[33]

In John Hattie's groundbreaking meta-analytic synthesis, Visible Learning, he identified the effect of 138 influences on achievement using effect size calculations. Considering that a .40 effect size (ES) is about 1 year's growth in 1 years' time, it is incumbent upon education leaders and teachers to pay attention to those influences that ensure at least a year's progress in a year's time for all students. Hattie's research demonstrates that students that are able to assess their own work can then create their own learning goals. These students learn at a faster rate than their peers that do not possess this skill because once they can see where their work or the work of their classmates is compared against the standard, the greater their efficacy becomes.[34] Standardized formative assessments and classroom performance will be utilized to shape and monitor pacing as, according to the Hattie research, teacher feedback carries an effect size of .75 with formative evaluation at .68. Further assisting accelerating the rate of student learning is teacher clarity of teaching to the standards (.72), student understanding of what it takes for them to meet with success (1.13), and finally, producing assessment capable learners (1.44). Teachers will meet regularly to examine data and student work to inform instruction and hold regular meetings with each student and his/her family to review progress and to develop strategies to increase individual success. Using formative assessment data and notes from looking at student work together at meetings, teachers provide each student with specific feedback that will assist students in understanding their next steps to improve their work or understanding of the standard(s). Students will be able to craft their own learning goals and learn how to both self and peer assess so that they truly become architects of their own learning. Students that are able to self-report their grades through this work carry an effect size of 1.44 which means these scholars can triple the speed of their learning in a year's time. Small class size (maximum of 18 per class) will enable teachers to utilize a three-tiered Response to Intervention (RTI) model (1.07) and support students with learning disabilities (.72).

The highest effect size on student learning is teacher estimate of student achievement (1.62). This is why NECCS will hire licensed, highly qualified teachers (HQT) by content area (ELA, Mathematics, Science, Social Studies, Movement, Art), some of whom will have expertise in either business or criminal justice, who believe all students can learn at high levels to ensure academic success for all, have a right to an education alongside their peers, and the entire

[32] Newsela.com, for example, is a website that levels articles and non-fiction text so that the sources are accessible to every learner.

[33] B.J. Mohr and J.M. Watkins, Appreciative inquiry. (San Diego: Jossey-Bass, 2001).

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community is responsible for addressing the unique needs of each student. [35] School leaders and teachers set the tone in a school and model the behavior they wish to see. At NECCS students with disabilities learn in a fully inclusive environment, all educators work together to ensure that every student is learning, and the school schedule reflects time for teachers to collaborate and students to meet both their academic as well as social emotional needs. [36] Summer sessions are part of NECCS key design because research shows that these programs work to prevent the "summer slide," allow for intensive writing and mathematics courses to support students in acquiring the skills necessary to succeed in high school and college level courses, and give students more opportunities to earn credit in core courses, electives, and foreign language.

Wellness

An important predicator of future success is self-efficacy. Students that are motivated to learn, confident in their abilities, and learn resilience are more likely to achieve than students that do not possess these characteristics.[37] The Wellness and Posse Program addresses social-emotional learning in both the College Preparatory and the Early College phases.

Wellness is a unique and essential ingredient of NECCS educational design, one that fosters academic engagement and growth for all students. Students who appraise themselves and their abilities realistically (self-awareness), regulate their feelings and behaviors appropriately (self-management), interpret social cues accurately (social awareness), resolve interpersonal conflicts effectively (relationship skills), and make good decisions about daily challenges (responsible decision making), are headed on a pathway toward success in school and later life.

The Wellness Curriculum focuses on strategies that enable students to succeed in a rigorous high school academic program. For many students, lack of school success is rooted not only in academic deficits but also in an inability to overcome social and emotional issues that interfere with academic performance. The Wellness Curriculum provides the tools to achieve this objective by equipping students with the tools (attitudes, knowledge, and skills) that enable them to effectively manage the challenges that confront them in their lives, and to live, work, learn and participate fully in their communities.

In their first year at NECCS, students are oriented into the program using a Wellness curriculum tailored to team building, executive functioning, school culture, and academic strategies for

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[35] There are a number of studies that report advantages of departmentalization. William B. Ragan stated the following as a result of science and mathematics, "It is no longer possible for just one teacher to keep up. Only a teacher who has a specialization in a discipline can do this. Departmentalization would allow this specialization." According to Barbara Reys & Francis Fennel (2003), "Teachers who are experts in their field will be better able to understand and meet the needs of the different learners that need individualized attention."

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[37] Marissa Saunders and David Silver assess the impact of high school on college readiness (https://idea.gseis.ucla.edu/publications/files/ImpactofHighSchools_fullReport.pdf) and Angela Duckworth and Patrick Quinn developed the GRIT scale to measure and predict the impact of perseverance in high school on college success.

success. In their second year at NECCS, students build their social emotional and problem-solving skills using the DBT STEPS–A curriculum. This curriculum includes support in four sets of skills, which are Mindfulness: the practice of being fully aware and present in this one moment; Distress Tolerance: how to tolerate pain in difficult situations, not change it; Interpersonal Effectiveness: how to ask for what you want and say no while maintaining self-respect and relationships with others; Emotion Regulation: how to change emotions that you want to change. In their third year, students will focus primarily on the skills needed to succeed in college and career. Examples of these skills include resume writing, entrance essay workshops, professionalism, interview skills, and executive functioning in the work place.

College Preparation Phase

In the **college preparation phase** (*8th, 9th, and 10th grades*), a more structured, high school curriculum is meant to help students prepare for the rigors of college coursework. Alongside a robust network of academic support resources, the high school classes help students more adequately prepare for the demands of their college classes in the last two years while ensuring students maintain a grade point average of at least "B".

In order to meet the accelerated demands of college readiness, incoming NECCS students will start in the summer session prior to their first year. In this summer school session, students will take an intensive writing workshop with a focus on non-fiction content and research skills as well as pre-algebra to ensure they are ready for the academic writing and mathematical demands that await them. Student success in the initial summer program will generate data to guide individualized academic planning and initial instructional expectations while orienting students to NECCS culture. For NECCS students' second and third summers, flexible and individualized programming will be available. During their second and third summers, all students will participate in a Language Immersion Institute in order to fulfill their Language Other Than English requirement.

First Year Summer Intensive:

Writing Intensive

This is a course designed to help all incoming students develop into proficient writers and readers. Concentration is on improving those skills as well as developing study skills and learning test-taking strategies. Students receive course credit upon completion.

Mathematics Intensive

This is a course designed to help all incoming students to expand on their knowledge of general mathematics. Students will develop an understanding of core mathematic concepts such as basic algebraic expressions, factoring, and an introduction into mathematic concepts. They will learn to apply these concepts to real life applications. Students will be engaging in mathematical concepts that will broaden their understanding of what they know and prepare them for a smooth transition to higher levels of high school mathematics. Concentration is on improving those skills as well as developing study skills and learning test-taking strategies. Students receive course credit upon completion. This course will also serve as a placement course. Students are programmed in either one or two-year Algebra based upon performance in this course and on s valid and reliable end summer examination.

Summer Intensive:
Each summer, REECS will offer summer intensive courses, opportunities for students to serve in internships, and credit recovery courses for students that need to make up credit in addition to the Spanish Immersion course designed to provide students with the opportunity to meet the New York State Language other than English (LOTE) requirement. Rising eighth graders receive intensive courses in writing and mathematics to prepare them for the rigors of Early College High School. In the summer before grade 9, students that wish to pursue three years of foreign language may stake Spanish I Immersion. This introductory course will enable students to obtain proficiency in the four skills of listening, speaking, reading and writing within the context of the Spanish speaking world and its culture. The value of speaking a foreign language for success in careers both in business and criminal justice is indisputable. During this summer, in conjunction with LPCS and NVCS, students that need to recover credits will be able to do so. In the summer preceding grade 10, students may take Spanish Year Two Immersion, Spanish I Immersion, participate in an internship, physical education, and/or recover credits, if necessary.

Pathways:
NECCS students choose a pathway and select one course for each term they are enrolled in the College Preparatory Phase to prepare them for course work they will take in the Early College Phase. All core courses at NECCS are taught through the lens of both pathways as appropriate. Students in mathematics and science courses will understand, through case study, activities, and problem solving, how the content relates to the pathway as appropriate. In humanities courses, students will read, discuss, and study business and economics topics as well as criminal justice and law enforcement when it makes the most sense. For example, students that read excerpts from Matt Taibbi's The Divide: American Injustice in the Age of the Wealth Gap are learning and evaluating both criminal justice and concepts in business and economics. In American history courses, student study Constitutional Law, Supreme Court cases, human and civil rights as well as capitalism, economic systems, and entrepreneurship. Students need electives to graduate so NECCS electives are specific courses that align to one of either pathway.

Business and Finance Pathway: NECCS offers courses designed to prepare students with 21st Century Skills in order to become college and career ready. Course offerings develop skills in computer technology, analyzing financial information, marketing, critical thinking, problem solving, and decision making as well as the ability to develop presentations and reports. NECCS will offer electives based upon teacher and budget availability coupled with student interest level. Participation in this pathway allows students the opportunity for Work Based Learning Experiences such as guest speakers, career research, mock interviewing, job shadowing, mentoring and internships. Industry partners support the program in order to provide students with real world knowledge and expertise. Students that successfully complete the sequence with a "B" average will obtain economics credit and be eligible to enroll in classes at SJU aligned to their interests in Business and Finance. Some of the courses NECCS plan to offer include the following: accounting, business math, computer applications, business law, and entrepreneurship.[38]

[38] The accounting course introduces students to the fundamental concepts and techniques of accounting for business transactions; a course in computer applications is designed to teach the essential skill sets for Microsoft Office software as well as keyboarding; Students will learn the basics of business and personal law in business law; students in Entrepreneurship will students will learn about business organization, raising capital, and marketing by running a virtual business

Law Enforcement and Criminal Justice Pathway: Criminal justice is an exciting subject for students to study. There are many sub-fields of criminal justice that students can choose to study, and each field can lead to different types of careers. Majoring in criminology helps students learn about the social reasons as to why crimes take place. In addition to knowledge relating to criminal justice, students who major in criminology also have to study topics relating to psychology, sociology, law, and much more. For people who are looking for a career as a forensic psychologist, majoring in criminology is an excellent choice to make. One of the most popular criminal justice majors is one pertaining to law enforcement. Students that wish to become police officers and detectives will greatly benefit from majoring in law enforcement. In addition to these career paths, a person who has a criminal justice degree with a major in law enforcement will likely find he or she can work as a game warden, sheriff, conservation officer, or in the field of counter terrorism. NECCS will offer electives in Law Enforcement and Criminal Justice to prepare students for the college level classes students will take while enrolled in SJU. Courses that could be made available to students at NECCS include: Constitutional Law, Criminal Justice, Concepts in Law, psychology, and forensic science.[39]

Core Curriculum

What differentiates NECCS from typical Early College High School models is that unlike NECCS, most rely on dual enrollment courses to enable students to earn high school credit while enrolled at the college. The goal at NECCS is to ensure that students pass all of their Regents examinations while earning the bulk of their state required credits in the college preparation phase (8-10). [40] While enrolled at NECCS, students are required to pass eight (8) credits in English Language Arts, eight (8) credits in Social Studies, six (6) credits in both science and mathematics, one (1) credit of art and music, seven (7) terms of physical education, one (1) term of health, one year of foreign language, and seven (7) elective classes. The strategic thread that will tie these courses together is the NECCS *Pathway*. Rather than learn about their pathways in isolation, students will understand how concepts in their pathway are applicable to their study in the core.

English Language Arts

NECCS English courses have a dual focus: critical reading (*particularly of non-fiction texts*) and effective written and oral communication. Students are expected to demonstrate the capacity to understand a broad range of literary and nonfiction texts through analysis, interpretation and evaluation. Employing a "writer's workshop" approach to the writing process that will have begun in the summer institute, NECCS will emphasize rubric-based peer and self-evaluation of drafts and final products. Students will have opportunities to read, respond, and reflect in both small homogenous groups with students and in large heterogeneous discussions. Content will be

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[39] In the Constitutional Law class, students will explore the structure and operation of the United States legal system on a city, state and federal level while students of Criminal Justice study the basic concepts of the American criminal law system as well as laws affecting juveniles, the family, real estate and negligence. Psychology students investigate the principles of the, different branches of the sciences (social, child, abnormal) and learn research methods of the field. Forensic science is a study of the variety of ways to solve crime with an emphasis on physical evidence derived from a crime scene.

[40] Since the state does require 4 years of physical education, English Language Arts, and Social Studies, there will be a few courses that will serve as "dual enrollment."

strategically selected to emphasize student's individual career interests. Teachers will select non-fiction and fictional texts alike that align to each pathway. Students in the eighth-grade study American literature by reading selections from major American authors along with non-fiction critical analysis of the themes the authors present aligned to both pathways and eighth grade United Stated History. In ninth and tenth grade, students study World Literature from antiquity to the present through genres (e.g. short story, poetry, non-fiction, novel, drama) and a cross-cultural study that will reinforce, with literary insights, historical events learned in Global History 1 through 4. Depending upon budget availability and teacher and student interest, elective courses that will give students an opportunity to acquire credit for English 7 and 8, NECCS could include courses such as creative writing, British Literature, journalism, and True Crime. Students will take the English Language Arts Regents in Grade 10.

Social Studies

In **social studies**, the curriculum will focus on helping the students develop an understanding of how the modern world was shaped by the events of the past. Students will study curricula that are centered on big ideas and themes immersing the students in real life scenarios aligned to pathways and courses in the English Language Arts. Projects by individuals and small groups of students require them to learn to make inquiries and to pose questions that utilize primary and secondary sources to formulate a thesis that demonstrate their understanding of concepts and themes across time and place. Students will gain a broad perspective and deep understanding of the complexities of history and culture by looking at history through multiple perspectives. Social studies courses will assist students develop critical thinking skills and sharpen their ability to interpret and apply to knowledge to current events as well as many career fields including, of course, business and/or law enforcement and criminal justice. Students in Grade 8 study United States history with emphasis on the closing years of the 19th century up to the present time. Both domestic and foreign issues are examined with an emphasis on law, human rights, the American justice system, and entrepreneurship and business. Students take the United States History Regents at the end of this course. In grade 9, students study Global History in a double block introducing students to the social, economic and political history of the world's people with an emphasis on law, human rights, international trade and politics, entrepreneurship and business. The course culminates in the Global History Regents. In Grade 10, students study Participation in Government and Economics, in order to learn how the federal, state and local political structures function as well as to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. Students will be involved in the "Stock Market Game." Students will gain real life economic skills such as maintaining a checking account, costs of lending and interest evaluations. In Social Studies and ELA courses, students will have opportunities to engage in field trips to museums, community based organizations, colleges and universities, private businesses, and historical parks. Teachers also will invite speakers that are expert in their subject matter into class as appropriate.

Mathematics

In **mathematics**, NECCS will seek first to ensure that all students achieve proficiency in Algebra. This is the most important ingredient of college readiness. A careful assessment of each

student by the math faculty will allow them to create an individual pathway to proficiency in Algebra. For some, this may be a one-year Algebra course leading to the Regents Examination. For others, it may be a two-year course. Business track students will be challenged to solve real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement by applying the relevant mathematics. Law enforcement track students will apply the same concepts, rooted in the Common Core State Standards in Mathematics. Those who achieve proficiency in one year will be encouraged to proceed immediately to Geometry (and the Regents examination) in grade 9 and then to a course in Probability and Statistics in Grade 10. For those who struggle with Algebra, NECCS will offer alternative courses such as an Introduction to Business Math, Discrete Math, and Pre-Calculus. Through mathematics, students will gain exposure to a wide array of mathematical topics and mathematical ways of thinking that are useful across a large variety of contexts and disciplines, including the physical, social, and life sciences; develop problem solving skills; and develop quantitative and computational thinking to a point suitable for further study in college.

Science

All students need to acquire a solid background in the basic sciences of Living Environment in Grade 8, Chemistry in Grade 9, and Earth Science or physics in Grade 10. Completion of this requirement includes 1200 minutes of hands-on laboratory experience with satisfactory laboratory reports and prepares students for the corresponding Regents examination in science. Elective courses in science will correspond with a student's selected pathways such as forensic science, environmental law,

Foreign Language

New Yorkers speak over two hundred languages. NECCS students should know at least one in addition to proficiency in English. Students engage the language and culture of a tradition other than their own or deepen their understanding of a heritage language through formal study. Language courses are taught by the immersion method over the summer. The goal of learning a language is to foster a level of proficiency whereby students are able to read, translate, speak, and comprehend the works of major authors, develop a strong level of linguistic competency and cultural literacy as well as develop analytical skills that cut across the curriculum. While New York State requires only one year of foreign language study, students can elect to take a second summer immersion as well as take a third year of language at SJU.[41]

Art and Music

Skills and experiences in the arts deepen perception and allow us to engage with the world in more serious and complex ways. Art and music equip students to express and exercise individuality, membership in a community, and to connect with one's culture both historically and in the present. The various art forms are not only a vehicle for expression, but also methods of investigation and problem solving. Two credits in the arts are required for the Regents Diploma; one in art and one in music. For art credit, students will study Film Appreciation and Production. Through this course, students will be exposed to both classic and modern films that surface pressing social, psychological, legal, and political issues and that also address both

[41] Based upon student interest, budget, and teacher capacity, NECCS could offer a one-year course in Latin. Students of Latin also gain a broader understanding of English word roots and the origins of the Romance languages

pathways. Students will not only learn how to critically analyze a film, but to analyze the social issues that are inherent in the work as well. Throughout the course, students will also produce their own films. The course is designed to meet Standards 1 through 4 of the New York State Standards of Art and Music. In Music Survey, students will study the elements of instruments, composers and the various periods of music history and the role of music in our lives. Students may elect to continue a study of the arts while enrolled at SJU in years one and two.

Physical Education

All students are required to take seven terms of Physical Education and one term of Health Education during their high school career. Physical Education courses include a number of single and dual sports as well as team competitions to provide physical fitness through life. Students will develop competency and an appreciation for sports and other physical activities in physical education class such as aerobics, basketball, fitness, flag football, floor hockey, soccer, handball, Ultimate Frisbee, walking, jogging, running, and Whiffle ball.

Targeted Intervention Electives

In addition to rigorous core work and summer intensives, an integral component of NECCS programming is our innovative approach to "elective" offerings, NECCS will offer Targeted Intervention Electives (TIE) to all students each year. TIE courses are interest and skill based elective courses offered in core areas including ELA, Algebra and U.S. History in 10-week cycles. By piquing student interest and exposing students to innovative curriculum while thoroughly supporting core requirements and individualized instruction, NECCS students can enter their post-secondary endeavors with a better idea of their interests, talents and strengths. TIE courses will be scheduled on the basis of academic performance and interest. For example, should a student be deficient in introductory Algebra skills, they will have the opportunity to take up to three 10-week cycles targeting those specific skills in a systematic manner which differs from their core Algebra course; while students who excel in Algebraic thinking will be able to take other TIES more suitable for their specific needs, all the while earning credit. Individualized TIE offerings will enable NECCS to maintain an intensive and fast-paced learning environment.

Internships, Shadowing, and Apprenticeships

Exposure to college and career is the hallmark of a NECCS education. Throughout their career at NECCS students will have opportunities to interact and engage with professionals in the world of business and criminal justice whether that interaction is a guest speaker, a trip, an internship, or apprenticeship. In the field of criminal justice, students can visit the local police precinct, One Policy Plaza, the Courts, or a forensic laboratory. By partnering with businesses on Staten Island, student trips could include a visit to the Pratt Industries Paper Mills. More importantly, through community based partnerships and resources available at SJU, students in grades 10 and Early College can be matched to an internship or apprenticeship that meet their career interest. Career development activities such as interning and volunteering help students academically, prepare them for college and career, and teach them skills they may not learn in high school or college. In addition to academics, students need to develop a work ethic, acquire communications skills, and learn to work as part of a team; these can be gained through career development activities. Internships also help confirm or rule out a career choice. [42]

[42] Carlee J. Adams, "Internships help students prepare for workplace," Education Week (Vol. 32, Issue 19, January 30, 2013), p. 8. Millennial Branding in collaboration with Internships.com also conducted a first ever survey of high school students involved

Early College Phase

The **Early College Phase** follows completion of the three-year College Preparation Phase and comprises the student's final two years at NECCS.

NECCS- St. John's Early College
The school year will be organized on a three-semester system beginning during the summer of their fourth year called Year 1. Students accepted into the St. John's program will participate each year in a 6-week summer session (semester 1) held on the NECCS site (or elsewhere to meet particular curriculum goals) and two fifteen-week semesters (semesters 2 and 3) to be held on SJU Staten Island Campus. On the SJU campus, business concentration students will take concentration courses such as Modern Statistics, Accounting, Business Law, and Principles of Marketing. Criminal Justice concentration students can choose from among the following, Introduction to Criminal Justice, Police and the Community, The American Judicial System, and Homeland Security. All students will take appropriate general study courses in the University Core, College of Liberal Arts, and/or College of Professional Studies in consultation with their NECCS counselor and Academic Advisor at SJU. These courses include: Core Literature, English Composition, Discover New York, Writing for Business, and Core History- Global Society. Students may enroll in up to 15 credits per semester and earn a total of 60 credits within two years. While at SJU, all students will spend at least one hour a day at the NECCS Posse Headquarters, where a NECCS faculty team composed of counselors and teachers will provide individualized counseling and tutoring as well the continuing two-period/week NECCS Wellness Curriculum. During the 6-week summer session, students may take immersion courses in languages other than English, work in a small group with a member of the faculty on an in-depth research project, or engage in a community service project.

Students who have completed the College Preparation Phase without attaining a "B" average will complete their requirements for high school graduation in a career-oriented co-op program in which students spend alternate weeks in NECCS academic classes and in internship settings. The internship setting, student learning tasks, and supervising faculty member will be chosen on the basis of the student's career aspirations as well as the academic and credit needs of the student. In the internship, the students work will be directly supervised by a host-setting staff member and closely monitored by an appropriate member of the NECCS faculty who is responsible for assigning grades and credits to the student based on performance as evaluated against core-curriculum based rubrics. Students will maintain logs of their field learning experience and will meet regularly as a group with supervising faculty.

B. Special Student Populations and Related Services
NECCS curriculum and comprehensive design will be geared to fully integrate students with special needs and to enhance the education of all students regardless of background or disability. During the **College Preparation Phase**, all students will experience learning in small classes with a teacher and a teacher assistant for at least 60% of the normal school week. During the

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in internships (millenialbranding.com/2014/high-school-careers-study/) and found both the student and the host company benefit from the internship/shadowing experience.

Early College Phase, all students will receive individualized tutoring and instruction and counseling, including the two-period per week Wellness course from Special Education certified teachers and counselors for at least 20% of the normal school week.

Our goal and expectation is that the vast majority of students with IEPs will be ready for educational success in a significantly less restrictive environment than they initially required upon entrance to the school. Our Posse team and school leadership teams will work collaboratively with SJU and the Committee of Special Education to ensure that maximal accommodations are provided for student needs to be met. For those students who are not yet ready for integration within a college setting, we will provide the education and accommodations within the NECCS campus until they are ready.

Students who require adapted curriculum work and related services such as speech-language therapy or occupational therapy, will receive them within the classroom whenever appropriate. Students with disabilities at NECCS have the opportunity to fully participate and progress in the general education curriculum and will participate in State and District-wide assessments in accordance with their Individualized Education Programs (IEPs). Under the supervision of the principal or his/her designee, IEPs of incoming students will be reviewed by a teacher certified in Special Education to ensure compliance.

All teachers will be able to recognize and accommodate diverse learning styles and strengths, represent content in various modalities, and provide students with an array of means to express their mastery of that content through differentiation and detailed data driven planning. All teachers will be thoroughly well versed in their student's special needs consistent with their IEPs. By following constructivist pedagogy and understanding the nature of student learning, NECCS staff will support content learning by coupling explicit skill instruction and strategies with a rich array of experiential and project based learning opportunities. As guides and facilitators of learning, teachers will utilize a variety of individual and small group learning experiences to encourage students to become self-regulated assessment capable learners, aware of their own learning goals and capable of collaborative problem solving.

Students will also receive Computer Assisted Instruction (CAS) that will include individualized learning activities in line with the student's IEP goals and present levels of performance. All instructional support services will be taught by certified teachers and supervised by school leaders including the school principal and academic coaches. All related services, including those provided for students by the CSE, will be provided by appropriately certified providers who will be supervised by the administrative staff at NECCS including the school principal and the Director of Special Education. NECCS will utilize Assistive Technology (AT) to support students with a disability work in a manner best suited for them, unique to his/her challenges, in order to improve learning, enhance communication, or simply function better. These tools can help students remove the challenges that get in the way of learning while playing to student strengths. At the same time, AT boosts students' confidence and independence.

NECCS will ensure that all after-school and extracurricular programming will be inclusive and accessible to all students including special student populations. Teachers of after-school and extracurricular programming will be trained in working with students with disabilities and will

be responsible for reviewing the IEPS of special needs students who desire to participate and ensuring that their needs are met by means of staffing, curriculum planning, academic and/or behavior supports and physical accessibility. On-going professional development will be provided to support staff in addressing the behavioral and academic needs of all students. No after-school activities will be approved that are not accessible to all students by design. All students will have equal opportunities to participate and thrive in events, extracurricular activities and trips. Adjustments to after-school and extracurricular programming will be made on an individual basis for students in need of accommodations and/or modifications.

Inclusion Model

NECCS is committed to the Inclusion Model as the means for serving the needs of all of its students. NECCS curriculum and all classes will be specifically designed to fully integrate students with special needs and to enhance the education of all students regardless of background or disability. The classroom environment will be responsive to the individual needs of all students, including students with disabilities. Examples of this include differentiated and adapted curriculum work based on student needs, skills assessments and learning styles. Curriculum adaptation will also be guided by individualized accommodations and student needs such as repetition and clarification of directions, extended time for classwork and assessments, preferential seating, behavior intervention plans, and any other necessary accommodations. Supplemental computer assisted instruction will also be used as a response to skill deficits and areas in need of improvement. Therapies such as speech-language therapy and occupational therapy will be provided within the general education classroom whenever appropriate, and in accordance with their IEP, compliant with governing laws and regulations.

The Inclusion Model enhances the education of all students by providing for:

- Dually certified teachers who are certified in special education as well as academic content
- Highly qualified and trained teacher assistants who work with the teachers to differentiate instruction and address individual student needs;
- Computer assisted instruction which includes specific learning activities prescribed for students, based on a diagnosis of their skill needs by teachers, data analysis from individual assessments and special needs according to their Individualized Education Programs and academic goals;
- Positive behavior interventions and supports designed to motivate students and promote positive student behavior and sense of community;
- Wellness classes delivered twice a week for the entire time that students are at NECCS.

NECCS will implement the IEP developed by the CSE of the student's district of residence for each student with a disability and will collaborate with the student's district of residence to ensure that all services recommended in the IEP are provided to the student, including class size and teacher-to-student ratio. Strict adherence to the student goals and services outlined in the IEP will be ensured by the principal or his/her designee through observation of classes, parent and staff meetings, communication with students when appropriate, and in cases where related services are provided by the Local Education Agency (LEA), there will be collaboration with the agency assigned by the LEA to provide related services. Upon registration, school staff members

will be assigned to discuss the student's IEP with the parent or guardian. At this time, the child's specific needs based on the IEP will be reviewed. If a special education student shows progress while attending NECCS, a request will be made to the CSE to re-evaluate that child with consideration of the innovative charter program offered at NECCS. If there is a perceived need for change to an IEP, NECCS will contact the CSE of the student's district of residence to re-evaluate the student for consideration of an IEP revision. Under IDEA and the implementing federal regulations and applicable state law, NECCS will continue to provide appropriate accommodations to the student during the CSE review and evaluation process.
During the Early College Phase, staff in the Early College Posse Program will make sure that students are reaching the goals as stated in their IEPs by working alongside college professors while advising, counseling, and tutoring students.

Parent and Family Engagement
Parent and family engagement is a key design element.
Weekly and monthly academic and behavioral meetings will be held with coaches, general education teachers, special education teachers, school leaders, and support staff in order to coordinate information and communicate effectively. Meetings such as these serve as another means for identifying potential students in need of services as well as monitoring progress for current students identified as having a disability. NECCS will meet all state and federal requirements including the Child Find, IEP progress report, and data reporting requirements of IDEA. NECCS will comply with FERPA and all other requirements of federal law.

IDEA's Child Find Mandate[43]
NECCS will comply with the federal Child Find requirement (20 USC 1312(a)(3) and 34 CFR §300.111) which requires schools to have in place a process for identifying, locating, and evaluating students with disabilities. Any student entering NECCS as a first-time enrollee in a New York public school is identified for screening by the Office Manager and is screened by a team of teachers (including teachers certified in both special and general education) to identify any possible indication that the student may need a specialized or intensive education program or referral to the appropriate Committee on Special Education. Other students may be referred to special education support staff by the grade level teaching team if they are demonstrating previously unidentified problems in the classroom environment. The grade team along with special education support staff designs and implements strategies to address identified student needs. Should problems persist and if a disability is suspected, the student is referred to the appropriate Committee on Special Education in accordance with policies of the Special Education Law. The Director of Special Education is responsible for this process.

Data Reporting Requirement: In compliance with applicable state and federal law [34 CFR 300.640], [8 NYCRR §119.3], NECCS will submit an annual report to the State Education Department and as required to the NYC DOE detailing the number of students with disabilities served, the nature of each student's disability, and each student's educational program and setting. The principal of NECCS and the ICS Director of Special Education will be responsible

[43] IDEA's Child Find Mandate requires all schools to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities

for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities.

Confidentiality of Records: NECCS will ensure compliance with the Family Educational Rights and Privacy Act (FERPA) and IDEA regarding confidential student records.

Informing Parents of Progress in Meeting IEP Goals: NECCS will ensure that parents are kept informed of their child's progress in meeting his/her IEP goals at least as often as parents are informed of their non-disabled children's progress. Parents of students with IEPs will be informed of their child's progress toward his/her IEP goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the school year.

NECCS will identify, locate and evaluate all students with disabilities in accordance with the Child Find mandate in order to ensure that all students with disabilities receive a Free and Appropriate Public Education (FAPE) which includes educational programs and related services designed to meet their specific needs. In order to ensure the implementation of the Child Find mandate NECCS will use several methods to determine which children may be in need of special education services and should therefore be referred to the local CSE.

NECCS will have consistent ongoing communication with all parents about both academic and behavioral concerns. In addition, weekly and monthly academic and behavioral meetings will be held with coaches, general education teachers, special education teachers, school leaders, and support staff in order to coordinate information and communicate effectively. These scheduled meetings will convene by subject area teams, behavioral intervention teams, grade teams, 504 accommodation teams, leadership teams, and management teams. Meetings such as these serve as one method of identifying general education students who may be in need of special education services as well as a way of monitoring progress for current students identified as having a disability. Students who have specific difficulties across multiple classes are identified and their needs will be reviewed and addressed by the grade teaching team in consultation with the special education support staff. If it is determined that a student in general education with no IEP requires academic or related services, a series of interventions will first be implemented, which may include revised scheduling or teacher change for that student, academic interventions. Examples of interventions include implementing and differentiating the state mandated curriculum requirements, screening and benchmarking students each year in multiple subject areas, and providing reasonable accommodations and modifications to help meet the needs of each student**.** In addition to small group instruction, other academic supports services include Math and ELA Remediation classes, and computer assisted interventions such as EdPerformance Series. Saturday School, after school homework help, ongoing lunchtime tutoring sessions and study hall, as well as one on one tutoring for struggling students may also be offered.

Related Services may also be provided on a trial basis as individualized interventions as well. Students who have difficulty mastering specific behaviors will receive in-classroom coaching. Interventions may include changing the environment to prevent triggers, providing individualized positive reinforcement to promote good behavior, and providing the supports needed to prevent acting out due to academic frustration or fatigue. All interventions provided would correspond with the three-tiered Response to Intervention (RTI) model, which involves

core instructional interventions, targeted group interventions, and finally intensive individual interventions. Throughout the process, a review of the child's present performance including, academic and social history as well as areas of identified concerns based on valid data will be conducted. If, after exhausting all interventions, there is still a need for more support, the student would be referred to the CSE of the district of residence for an evaluation at which time additional special services might be recommended. A parent may request an evaluation for special education services at any time. The school will fully assist parents who wish to have their child evaluated. Such requests should be made in writing and sent to the CSE of the district of residence. In some cases, the school will issue a request in writing to the chairperson of the appropriate Committee on Special Education for an initial evaluation. A copy of this request along with the procedural safeguards notice described in 34 CFR 300.504 will be sent to the student's family. This request will: 1. Provide the reasons for the referral including any applicable test results, reports, or records; 2. Outline the interventions taken prior to referral; 3. Describe the family involvement throughout the NECCS assessment process; and 4. Provide relevant documentation generated during the pre-referral process.

Certified special education teachers coordinate implementation of this process. All special education teachers are appropriately certified pursuant to applicable state and federal law. The principal and/or a designee have the responsibility to ensure that students and their families have access to the CSE, including initial evaluation and IEP processes. The principal and/or a designee will participate in meetings, phone calls and e-mail contact with the CSE Chairperson of relevant members of the CSE in order to ensure the implementation of this process. The Principal and/or Director of Special Education will ensure that all Chapter 408 requirements are being met and that there is a flow of information between parents, CSE and the school. Further, the Principal and/or a designee will ensure that timely notice of proposed meetings regarding special education services including IEP updates are given to parents, staff and students, when appropriate. Time is provided for the teachers and related service staff who are responsible for implementing the student IEP to be present (or participate by phone) in CSE meetings.

Individualized Educations Plans

IEPs of incoming students are reviewed by the Director of Special Education and/or a designee education to ensure compliance. All teachers and related service providers hired by the school who have the responsibility for implementing students' IEPs have access to these records that are stored and maintained via SESIS access assigned and monitored by the school Principal. Physical copies will also be kept on site. Related service providers assigned to work with NECCS students by the NYC Department of Education are given SESIS access by the NYC Department of Education. All staff members responsible for implementing a student's IEP will be thoroughly informed of specific responsibilities at the beginning of each year, during the annual review process, at requested reviews, and at school based meetings. The Director of Special Education and/or a designee will ensure that staff members and related service providers are informed of their specific responsibilities throughout the year as described above. In addition, all IEPs and special education records are kept in a locked and secured room within one of the school's offices. IEPs or student records may not leave this room and must be signed out each time that they are accessed. The Director of Special Education and/or a designee will ensure that this space is available each year and will ensure that records are being properly secured and accessed throughout the year.

In order to evaluate the effectiveness of the programs employed to support special student populations, the Director of Program Evaluation will routinely review academic data and program effectiveness with the school leadership team including the Director of Special Education. The Director of Program Evaluation will also participate in ongoing monthly meetings with the Education and Accountability team comprised of both school staff and board members. The primary focus of this team is to assess program effectiveness and success and offer suggestions to improve academic outcomes.

Supervision and Evaluation

The principal and/or a certified evaluator(s) will act as facilitators in peer observations for rating all eligible staff up to six times per year using the Danielson Framework for Teaching. Feedback will include specific suggestions and next steps for teachers to implement in order to improve their practice and increase student outcomes. Under the supervision of the school principal, coaches and leadership team members will also observe and meet with and teachers on an ongoing basis in order to collaboratively improve lesson planning and execution of plans. Teachers will ensure that special populations are being appropriately planned for within the integrated classroom setting and that students' needs are being met. The Director of Special Education will be responsible for ensuring that student IEPs are being implemented in a satisfactory manner and that related service mandates are being met.

Community Partnerships

Support services may include counseling services provided by certified counselors. Both students in crisis and with counseling mandates on their IEP will have access to school counselors. Skills teaching sessions, seminars, mentoring, and goal reports are among the supports that may be provided to students. Certified related service providers will also provide speech, occupational, and physical therapy as mandated by a child's IEP. These services will be provided within the general education classroom whenever appropriate. Positive behavior interventions and supports will be provided to all students and differentiated based on specific student needs. Adapted curriculum and differentiated course work will be provided as needed based on each child's needs and IEP recommendations. All special education teachers and related service providers will be appropriately certified pursuant to applicable state and federal law. NECCS staff will participate in weekly scheduled meetings with the CSE and frequent meeting with community schools within our district of residence in order to collaboratively ensure that eligible students are receiving high quality services consistent with their IEPs and comparable with the services provided in local public schools. NECCS' per-pupil funding and careful budget planning will also equitably finance these services. All funding distributions will be carefully monitored and supervised by several staff members including but not limited to the President, Director of Finance and Principal in order to ensure fair financing.

Communication Plan

NECCS will hold weekly and monthly academic, clinical and behavioral meetings attended by relevant staff which may include coaches, general education teachers, special education teachers, school leaders, and support staff in order to coordinate information and communicate effectively. Related service providers employed by NECCS along with providers assigned to the school by the Department of Education will be invited to attend these meetings. In cases where their

schedules do not allow time for them to participate in scheduled meetings, arrangements will be made to meet with them at a different time in order to provide them with updates and give them any relevant information that was on the meeting agenda. All pre-scheduled meetings will convene by subject area/academic teams, behavioral intervention teams, grade teams, leadership teams, clinical teams and management teams. When a meeting is scheduled, it will be put on the staff calendar and an email will be sent out informing staff members of the date and time. Regularly scheduled meetings will be included in staff members' schedules that are distributed at the beginning of the year. Both general and special education teachers will have access to each other, school coaches, related service providers and leadership members via email. All staff members including DOE related service providers are encouraged to set up in person meetings with each other, school coaches and leadership members whenever an issue or concern arises outside of the scheduled meeting times.

Parent and Family Engagement

NECCS expects to offer many ancillary and support services to families and students. In addition to having an open-door policy allowing parents to come in and speak with staff members at any time, parents will also be invited to school to conference with teachers and receive report cards at least two times per year. Families will have access to a student grade portal in order to see student progress at any time, they will also have access to the school website and calendar in order to stay informed about upcoming events and happenings at NECCS. Families will be invited to school at multiple points throughout the year for events such as student performances, celebrations and parent information sessions. The school counseling team and support staff will provide many support services to students within the school setting. Some of these services include scheduled group and individual counseling, crisis counseling, mentoring, skills teaching sessions, FBA and BIP development and educational seminars. Some parent supports within the school setting include informational workshops, guidance and referrals to community resources. NECCS counselors and support staff will act as a bridge connecting families to community organizations such as Jewish Board of Family and Children's Services, Staten Island Mental Health Society, Parent to Parent and the Office for Persons with Developmental Disabilities. NECCS counselors and support staff will help parents gain access to preventative services to prevent disruption in the home including case management through outside agencies. NECCS counselors and support staff will help families requesting evaluations for their child by connecting them with the CSE when appropriate or independent organizations such as the Institute for Basic Research, Child Mind Institute, Elizabeth W. Pouch Center for Special People and private clinicians. NECCS counselors and support staff will help families gain access to health care by connecting them with agencies such as Staten Island Cares and Health Homes. NECCS counselors and support staff will act as McKinney-Vento Homeless Assistance Act liaison by identifying and providing services to families with displaced or disrupted housing.

Research on the early college high school model demonstrates that. "These academically rigorous schools predominantly help low-income youth, first-generation college goers, English language learners, students of color, and other young people from backgrounds underrepresented in higher education."[44]

C. Achievement Goals

[44] http://www.jff.org/blog/2014/10/13/top-5-benefits-early-college-support-academic-success

NECCS will depart from existing early college designs. By utilizing a lottery rather than a competitive selection process and preferentially increasing access for students living with emotional challenges and other disabilities, NECCS will open access to students who are otherwise not afforded these opportunities elsewhere. By providing an opportunity for students to begin high school in 8th grade and by offering an optional 5th year, NECCS will increase opportunities for students to earn up to 60 college credits prior to high school graduation, reducing the out-of-pocket cost of college substantially and increasing the likelihood of college graduation. This model, developed in collaboration with SIEP will, while serving all students, improve the likelihood of college graduation for a group of students who likely would not reach this goal. The NECCS program is divided into two components, college preparation and early college. During their first three years at NECCS, students will prepare for college by taking prerequisite courses required for the Regent's diploma [A1] and to prepare them for college work. The early college component will begin as early as their fourth year at NECCS, when the students will begin attending college courses at SJU. By graduation, students will have the opportunity to earn up to 60 college credits. NECCS will offer career preparation in business and in criminal justice and law enforcement and will collaborate with SJU and other members of SIEP to provide a pathway to college and career readiness. Beginning in their first NECCS year, high school core classes will be infused with content from these career interest areas. Students will continue at SJU with core courses and electives in these areas. At the heart of our program to support student social and emotional development is the Wellness Curriculum successfully piloted at LPCS and implemented at NVCS which enables students to acquire the skills which are essential for success in high school, in college, and beyond. Meeting twice each week, the intensive curriculum emphasizes executive functioning and emotional self-regulation.[45] Utilizing DBT-A Curriculum, a guidance and counseling team, based on the SJU campus will provide the supports and skills training students need to persevere in college. Students who do not meet the criterion for entry to SJU will continue to work toward graduation on the NECCS campus and in community-based internships.

In grades 8 through 10, all students (*general education as well as special education*) will receive instruction at NECCS in small classes *(maximum of 18 students in a class*). For a minimum of 40% of the regular school week, instruction will be provided by a teacher who is dually certified in content area and special education or by a two-teacher, one certified in the content area and the other in Special Education. In grades 11 and 12, students who meet the SJU entry criterion *("B" average*) will attend college courses on the SJU campus, as well as receive a combination of counseling and academic supports from a SPED-certified instructor for at least 20% of the regular school week.

NECCS will receive students from District 31, Richmond County, Staten Island, New York. According to the data from NYSED for Richmond County, 14% of the students are Black or African American, 28% Hispanic or Latino, 8% Asian or Native Hawaiian/Other Pacific Island, 48% White, 1% Multiracial, 5% ELL's, 25% Students with Disabilities, and 56% Economically Disadvantaged. Currently, LPCS's student population is 40% Black or African American, 39% Hispanic or Latino, 5% Asian or Native Hawaiian/Other Pacific Island, 15% White, 1%

[45] Mazza & Mazza, DBT Skills in Schools: Skills Training for Emotional Problem Solving for Adolescents (DBT STEPS-A)

Multiracial, 2% ELL's, 37% Students with Disabilities, and 73% Economically Disadvantaged. In addition, NVCS's student population is 16% Black or African American, 22% Hispanic or Latino, 2% Asian or Native Hawaiian/Other Pacific Island, 59% White, 53% Students with Disabilities, and 63% Economically Disadvantaged. We anticipate that we will see a very similar student population as we receive kids from the same neighborhoods that LPCS and NVCS does. Both LPCS and NVCS exceed the district in percentages of Special Education students and Free and Reduced-Price Lunch students.

We have had two graduating classes from LPCS. Within the first graduating class, 100% graduated, and in the second year 96% of students who remained with the school, graduated (the 4% accounting for one student who will be graduating within one academic year.) [46] All students at LPCS were able to pass all required Regents in order to graduate with a Regents Diploma. LPCS's students were able to pass all regents in the core subjects within 4 years. The only exception was Global History and Geography, which was 92%. LPCS is currently trending above the district's performance in this area. In order to achieve these goals of getting our students a Regents Diploma, as well as entry into SJU, NECCS is committed to creating an individual pathway for every student. Upon entrance to NECCS, students will develop and maintain their own skills portfolio, and these portfolios will continue to serve as a data collection point through their tenure. In addition, teachers will use assessment data to drive instruction, as well as to individualize each student's skills portfolio. The goal is to have 75% of our students attain college readiness according to CUNY standards, or SJU entrance requirements, which is an 80% average.

As a transfer school, NVCS does not follow a cohort model as students come in at varying levels of credits earned. While NVCS has only completed two academic years and it is too early to determine the outcome for most entering students, to date, approximately 50% of students who have "left" have done so with graduating. The majority of the other students who have left the school have reported they are going to a different program, ranging from an alternative high school to a GED program, yet we have no definitive data on those outcomes.

NECCS is not only dedicated to helping our students receive a Regent's Diploma, but is committed to getting them to college readiness so they will be successful in their endeavors.

School leadership will use goal specific academic and assessment data with instructional and support staff, students themselves, parents, and community by utilizing a variety of means including individual parent teacher conferences, open houses, progress reports, academic planning sessions, and via our digital transparency Student progress toward graduation will be reviewed and monitored at the end of each semester, not only in terms of high school graduation criteria but also with a focus of college readiness including eligibility and GPA, not only credit accumulation. This is to ensure students are "on track" for SJU. The rate at which they take, and pass Regents will also be accelerated as opposed to a traditional high school model. We have chosen this method as it is aligned with our goal of getting our students to SJU in their fourth and fifth years, eligible to earn college credits and be successful as early college students.

[46] We do not have access to data for students who began 9th grade at LPCS but chose to complete their education elsewhere.

While our goal is to help all students work toward, and earn, the Regents Diploma, NECCS will award a local diploma to eligible Special Education students who do not meet the Regents Diploma Requirements.

The school will monitor progress meeting our unique achievement goals and the Charter School Office Performance Framework Benchmarks through close work with our Director of Academic Performance and data sharing. This data will then be analyzed and reviewed by instructional teams and leadership, ultimately being shared at our monthly Education and Accountability Committee meetings, and where appropriate, board meetings.

D. Assessment System

At NECCS, all staff is held accountable for student performance as measured against goals set forth in the school's charter. Teacher and leader performance will be assessed in a similar fashion to the elements adopted from LPCS's previously approved state APPR.

While NECCS will face all of the assessment demands faced by New York State high schools, our heavy emphasis on the students attaining credits in SJU, poses challenges to the rigorous assessment of academic achievement. This program exceeds requirements applicable to all public schools consistent with state law[47] and relevant policies of the Board of Regents. NECCS will be a data driven school. Assessment data will be used to guide instruction and identify learning needs of students (formative and diagnostic assessments), to evaluate academic progress (interim, and summative assessments), and to assess teacher and school leader performance. Teachers will utilize data from assessments given at the conclusion of curriculum units, formative assessments given at various points during the year, and year-end assessments as feedback about their instruction through analysis of the percentage of demonstrated student mastery of key concepts and skills within the discipline and curriculum. Whenever necessary, curriculum content will be re-taught. In other cases, teachers will acknowledge and meet the need for revised instructional strategies for curriculum units or changes in curricula, in subsequent years. These considerations will be reviewed with teachers by administrations during their annual evaluations of teacher performance. Teachers will use the assessment data below in preparing "progress reports" for individual students. Biweekly professional development sessions will focus on teacher analysis of data from various assessments with respects to feedback on curriculum and instruction.

NECCS will continually re-evaluate testing protocols in order to meet these multiple demands as efficiently as possible. Teachers will utilize a variety of non-test rubrics to evaluate student performance, including "exit tickets", journals, projects, and oral presentations to assess student mastery. Performance and progress of individual students will be reported to students and their parents quarterly through formal report cards which track the student's progress toward graduation in relation to that student's Individualized Learning Plan Pathway to Graduation (*and more frequently if indicated).* Summaries of performance and progress of cohorts of students measured against Individualized Pathways will be reported to the Education and Accountability Committee of the Board of Trustees on a quarterly basis and of the school as a whole annually to

[47] N.Y. Education Law § 2854(1)(b)

the Trustees and to the Authorizer. Whenever available, valid and reliable measures of student outcomes will be included in these reports.

The Principal is responsible for ensuring that assessments are administered in accordance with appropriate protocols that the assessment data is used effectively to guide instruction, and that data reporting is completed in a timely way to all relevant stakeholders.

Proposed Assessments at NECCS

Academic Metrics	Administered When	Baseline Data	Outcome Data	Grades Used	Rationale
Scantron - Performance Series – Reading, Algebra, Geometry	Winter, Spring	Achieveme nt Level and percentile rank of incoming students	Achievement Level, percentile rank of incoming students and growth of scores of individual students	8-10 (Winter, Spring)	Baseline achievement levels for new students, measurement of fall-to-fall/ spring-to- spring comparison of student achievement levels to national sample
Teacher-Made homework assignments and quizzes	Weekly	Mastery of Course Content	Mastery of Course Content	8-12	Teacher decisions re: re teaching content and identifying students who need extra support
Teacher-Made Tests, Projects and/or Performance Assessment Tasks	At completion of curriculum units (every 2-3 weeks)	Mastery of Course Content	Mastery of Course Content	8-12	Teacher decisions re: re teaching content, identifying students who need extra support, and curriculum evaluation
Writing Skills Assessment (school – based, with new higher standard at each grade)	September, December, March, June	Number/ Percent of students, proficient on writing skills rubric on previous assessment	Number / Percent of students proficient	8-12	Ensure that students achieve college ready writing skills

Targeted Intervention Electives	Every 10 weeks	Mastery of Course Content	Mastery of Course Content	8-12	Teacher decisions re: re teaching content and identifying students who need extra support
Course Grades	Quarterly, with final grade in June, based in part on final course exam	Number/ Percent of students with grades of 80 or higher in previous year in each course	Number/ Percent of students with grades of 80 or higher in each course	8-12	Track progress of individual students to graduation; Track improvements in number of passing students in each course
Transcript Summary	Each Semester	Number/Percent of students on track for graduation, number/percent of students maintaining B average	Number/Percent of students earning credits towards graduation, number/percent of students maintaining B average	8-12	Track progress of individual student to graduation; Track improvements in number of students earning credits towards graduation,
NYS Regents Exams required for Regents Diploma	January, June and August	Number/Percent of students passing with a score of 80 or better for previous cohort, NYS, NYC and CSD	Number/Percent of students passing with score of 80 or better	8-12	Track number of students on pace to meet Diploma requirements; Track longitudinal improvement in number of students passing the same exam

NYSESLAT	May	Previous year's score	End of Year score	8-12	Track progress of English Language Learners and determine which are eligible to exit ELL program.
PSAT	October	Mean score for previous cohort and distribution of scores, College Board's college readiness benchmarks	Mean score per cohort and distribution of scores, Percent of students meeting benchmarks	10	Track progress of students for admission to 4 year colleges; Track improvement in preparation of students for 4 year colleges
SAT	April, late Spring	Mean score for previous cohort and distribution of scores, College Board's college readiness benchmarks	Mean score per cohort and distribution of scores, Percent of students meeting benchmarks	11	Track progress of students for admission to 4 year colleges; Track improvement in preparation of students for 4 year colleges
SJU Final Grades and Credits Earned	December, May	Number/Percent of students that received passing grades, as well as credits earned	Number of students that received passing grades, as well as credits earned	11-12	Track number of students who earn college credit in high school; Track improvement in the number of those students

E. Performance, Promotion and Graduation Standards

All students admitted to NECCS will meet with an advisor to develop an Individual Learning Pathway that will provide a map of courses and Regents exams to be taken in order to participate in the Early College Phase. Individual Learning Pathways are to build on prior student achievement.

Performance Standards

In order to pass a class, a student must achieve a grade of 65%. Credit may be withheld at the discretion of the Principal if a student is absent ten or more times during a term (4 or more times during Summer term).

Promotional Criteria
To earn credits for a course, students must earn a final grade of 65 or above. Guidelines for promotion in good standing to the next grade are as follows:

Grade credit achievement guidelines	
NECCS Year 2	10 high school credits
NECCS Year 3	22 high school credits
NECCS Year 4	32 high school credits
Graduation	Meeting requirement for Regents Diploma and distribution of course credits required by NYS

Diploma Requirements for High School Graduation
NECCS will follow applicable NYSED requirements for the Regents Diploma.

The credit requirements needed for graduation are the following: 8 credits in English, 8 in Social Studies (4 in Global History, 2 in US History, 1 in Participation in Government, 1 in Economics), 6 in Science (2 in Life Science, 2 in Physical Science, 2 in Life Science or Physical Science), 6 in Mathematics (including at least 2 credits of advanced math), 2 credits in a Language Other Than English, 2 in Visual Art, Music, Dance or Theater, 4 in Physical Education, 1 in Health, and 7 in Electives. Students must also earn a passing score on the Next Generation English Language Arts Regents and one Math regents, in any of the following: Algebra I, Geometry, of Algebra II. They must also earn a grade of 65+ on Regents examinations in Global History and Geography, or US History and Government, and one Science Regents (Living Environment, Earth Science, Chemistry, or Physics. In addition to passing the required Regents in the Core subjects, the student must earn a grade of 65+ on any additional Regents exam in Math, Science, or Social Studies.

For students who do not meet the promotion and/or graduation standards, there are a few options to help them both recover credits and graduate. For those whose academic performance falls under the promotional standard, students will have remedial options to make up for missed work and/or content. Computer based interventions, cumulative projects assigned by the respective course teachers, summer school, TIEs curricula, and lunch tutoring will all be viable options for students to improve academic performance deficits. Opportunities to make up any and all failed regents will also be made at the times Regents are offered.

F. School Schedule and Calendar

NECCS will follow the mandated requirement of students attending school for 180 days. The school day will be from 7:45 a.m. to 2:30 p.m. In addition to those 180 days, NECCS students will be required to attend at least two summer sessions, which begin the summer before the student enters 8th grade (Intensive Writing and Pre-Algebra classes) and then again in the summer before 11th grade (LOTE immersion). Those required summer sessions will be for 4 hours per day for six weeks. Should a student need additional help in a core subject, they will be

invited to attend a review session held during the summer. Students will also be given one half day off per month, which will be used for professional development for the teachers to analyze data, review curriculum, and the conduct inquiry needed to guide instruction. In addition, as stated by NYSED, "A unit of study is at least 180 minutes of instruction per week throughout the school year, or the equivalent of 54 hours per semester (108 hours per year) of instruction."[48] NECCS is well above the requirement in all areas, giving the student more time to successfully master the courses and become college ready. A sample schedule for a student at NECCS would provide that additional time. The minutes per course are as follows:

- Core Classes (ELA, Math, Social Studies, and Science)- 270 minutes per week
- TIES/Elective Classes- Based on individual needs of the student- 300 minutes per week
- Wellness Class- (.50 credits per semester)- 120 minutes per week
- Physical Education- 240 minutes per week

Most teachers will have 18-19 teaching periods per week, with at least 5 prep periods as well. At least one prep period per week will include subject area meetings with the content area coach. All core teachers will be responsible for teaching TIES/Electives as they are the experts in their content area. Most teachers will also be given administrative duties such as but not limited to late calls, hallway duty, data entry and analysis, etc. Professional development in the teacher's schedule will be once a month and students will be dismissed for a half-day. Teachers will be encouraged to attend professional development courses throughout the year to further their expertise in the content area, classroom management, etc. In addition to professional development during the year, teachers will attend a January retreat lasting at least two days to revise curriculum, as well as policies and procedures. During the summer, every teacher is required to attend the Summer Institute, which allows for additional curriculum planning, training, and revising and implementing school policies and procedures.

A unique component of the NECCS design will be the four day-a-week, six-week summer program. The six-hour day will provide incoming students with an intensive writing (2 credits) course and mathematics (1 credit) course. After taking a mathematics assessment, students will be placed in a specific mathematic that will address any deficiencies in their math skills.

A typical day of an eighth-grade student would start with entry to the building at 7:30 AM. Students would be directed to the cafeteria and would be offered breakfast. At 7:45 their first period would begin, American Literature. After 55 minutes, students would move to their next class, Algebra, then period three, United States History, Living Environment with laboratory, Lunch, Wellness, Physical Education and American History. The business of Music (student's elective) will replace Wellness tomorrow. There is a host of after school activities that include clubs, sports and athletic teams.

SAMPLE SCHEDULE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

[48] High School Academic Policy as stated in NYCDOE. http://schools.nyc.gov/NR/rdonlyres/27BF8558-B895-407A-8F3F-78B1B69F030A/0/AcpolicyHighSchoolAcademicPolicyReferenceGuide.pdf

Homeroom 7:45-8:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
PERIOD 1 8:00-8:50	American Literature	American Literature	American Literature	American Literature	American Literature
PERIOD 2 8:50-9:40	Common Core Algebra	Common Core Algebra	Common Core Algebra	Common Core Algebra	Common Core Algebra
PERIOD 3 9:40-10:30	Yoga	Physical Education	Weight Training	Physical Education	Physical Education
PERIOD 4 10:30-11:20	Living Environment	Living Environment	Living Environment	Living Environment	Living Environment
PERIOD 5 11:20-12:10	US History	US History	US History	US History	US History
PERIOD 6 12:10-1:00	ELECTIVE- The Business of Music	ELECTIVE The Business of Music	ELECTIVE The Business of Music	ELECTIVE The Business of Music	TIES
PERIOD 7 1:00-1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
PERIOD 8 1:30-2:30	WELLNESS	WELLNESS	TIES	TIES	TIES

WEEKLY SCHEDULED MINUTES PER SUBJECT:
ELA MEETS FOR 250 MINUTES**
MATH MEETS FOR 250 MINUTES
SOCIAL STUDIES MEETS FOR 250 MINUTES
SCIENCE MEETS FOR 250 MINUTES
TIES MEETS FOR 230 MINUTES***
ELECTIVES MEETS FOR 200 MINUTES
WELLNESS MEETS FOR 100 MINUTES
PHYSICAL EDUCATION MEETS FOR 200 MINUTES**

***Explanation of TIES- *In addition to rigorous core work and summer intensives, an integral component of NECCS programming is our innovative approach to "elective" offerings. NECCS will offer Targeted Intervention Electives (TIE) to all students each year. TIE courses will be an interest and skill based elective course offered in core areas including ELA, mathematics, and social studies.*

** *As per NYSED, Core Courses and Electives must have 180 minutes of instructional time and for Physical Education, the minimum requirement is 90 minutes per week. NECCS is well above the requirement in the Core Courses, giving the student more time to successfully master the content and become college ready.*

During the summer after the eighth grade, students that have not achieved college readiness (80 %) on the NYS Regents in Algebra, U.S. History or Living Environment will attend the summer program.

In the ninth grade, students will take:

- World Literature I/ II
- Algebra II/ Trigonometry/ Exploratory Geometry
- Global I/ II
- Earth Science I/ II
- Wellness
- PE
- Elective

During the summer after the ninth grade, students will participate in a Spanish immersion program (2 Credits) offered through the College of Staten Island.

In the Tenth Grade, students will take:

- British Literature
- Geometry/ Into to College Mathematics/ Pre-Calculus
- Economics/ Participation in Government
- Chemistry/ Forensic Science
- Wellness
- PE
- Elective

During the summer following the tenth grade, those students who have not yet reached college readiness will take courses in English, Mathematics, Science and/or History to prepare them for proficiency. Students who are college ready will attend college orientation and take a course "Everything You Need to Know to Succeed in College" on the St. John's University Campus. Students will confirm their preference of the two pathways offered, Business or Criminal Justice/ Law and Order.

Eleventh/ Twelfth Grades (Year 1/Year 2) - St. John's University

- Students will receive Dual Credit for one of the English courses needed for High School Graduation.
- Students will also take their final PE class at SJU

Sample Business Major Sequence — 24 Credits from the following courses:

ACC	1007	Fundamentals of Accounting 1	3
ACC	1008	Fundamentals of Accounting 2	3
BLW	1001	Law and Business	3
CUS	1102	Software Application	3
ECO	1001	Principles of Economics 1	3
ECO	1002	Principles of Economics 2	3
ENG	1006	Effective Business Writing	3

MGT	1001	Principles of Management 1	3
MKT	1001	Principles of Marketing	3

Sample Criminal Justice **Major Sequence — 18 Credits from the following courses:**

CRJ	2000	An Introduction to the Criminal Justice System	3
CRJ	2001	Crime and the Criminal	3
CRJ	2002	The Police and the Community	3
CRJ	2003	The American Judicial System	3
CRJ	2004	American Correctional Systems	3

- 3 credits may also be chosen from the additional Criminal Justice offerings.
- The remaining courses will be in a major course of study that SJU offers.

College Common Core — 24 Credits

DNY	1000C	Discover New York	3
ENG	1000C	English Composition	3
ENG	1100C	Literature in a Global Context	3
HIS	1000C	Emergence of a Global Society	3
PHI	1000C	Philosophy of the Human Person	3
PHI	3000C	Metaphysics	3
SCI	1000C	Scientific Inquiry	3
THE	1000C	Theology	3

Other Liberal Arts Requirements — 6 Credits

MTH	Electives	Any Math	6

Free Electives — 6 Credits

The SJU administration and faculty will determine what courses and paths the NECCS students will follow while at the university.

Sample Schedule - Fourth year NECCS student attending SJU
(Business Pathway)

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9:30	ACC1007	DNY1000C	ACC1007	DNY1000C	SCI 1000C
9:30-10:00	SCI1000C	BLW1001	HIS1000C	BLW1001	HIS1000C
10:00-11:30	LIBRARY/ HW HELP	PHI 1000C	LIBRARY/ HW HELP	PHI 1000C	LIBRARY/ HW HELP
11:30-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-12:30	LIBRARY/ HW HELP	LIBRARY/ HW HELP	LIBRARY/ HW HELP	LIBRARY/ HW HELP	LIBRARY/ HW HELP

12:30-1:30	WELLNESS	TUTORING	WELLNESS	COUNSELING/ POSSE* MEETING	POSSE*/TUTORING MEETING
1:30-2:30	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	POSSE*/TUTORING MEETING

SJU COURSES- TOTAL OF 18 CREDITS

ACC1007 (3 CREDITS) FUNDAMENTALS OF ACCOUNTING 1
SCI1000C (3 CREDITS) SCIENTIFIC INQUIRY
DNY1000C (3 CREDITS) DISCOVER NEW YORK
BLW1001 (3 CREDITS) LAW AND BUSINESS
PHI 1000C (3 CREDITS) PHILOSOPHY OF THE HUMAN PERSON
HIS1000C (3 CREDITS) EMERGENCE OF A GLOBAL SOCIETY

**Posse Program: A NECCS dually certified teacher and a counselor will meet in both a group setting and individually with students to support and assist each student to successfully address the demands of the college both academically and socially*.

G. School Culture and Climate

NECCS is founded upon the premise that students not only deserve every opportunity to succeed but that for many, doing so in an accelerated, targeted manner will optimize their success. We also hold fast to the notion that all students should be able to attend a school, which responds holistically to their learning needs and nurtures their emotional and psychological growth while challenging and supporting their cognitive and educational growth. Our aim is for our students not only to be NECCS students, but proud NECCS students.

In order to facilitate the culture of the learning community, which we believe, is paramount to our students' success, NECCS will provide an environment of positive rewards and encouragement. By doing so, students will feel as though they belong to a cohesive learning community. Our firm belief in the value and success of Positive Behavior Supports, as they have been consistently and successfully applied in both LPCS and NVCS, will be extended to NECCS as an integral component of school culture. Through school-wide positive language, reinforcement, and opportunities to earn incentives via positive behavior will enable NECCS to foster a positive learning environment for all students. In the event that a student's behavior is not responsive to positive supports and interventions, and his or her behavior is disruptive to the educational environment and/or poses a danger to the student or others, such behavior will be addressed in accordance with the School's discipline policy (see Attachment 4d).

Students with disabilities will be governed by the same discipline policy as other students, except when it is determined that the behavior at hand is a manifestation of the student's handicapping condition. In such instances, compliant with our policies on disciplining students with disabilities and Due Process, wherever applicable, a review will be undertaken to determine whether referral to the CSE is indicated for possible modification of the student's IEP. If at all possible, the school will work collaboratively with the appropriate parties in order to modify the Behavioral

Intervention Plan to meet the student's needs.

Family involvement is at the heart of a positive and collaborative learning environment. Through open school nights, performances, triennial parent teacher conferences, and other events, parents will be consistently welcomed to visit our school environment and be active participants in our endeavors. A pillar of collaboration is communication, and as such, we will have multiple modes of communication with NECCS families. Through real-time updates of our school website, individual teacher webpages, consistent and timely social media presence and weekly parent/teacher communications via phone, email and web, we aim to be consistently connected to bridge the gap between school and home.

III. Organizational and Fiscal Plan

A. Applicant Group Capacity

Table 1a, Applicant Group Information, has been updated since the submission of the Letter of Intent and now includes all members of the Board of Trustees of Integration Charter Schools (ICS). As a result of the merger, effective July 1, 2017, between John W. Lavelle Preparatory Charter School (LPCS) and New Ventures Charter School (NVCS), ICS is the education corporation that operates LPCS and NVCS and that seeks to operate NECCS (see Attachment 6C). Table 1a, Applicant Group Information, also includes the President and Vice President/Director of Operations of ICS, who led the process of conceptualizing and designing NECCS. The Board of Trustees of ICS is comprised of Trustees who have established strong, collaborative working relationships due to their previous service on the Boards of LPCS and NVCS. These Trustees have a comprehensive understanding of the role and responsibility of charter school trustees in New York State and they bring, as individuals and leaders in the community, a broad range of experience to school oversight. The current President and Vice President of Operations of ICS, who served in these same roles for both LPCS and NPCS, bring with them continuity, institutional knowledge and depth of experience.

The leadership of LPCS and NVCS convened the applicant group in response to a Staten Island community initiative to increase the rate of college graduation among Staten Island residents. The Trustees currently serving on the Board of Trustees of ICS, in their former roles as Trustees of LPCS and NVCS, engaged in full discussion of the NECCS proposal throughout its development; in particular, progress toward the NECCS applicant charter was reviewed at monthly Executive Committee meetings and reviewed at monthly meetings of the full Boards of both NECCS and LPCS. Although the majority of the other applicant group members, came together only a few times during the development process, multiple meetings were held with smaller groups to explore various aspects of the design. Particularly crucial were the meetings with Staten Island's Institutions of Higher Education. Dr. Kenneth Byalin served as the primary author of the final application. A number of members of the LPCS leadership team, including Vice President of Operations Dana Volini and High School Leader Michele Ciechalski, took the lead in drafting sections. There were no paid consultants or organizations that were involved in the development, fiscal planning or writing of the application.

B. Board of Trustees and Governance

NECCS will be governed by the Board of Trustees of ICS, an existing Board of Trustees comprised mostly of LPCS and NVCS Board members, as a result of the recent merger. The Bylaws of ICS (see Attachment 5b) describe the governance structure of the education corporation and are consistent with applicable laws and the requirements of the education corporation's charter entity, the Board of Regents of the University of the State of New York ("Board of Regents"). The Board of Trustees of ICS understands that in exchange for autonomy, the Board of Regents will hold the education corporation and the Board accountable for the academic performance of NECCS students and for compliance with laws and regulations. The ICS leadership team and the Board of Trustees will continue to build upon the relationship already formed between NVCS and the NYSED Charter School Office, and will work in partnership with the Charter School Office to insure the success of NECCS as well as the other schools in the network.

Overview: The Board of Trustees of ICS will be comprised of 5 to 25 trustees (the number to be fixed from time to time by the Board). In accordance with the ICS Bylaws, Trustees are elected by the affirmative vote of at least a majority of the Trustees then in office. The Board of Trustees is divided into three classes for the purpose of staggering terms of office; terms of office of Trustees coincide with the Board's annual meetings. At each annual meeting of the Board, the successors of the class of Trustees whose term of office expires at that meeting shall be elected to a three-year term. In accordance with the By-laws, the Officers of the Board are as follows: Chairperson or co-Chairpersons, who shall preside at all meetings of the Board of Trustees; Vice Chairperson; Treasurer, who shall have general custody of all money and securities of the Corporation and from time to time shall render to the Board, and to the Chairperson upon request, a statement of the financial condition of the Corporation; and Secretary, who shall keep the minute books of the Corporation. In accordance with the By-laws, if the Board elects co-Chairpersons, it shall not elect a Vice Chairperson. At each annual meeting of the Board, the Officers are elected to a one-year term. The standing committees of the Board are Executive Committee; Finance and Audit Committee, responsible for regular reporting to the Trustees and for recommending to the Board of an annual budget and of an independent auditor; Governance and Nominating Committee, responsible for evaluating the performance of the Board and Committees and for recommending Officers and Trustees for election; and an Education and Accountability Committee for each school operated by ICS, responsible for monitoring each school's academic performance. Trustees are elected to one or more standing committees. The Executive Committee consists of at least five trustees, including all Board officers. At least three members of other committees will be Trustees. The Board elects Committee members for a one-year term at each annual meeting of the Board; Executive Committee members are elected by the affirmative vote of a majority of the Trustees then in office. All meetings of the Board, which are held monthly at one of the schools operated by ICS, are publicized on the ICS website and conducted in accordance with the New York Open Meetings Law.

The Board of Trustees of ICS is currently comprised of 18 members, all of whom are listed along with their qualifications on Table 1A. (One additional member, Thomas Scarangello, has been elected to the Board pending approval by SED. Mr. Scarangello's new trustee paperwork was submitted to SED on August 3, 2017.) These Trustees were elected at the first post-merger Board Meeting of ICS, held on July 6, 2017, to serve until the Board's annual meeting in November

2017. At the annual meeting in November, the Board will elect Trustees and divide them by lottery into three classes; at each subsequent annual meeting of the Board of Trustees, the successors of the class of Trustees whose term of office expires at that meeting shall be elected to a three-year term.

The Board strives to include individuals with expertise in key areas (finance, development, mental health, community organization, public administration, quality management), as well as individuals with access to significant public and private resources. Although the ICS Board of Trustees has held only one Board meeting thus far, discussion with members of the Governance and Nominating Committee indicate an intention to focus on increasing board members to include leaders from the Staten Island business community. With the recent addition of Mr. Scarangello, a leading member of the Staten Island business community, no critical board seats are currently open. The Board's immediate focus is on integrating LPCS and NVCS board members and adjusting to its new role overseeing more than one school.

Currently, the Board has elected the following Officers to serve until the Board's annual meeting in November 2017: Co-Chairpersons, Treasurer, and Secretary. At the annual meeting in November, the Board will elect Officers for a one-year term. Also currently, the Board has elected Trustees to its Standing Committees, to serve until the Board's annual meeting in November 2017. At the annual meeting in November, the Board will elect Trustees to Standing Committees for a one-year term.

The President of ICS assures that the Board of Trustees as well as the committees of the Board receive timely information and reports. The President serves as the primary liaison to the Executive Committee and the Governance and Nominating Committee; each school Principal serves as the primary liaison to the applicable Education and Accountability Committee; and the Director of Finance serves as the primary liaison to the Finance and Audit Committee.

The President is responsible for insuring that the views of critical stakeholders, including students, parents, and faculty are available to the Board. Several processes are being developed by ICS/ NECCS to promote parental and staff involvement in school governance. Notices of meetings will be posted regularly on the NECCS section of the ICS website. ICS has developed alternatives to solicit input such as interactive websites, periodical open houses and regularly scheduling parent teacher conferences. As older adolescents, it is critical that NECCS students will feel that their voices are heard. To facilitate this, NECCS will develop a Student Council and will provide regular opportunities for the Council to meet directly with the Trustees. NECCS will also strive to develop a vibrant Parent Teacher Association. Recognizing that PTA meetings are often inconvenient for parents, NECCS will develop a variety of methods for soliciting parent input in addition to the annual NYC DOE Satisfaction Surveys. NECCS will also be dedicated to fully empowering the faculty to design and implement the instructional procedures and practices best suited to achieving the mission of NECCS, within the framework of applicable state law, the NECCS charter, and policies established by the Board and/or management.

Board of Trustees of ICS

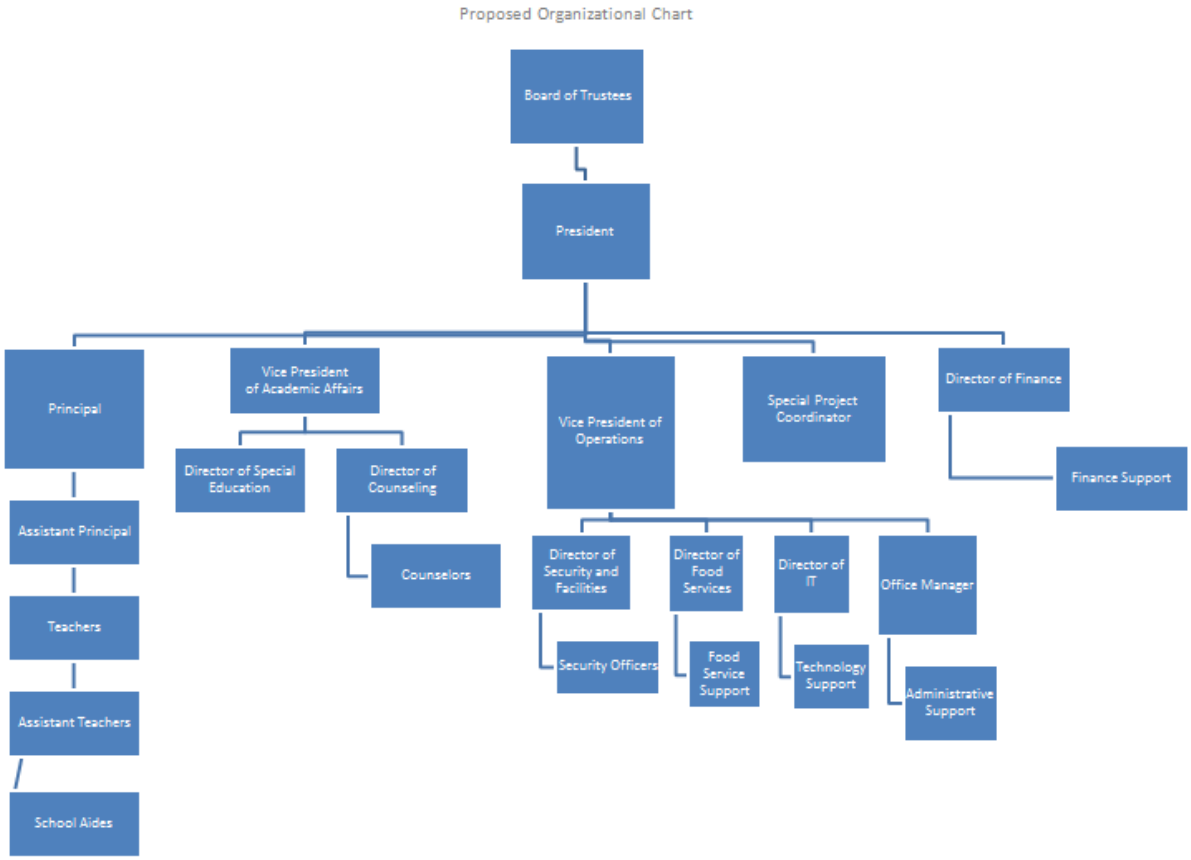
The Board of Trustees of ICS brings a broad range of experience to the leadership of the education corporation, in law and education and in non-profit governance. At the first post-

merger board meeting of the ICS Board of Trustees, Trustees were elected to serve until the Board's annual meeting in November 2017. At the annual meeting in November, the Governance and Nominating Committee will present a slate of nominees for a vote. Trustees will then be elected and divided by lottery into three classes; at each subsequent annual meeting of the Board of Trustees, the successors of the class of Trustees whose term of office expires at that meeting shall be elected to a three-year term.

Trustee Name	**Position on Board**	**Experience and Qualifications**	**Length of Initial Term**
Sheldon Blackman	Secretary	Psychologist; extensive experience fund-raising and charter school leadership LPCS and NVCS Board member	7/2017-11/2017
Michael Caridi	Trustee	Business management NVCS Board member	7/2017-11/2017
Joseph Carroll	Trustee	Extensive experience working with the SI Community & knowledge of Staten Island LPCS and NVCS Board member	7/2017-11/2017
Aurelia Curtis, PhD	Trustee	Extensive experience in education leadership NVCS Board member	7/2017-11/2017
Richard Fragiacomo	Trustee	Advocacy LPCS Board member	7/2017-11/2017
Bonnie Fritz	Trustee	Educator LPCS Board member	7/2017-11/2017
Martin Krongold	Trustee	Extensive experience in public administration and education policy NVCS Board member	7/2017-11/2017
Robin Lefkowitz	Trustee	Finance and non-profit governance NVCS Board member	7/2017-11/2017
David Lehr	Trustee	Attorney and non-profit governance NVCS Board member	7/2017-11/2017
Jonathan Lipschitz	Co-Chairperson	Finance NVCS Board member	7/2017-11/2017
Lily D. McNair	Trustee	Educator & Psychologist LPCS Board member	7/2017-11/2017
Deborah Miller	Co-Chairperson	Social Work & Advocacy LPCS Board member	7/2017-11/2017
Jill Patel	Treasurer	Non-profit management	7/2017-11/2017

		NVCS Board member	
Kay Pesile	Trustee	Finance and Education NVCS Board member	7/2017-11/2017
Doris Schueler	Trustee	Psychologist LPCS Board member	7/2017-11/2017
Thomas Scarangello	Trustee	Business Mgmt.	7/2017-11/2017
Dirk Tillotson	Trustee	Attorney; extensive experience in charter school leadership LPCS and NVCS Board member	7/2017-11/2017
Eleni (Nelly) Tournaki	Trustee	Educator & Special Education Expert LPCS Board member	7/2017-11/2017

C. Management and Staffing



The ICS Board of Trustees will direct the affairs of NECCS, as it does with all schools operated by ICS, by its delegation of authority to the President of ICS. The President is responsible for insuring that the mission and philosophy of the education corporation is maintained and for the overall financial viability of the education corporation, including each school. As in the case of governance, a central focus is to ensure that NECCS will benefit fully from the experience of NVCS and LPCS and where beneficial for all schools to take advantage of potential synergies including economies of scale while at the same time ensuring the programmatic independence

and autonomy of each educational program. To achieve this, all three schools in the network will share key oversight, operational, and support functions. At the same time, each school team will function with great autonomy, allowing each school leader and instructional team to know their students and their needs intimately. We are and will be committed to preparing these small school teams because these teams are critical for the success of our atypical students, who thrive in our schools because our schools are small enough to know and adapt to their needs. In addition to the President, others responsible for network oversight include the Vice President for Academic Affairs, the Vice President for Operations, and the Directors of Finance, Facilities and Security, Food Service, Information Technology, Counseling, and Special Education as well as a small number of support personnel.

The President assures that the Board of Trustees as well as the committees of the Board receive timely information and reports. The President supervises all senior school leaders. The Principals are directly responsible for instructional leadership, curriculum development and implementation, and faculty personnel decisions, including the selection, training, supervision, and evaluation of teachers. The Vice President for Academic Affairs is responsible for liaison with other educational institutions including district schools and local institutions of higher education as well as oversight of counseling and special education services. The Vice President of Operations is responsible for overseeing human resource administration and all non-educational functions other than finance, as well as legal compliance. The Director of Finance is responsible for insuring that ICS meets the highest standards of financial management. Together with each school's instructional leadership, these individuals constitute the ICS management team. The ICS management team meets weekly to address programmatic challenges and to review progress toward goals.

The President of ICS has broad experience in organizational leadership and education. ICS President Dr. Ken Byalin, has eight years of experience as leader of LPCS and NVCS. Among his responsibilities will be identifying opportunities for synergistic collaboration between the three institutions. The Vice Presidents of Academic Affairs and Operations, and the Directors of Finance, Special Education, Counseling Services, Food Service, and Facilities and Security currently serve these functions at the network level for both LPCS and NVCS, and will do the same for NECCS, bringing their strong working relationships, their skill sets and depth of experience to their service for NECCS. Their salaries will be divided among the schools in proportion to the number of students enrolled. Additional support staff (e.g. Security Officers, Counselors) will be hired to work directly for NECCS as they are for LPCS and NVCS. The table below reflects the anticipated and proportioned salaries to be dedicated to NECCS.

The founding NECCS Principal, who has not yet been selected, will be a person with extensive experience in education leadership who will devote his/her full energies to the implementation of the NECCS educational design. It is not anticipated that much recruitment will be needed to find the right individual, because several qualified candidates have already expressed confidential interest in the position. The selection process will not begin until after the charter has been approved.

The success of NECCS will depend upon School leadership, as led and supported by the ICS management team. The ability of the ICS management team to develop and lead strong teams of

professionals, their commitment to professional development and to student achievement, to rigorous measurement and accountability are all crucial to the school's success. By creating an internal accountability system that provides ongoing data about academic, organizational, and financial performance, ICS is able to anticipate and address challenges or adjust program where we are not seeing appropriate results. Under the leadership of the President, the ICS management team meets weekly to coordinate operations and to develop coherent approaches to the challenges facing the school. Together the ICS management team develops financial and budgetary plans for submission to the Board of Trustees. The budgeting process is a deliberative and iterative one, where those closest to the students provide critical and ongoing input into budget development. This data is aggregated and balanced by the ICS management team and the budgeting process facilitated by the President. These budget requests and program priorities then feed into the Board budget setting and approval process again in a deliberative and iterative way, such that the final approved budget reflects both the strategic priorities of the school and the identified program priorities.

ICS is committed to a rigorous program of Human Capital Management. (See Attachment 8a: Hiring and Personnel Policies and Procedures). LPCS is recognized as a charter school leader in the implementation of rigorous teacher development, evaluation and compensation systems. With an average faculty turnover of 10% a year, LPCS and NVCS have demonstrated the effectiveness of a set of personnel practices to be emulated. ICS will adopt, modifying where appropriate, many of these practices when hiring for NECCS and will build on the successful recruitment, hiring, and retention practices of LPCS including the innovative Recruit-Train-Hire process in which teacher candidates participate in an intensive induction seminar prior to beginning employment. NECCS will adopt the Teacher and Leader Career Ladder developed by LPCS as part of its approved STLE #3 application. The Ladder provides for four steps on the teacher ladder from Beginning Novice, through Novice and Professional Teacher, to Teacher Leader and four steps on Principal Ladder: Assistant Principal, Novice Principal, Professional Principal, and Principal Leader. In order to insure equity and competiveness, ICS will insure that the compensation packages for NECCS match those of LPCS and NVCS and will adapt to the ever-changing demands of a challenging job market. Consistent with this approach, ICS will implement a comprehensive annual evaluation system for the performance of classroom teachers and building principals utilizing multiple measures of effectiveness including student assessment data. ICS will use annual evaluations as a significant factor for employment decisions and will implement improvement plans for teachers or principals rated as Developing or Ineffective, if retained. ICS will provide a competitive benefit package including a 401(k) plan to which the school will contribute as well inviting working conditions comparable to those provided by LPCS and NVCS. Because ICS will provide competitive salaries in a highly professional learning environment in conjunction with an exciting, innovative mission, ICS expects to be successful in attracting teachers to work at NECCS.

We are acutely aware of the impending national teacher shortage. The shortage of teachers qualified in both content areas and special education is particularly acute. The situation is aggravated for NECCS both because Staten Island is a relatively isolated labor market and because the borough's civil servant culture strongly favors NYC DOE employment. Assuming the continuation of a historical teacher attrition rate of 10% in our schools and given our continuing roll-out and expansion plans, we expect to hire 145 new secondary school teachers

over the five-year period beginning in 2018-19. With LPCS and NVCS, we have identified our own staff of teacher assistants and ancillary personnel as a prime source of future teachers. We plan to pay half the tuition of college graduates on our staff who are willing to commit to teaching in our secondary schools (one semester commitment for each course which we support). Some candidates will be required to take more than the minimum 30 graduate credits in order to meet content specialization requirements. Candidates will commit to repaying our investment in their education if they fail to fulfill this teaching obligation. We anticipate using this program in annual staff recruitment and to add future teachers to the pipeline every year. This year LPCS and NVCS initiated an important collaboration with a community-based organization, 49 Strong, and have hired three male African Americans from the community as school aides. All have already committed to the pipeline project, and two are already taking on partial teacher assistant assignments. As they move up from school aide, to teacher assistant positions, others from the community will be recruited for the school aide position and an opportunity to begin the pipeline process. ICS has developed a collaborative continuing education program with the College of Staten Island and with SUNY Empire State College. NECCS will work with NVCS and LPCS as well as our local colleges of education to continuously strengthen the teacher recruitment pipeline. ICS works with all of the local colleges of education on Staten Island. The NECCS staffing plan is presented in Table 3 below.

NECCS will employ a universal design model so that Special Education students can be integrated fully with their General Education peers. All students will receive instruction in small classes of 15-18 students. For at least 60% of the normal school day, all students will receive instruction from a teacher dually-certified in content area and Special Education with the assistance of a second adult, either a collaborating teacher or a Teacher Assistant. The salary plan includes increased compensation for dually-certified teachers. Ancillary services will be provided in accordance with each student's IEP through contract agencies or providers. To support the success of our English Language Learners, NECCS will develop a comprehensive, multi-dimensional program of support, including intensive summer English Language Immersion experiences, Universal ELL-friendly classrooms, and classroom push-ins by trained ESL specialists. NECCS plans to hire approximately one full-time teacher equivalent for every 10 students. Teams of counselors and guidance teachers will be stationed at the NECCS posse headquarters at the St. John's University campus to provide support for students.

Table 3: Proposed Management and Staffing Chart

Position	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
President	$26,865	0.10	0.10	0.09	0.09	0.09
Vice President, Operations	$17,500	0.10	0.10	0.09	0.09	0.09
Director of Finance	$12,281	0.10	0.10	0.09	0.09	0.09

VP, Academic Affairs (PT)	$8,711	0.10	0.10	0.09	0.09	0.09
Director, Special Education	$12,155	0.10	0.10	0.09	0.09	0.09
Director, Safety and Facilities	$10,655	0.10	0.10	0.09	0.09	0.09
Director, Counseling (PT)	$11,413	0.10	0.10	0.09	0.09	0.09
Director, IT	$2,024	0.10	0.10	0.09	0.09	0.09
Dir, Food Service	$4,917	0.10	0.10	0.09	0.09	0.09
Director, Program Evaluation	$10,716	0.10	0.10	0.09	0.09	0.09
Administrative Support	$39,068	0.80	0.80	0.72	0.72	0.72
Principal	$150,000	1.00	1.00	1.00	1.00	1.00
Teachers	$64,000	14.00	22.00	30.00	31.00	32.00
Teacher Assistants	$40,000	10.00	15.00	20.00	20.00	20.00
School Aides	$27,500	1.00	1.00	1.00	1.00	1.00
Counselors	$80,000	2.00	2.00	3.00	4.00	4.00
Security	$45,000	1.00	2.00	2.00	2.00	2.00
Food Service	$25,000	0.70	0.88	1.06	1.00	0.96

C.1. Charter Management Organization
We do not intend to contract with a charter management organization.

C.2. Partner Organization
Not Applicable

C.3. Strategic Business/Growth Plan
The Applicant Group proposes that NECCS be operated by ICS, an existing education corporation; please see Attachment 6c.

D. Evaluation

The ICS Board of Trustees will conduct a multi-dimensional annual review designed to ensure that NECCS is on track to achieve its goals and fulfill its mission. Taking into account the data from the annual survey of parent, student, and teacher satisfaction, and data on staff retention, the ICS NECCS Education and Accountability Board Committee will lead the annual programmatic audit for the school. The programmatic audit will be data driven and will use data from multiple sources including the NYSED Progress Report and the NYC DOE Report Card as well as the NYC DOE Annual Satisfaction Survey results as well as any other reports from the Authorizer. These reports will be posted on the school's website.[49] Central to the audit is the assessment of student progress toward college readiness as well as high school graduation. As part of the annual programmatic audit, the Trustees will review all collaborative relationships between NECCS and other organizations, including SJU, as well as with LPCS and NVCS. In collaboration with management and staff, NECCS will use the results of the annual evaluation to establish goals for the coming year.

The Finance and Audit Committee will lead the review of the annual audit conducted by the independent auditor. The ratios of fiscal and operational soundness established by the National Association of Charter School Authorizers will serve as an important set of benchmarks. While the Board will monitor the fiscal soundness of the education corporation through the Finance and Audit Committee, the Spring review and adoption of the budget for upcoming school year and the late Fall review of the outside audit report are critical elements in assessing the education corporation's fiscal soundness. The auditor's report will be posted on the ICS website.

This programmatic audit in conjunction with the annual financial audit conducted by an outside auditor will form the basis of an annual evaluation of the President by the Executive Committee of the Board of Trustees in accordance with a rubric addressing Visionary, Fiscal, Management, and Organizational leadership including educational program accountability, facilities planning, and governance. A summary of the committee's findings and recommendations will be brought to the full Board for review.

All school leaders, administrators, teachers, and members of the Board of Trustees will be evaluated annually. The President will conduct an annual evaluation all members of the ICS management team and of the NECCS Principal. The NECCS Principal will be responsible for the annual review of all faculty members. Teacher evaluations will utilize data from scheduled and unscheduled observations, conducted in accordance with Danielson Observation Rubric and will incorporate student status and growth data. The results of the evaluation will be taken into account in decisions on retention and promotion and will be used in collaboration with the teachers to set professional development goals. Evaluations of the principal and faculty members will be conducted in accordance with a plan that balances observations and standardized assessments in the evaluation process.

The Board of Trustees will conduct an annual review of its own performance. This review will be led by the Governance and Nominating Committee and will form the basis of the committee nominations for election and/or re-election of trustees as well as the nomination of board

[49] In conjunction with other formative data, this data will be used as described in Section II, D, Assessment System, to drive instruction.

officers. Each committee brings a summary of its findings and recommendations to the full Board for review. The Trustees will examine feedback from all critical stakeholder groups, including faculty, students, and parents, utilizing a variety of mechanisms to obtain stakeholder input such as focus groups and surveys. The annual review process will also utilize faculty self-assessment and management reviews of progress toward goals and challenges ahead. The review will take into account Trustee attendance and participation in Board and committee meetings and school events and the fulfillment of any financial commitments as well whether Trustees are effective as ambassadors of the school. The committee report will be presented to the Board at least 30 days prior to the November annual Board of Trustees meeting so that the information is available to all Trustees when voting annually for officers or for re-election of Trustees whose terms are expiring.

E. Professional Development

A guiding principle of NECCS is that the purpose of professional learning is for educators to collaboratively develop the knowledge, skills, and practices they need to help students perform at higher levels. Professional learning is the strategic thread that binds this proposal together and demonstrates the commitment to building a collaborative professional culture in which the faculty is empowered as a professional learning community. The core values of openness, collegiality and sharing are the cornerstones of a faculty that believes in collaboration.

While research on the impact of professional learning on student achievement is not yet conclusive, it is evident that highly effective teachers do positively contribute to student success and student learning. Therefore, a viable professional learning program must offer teachers many opportunities to obtain needed knowledge and skills that can then lead to highly effective teaching.

The NYSED Standards for Professional Development alongside the Learning Forward Standards for Professional Learning will drive professional development at NECCS in order to ensure teacher practice improves. Central to each set of standards is the idea that teachers must collaborate in professional learning communities equipped with data to inform their study, must be provided with access to technology to facilitate their work, must be given appropriate resources including research-based material that is current, and must be supported by leaders (teacher and administrator) that can drive, monitor, and evaluate the work.[50]

Professional learning (PL) is divided into three components at NECCS: designing and planning PL, implementing and sustaining PL, and evaluating and revising PL. As consensual faculty decision-making builds strong support for ongoing innovation, invention and improvement, it is important that staff play an active role in designing and planning their professional learning. The administration embodies an important role in all three stages and in stage one, will work with teachers to assess the school's strengths, weaknesses, opportunities, and challenges in order to

[50] Learning Forward, formerly the National Staff Development Council, is a professional association charged with improving educator practice through professional development. https://learningforward.org/standards-for-professional-learning#.U2qF3_ldV8E. The NYSED provides both a Framework for Professional Development and a rubric to evaluate its efficacy http://www.p12.nysed.gov/ciai/tqpd/documents/PDFrameworkPDF.pdf

identify an area of focus for the year. Additionally, one of the key indicators that the Committee will examine is leadership and faculty retention data.

Professional Planning

NECCS educators, working in a grade level Professional Learning Community (PLC), will work as a collaborative *impact* team that focuses on improving their teaching and student learning. PLCs have at their core a belief in teacher leadership and in the importance of teacher involvement in school improvement efforts. PLCs demand a school culture that understands and embraces teacher leadership and collaboration. Team members who regularly collaborate with the goal of continuous improvement share an instructionally focused vision aimed towards school improvement. In a PLC structure, educators share, question their practices using a critical lens, reflect, collaborate, and commit to inquiry and action research to achieve better results for the students they serve.[51] The impact team conducts inquiry by looking at student work together, unpacks state standards to identify priority and focus standards, and develops instruction using universal design (UDL) as a framework to improve and optimize teaching and learning. This initial team will engage in "Job Embedded Professional Development" (JEPD). JEPD refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the goal of improving student learning.[52] In this context, teachers plan together and observe each other teach as part of an ongoing cycle of improvement. Through the dissemination grant awarded to LPCS, the staff at NECCS will join the cohort of District 31 schools and LPCS in using the Danielson Framework as a tool to support and improve pedagogy. In this work, teachers and school leaders will focus on the key components of teacher work especially Domain I: Planning and Preparation (1e) and Domain III: questioning and discussion (3b), student engagement (3c), and assessment (3d).

Each year, the number of PLC's will increase to reflect the growing school. Learning Forward recommends three major considerations for planning: content, process, and context.[53] ***Content*** is the "what" of PL. It includes the new knowledge, skills, and understandings teachers may need to form the basis of the PL. For example, teachers may decide they need a deeper understanding of a particular academic discipline, specific pedagogical practices, or new roles and responsibilities. As the staff expands, teachers may decide to organize vertical teams (across the school) and/or horizontal teams organized by content area. The **process,** according to Thomas Guskey, is the "how," of the PL. This includes not only the types and forms of the PL, but how they are planned, organized, carried out, followed-up, and evaluated. Finally, Guskey outlines the **context** or the "who, where, when and why" of PL. At NECCS, differentiated professional development is important. For example, sample PL could include new teacher induction for those just beginning in the profession; college advisement for counselors; social-emotional learning for all teachers; and specific academic content provided by professors at SJU. At NECCS, all PL will be ongoing, connected to practice, and focused on student learning. This

[51] For a deeper understanding of the PLC, see Learning by Doing, second edition (2006), by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many.

[52] Darling-Hammond, L. & McLaughlin, M W. (1995). Policies that Support Professional Development in an Era of Reform. Phi Delta Kappan.

[53] For an in depth look of professional learning, see Thomas Guskey, Evaluating professional Development, Corwin Press, 2000.

means that even a single session PL such as a lecture from an expert will be connected to the instructional focus and have collaborative follow-up.

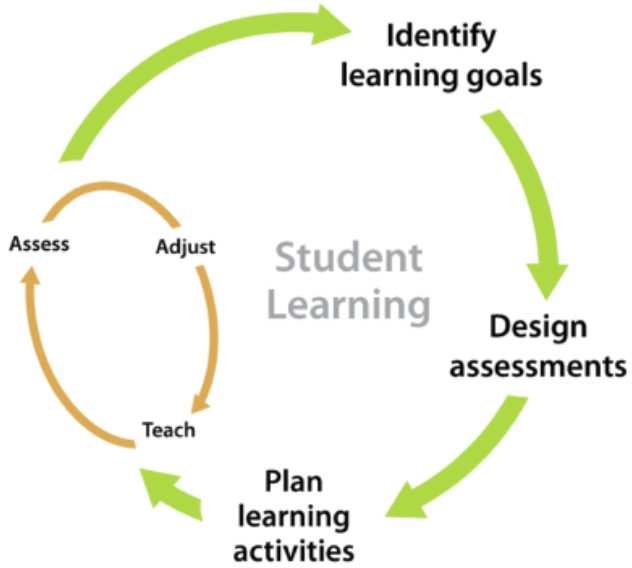
In the 21st Century, PL need not be limited to the work of PLC's, JEPD, or site-based professional development. We now live in the age of "personalized learning." As students discover and enroll in an array of academic online courses through Coursera.org or Edx.org, teachers can also utilize these MOOCs (Massive Open Online Course) to find appropriate professional development. Other sites, such as the Teaching Channel (teachingchannel.org) or Edmondo.com, provide teachers with the chance to view teaching practices from their colleagues across the world.

At NECCS, teachers design professional learning through the PLC(s) utilizing student and school wide data while taking measures to include opportunities to work collaboratively with other teachers; to observe in other classrooms; make time for practice and feedback; and develop a mechanism for benchmarking progress and evaluating learning outcomes. This model of PL is easily scaled as the school grows so that PL is always cohesive and connected to improving teacher practice and student achievement.

Implementation

The real work begins once a cohesive, relevant, and purposeful PL plan is in place. According to Hayes Mizell, effective professional learning must be embedded in the daily work of teachers and provide opportunities for teams to engage in focused learning around specifically identified student needs. In order for PL to be effective, teachers need time to take on a new strategy, practice it, get feedback, and practice it some more. Teachers need support during implementation to address the specific challenges they face in their own particular classroom rather than have those needs addressed in a larger forum such as a workshop on classroom management. While staff at NECCS will be supported by the peer collaboration through the dissemination grant with LPCS, support will also come through coaching by administrators, teacher leaders, and/or outside consultants. Modeling for teachers is a third element to assist teachers implement PL. PL has to show teachers what success looks like. This can happen through video, offsite inter-visitations, or demonstration lessons led by a coach. Seeing new learning being enacted helps practitioners implement it themselves.

In order for teachers to implement their PL with efficacy, the PLC at NECCS will engage in a cycle of inquiry as shown in the diagram below. [54]



[54] David Jacobson, "Coherent l opan, March 2010.

This process typically occurs in the context of the PL plan. First, teachers will set the learning intention and then design the assessments or success criteria that let students know they have met the learning target (planning). Part three asks the teacher to plan the learning activity armed with the knowledge gained from the PL. The teacher then teaches the lesson in the presence of a coach, peer, and/or administrator. After the lesson, teachers receive feedback on their practice enabling them to reflect on their practice and/or adjust or refine their practice before the cycle repeats.

Evaluation

Evaluation is an important component to any professional learning opportunity and must, in fact, be included in the design as to ensure that teams can monitor the efficacy and the results of the plan. During implementation is when formative evaluations are most useful in assessing the progress being made and making mid-course revisions and corrections if needed. Summative evaluations, on the other hand, are used to make decisions about the impact of the entire scope of the PL experiences compared to the outcomes that were established at the onset, and whether and how it should be revised.[55]

To measure the impact of PL, NECCS will utilize the NYSED Professional Development Rubric. This rubric is useful as it is applicable to all three stages of PL; that is planning, implementation, and impact. In order to determine the efficacy of PL, administrators need to know if teachers like the PL, have learned from the PL, whether or not teachers use the new learning in their practice, and (although harder to gauge) have student outcomes improved as a result of the new practice. Administrators will formatively evaluate PL through teacher perception surveys, informal classroom visits, and conversations with coaches and practitioners alike. It is important in the early stages of new learning to avoid formal evaluations as teachers are trying out new practices and can be easily discouraged by negative feedback when undertaking a technique that they have not yet reached competency. It is important to monitor and track PL, so administrators can offer feedback to teachers where they are in their practice, from whence they came, and with support, see what next steps are needed to improve their pedagogy. Administrators and coaches at NECCS will employ a simple tracking system through an excel spreadsheet that documents the feedback loop. For example, in a cycle of inquiry for the Danielson Framework, a coach and/or administrator observes the teacher posing low, level factual recall questions to students. The observer provides the teacher with feedback or engages in a reflective conversation that ends with actionable next steps for implementation. This data is captured on the spreadsheet and the observer returns within a specified period of time and repeats the process until the teacher improves this practice. If the tracking system surfaces the

[55] Guskey, 2000.

need to address multiple teachers, the observer can go back to the PLC to make adjustments to the PL.

Timeline

In Year One of NECCS, all teachers are part of the same PLC. All teachers and teacher assistants will participate in half-day staff development once a month, a mid-year retreat, and a two-week Summer Institute. Each year during the Summer Institute, principles of effective work with at-risk students including students at-risk of academic failure, students with disabilities and English language learners will be stressed Work of the PLC is supported by a number of other professional development activities as identified by the team. By meeting frequently, the team will be able to assess their impact on student learning and to take collective action to make a difference for all learners. By combining two existing practices- formative assessment and collaborative inquiry in their own professional development practice, the teachers participate in building a school culture in which students take ownership and responsibility of their own learning and promotes a school culture which is completely consistent with the culture of the NECCS classroom where teachers and students are partners in learning.

At the mid-year retreat and end-year retreat, the staff conducts a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) on the progress of the school and adopts action steps to modify instruction and practices. At the Summer Institute, working as a whole staff and in impact teams, staff review and evaluate the school goals and craft the strategic plan for the following year complete with action planning and benchmarking. Summer Institute time is also used productively for joint curriculum and project planning.

Professional development in the teacher's schedule will be once a month and students will be dismissed for a half-day. In the summer preceding the school year, teachers will meet with administration to develop an individual professional learning plan. Throughout the school year each teacher, in addition to working in the PLC, is encouraged to attend professional learning to advance his/her goal(s). Grade and content area teams will meet bi-weekly for joint planning and inquiry work. Typical team meetings will begin with a review of student data so that teachers can use that data to inform instructional practice. The entire faculty will gather monthly for a half-day of professional development. Since the best professional development is achieved in a collaborative environment, teachers will design the activities with administration that best meet teacher need. Sample topics include use of technology to enhance instruction, the integrated co-teaching model, best practices led by teacher experts (e.g.: engaging students, social emotional learning, positive behavioral supports).

Nowhere will NECCS core values be more evident than in the implementation of the peer approach to utilizing the Danielson model of teacher observation as developed by LPCS.[56] NECCS will build a peer review process in which all faculty participate with school leaders in the observation and reflection processes. This process has been proven a powerful and effective teacher development tool.[57] Finally, all teachers and teacher assistants will be supported in

[56] In 2016, LPCS was awarded the aforementioned three-year Dissemination Grant by NYSED. With this support, LPCS is currently sharing this model with four Staten Island District 31 public schools where the model is being enthusiastically embraced.

[57] As described in *III, D, Evaluation*, the results of the observation will be a key element in the teacher evaluation process.

pursuing any additional credentials needed to be fully certified in critical subject areas and dually certified in special education. The ultimate goal is for teachers to both be supported in and have the capacity to lead the school improvement process.

F. Facilities

NECCS will be located in Staten Island, in close proximity to LPCS and NVCS. NECCS will need a facility which includes a physical education space (mini-gym or dance studio), science lab, visual and performing arts studios, and cafeteria which can serve as an assembly space, and over the course of the charter an increasing number of classrooms from 8 in Year One to 19 in Year 5, as well as an administrative staff space adequate for 3 people, individual offices which can be used by the school's counseling staff, and a nurse's office. ICS is considering two alternative scenarios for addressing the NECCS's facility needs. ICS will seek space from the New York City Department of Education for NECCS, in accordance with State Education Law. If the request for co-location is denied, ICS will file a timely appeal on behalf of NECCS with the New York State Education Commissioner seeking rental assistance. If NYC DOE cannot provide suitable space, ICS expects to have NECCS share a new 80,000 SF facility with NVCS and the LPCS elementary division in Corporate Commons Three, 1 Teleport Drive, Staten Island, New York 10311. Kenneth Byalin, President of ICS, has been in discussions with the Nicotra Group, to determine whether such a facility can be developed on time and on budget. ICS has received commitments and has budgeted $800,000 to cover the upfront costs of preparing the new space for occupancy for the 2018-2019 school year. As a backup, ICS will engage the real estate firm, ConwayTowne, to explore other options for NECCS, once the charter is awarded. Any facility utilized by the School will be accessible for students and adults with disabilities.

G. Insurance

The planning team has received the following recommendations for insurance coverage from the Allen C. Bentson Agency Inc.**,** a Staten Island-based, full-service brokerage with charter school experience. The current coverage for ICS is as follows, as NECCS will be covered under these policies.

- **Package** – Includes General Liability & Educators Professional Liability coverage plus Property insurance for the owned business personal property and more.
- **Umbrella Liability** – Increases the General Liability, Professional & Automobile limits by increments of $7,000,000.
- **Workers' Compensation** – Required by law, this covers employees for on the job medical, loss of wages and permanent disability.
- **Disability** - Required by law, this covers employees for off the job injury, etc.
- **Directors & Officers Liability AND Employment Practices Liability** [**D&O and EPLI**] – Liability coverage that covers employer as a decision maker. ($3,000,000)
- **Accident Medical** – Provides medical coverage for students.
- **Group Medical** – Provides medical coverage for staff.
- **Miscellaneous –** Privacy Protection / Cyber Liability, etc.

The costs of Workers' Compensation, Disability insurance, and Group Medical Insurance are accounted for in the NECCS budget under fringe benefits. Fringe benefits cost estimates are based on LPCS and NVCS experience. Other coverage will be phased in as required by evolving operations.

H. Health, Food and Transportation Services

Health Programs

NECCS will regard student health as crucial to success in school and in life. Health Education will be a crucial component of the NECCS Wellness program. The importance of health maintenance to optimal functioning for all students will be emphasized. Appropriate prevention and early treatment services will be encouraged. NECCS will comply with all health services requirements applicable to public schools in NYC.

NECCS staff will work with local health providers, the local school district, and other appropriate resources to provide health services to ensure that the routine health needs of students are addressed, as follows:

- Annual vision screening testing for all students. Per § 905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision.
- Maintenance of cumulative health records.
- Emergency care of ill or injured students.
- Compliance with and enforcement of mandatory immunization requirements.
- Access to automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies. Appropriate staff will be trained in the operation and use of this equipment.

Maintenance and Storage of Cumulative Health Records

NECCS will safely store and secure all health records for enrolled students. Cumulative student health records will be held until the student is 27 years old. Immunization records will be held for 10 years after the immunizations were administered.

Immunization Requirements

New York State law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents will be completed for all new students. New York State immunization requirements include:

- Diphtheria: Toxoid Containing Vaccine (DTP, DtaP) 3 doses;
- Polio: (IPV)/ (OPV3 OPV or 4 IPV);

- Measles, Mumps, Rubella (MMR): 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR);
- Hepatitis B: 3 doses to all students born on or after 1/1/93;
- Varicella: 1 dose.

Before a student can be permitted to attend NECCS, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with the Public Health Law and exceptions to immunizations will be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization. [See § 2164 (8) and (9) of the Public Health Law.]

Students Who Require Daily or Emergency Medication

For students attending classes on the NECCS campus, NECCS will establish a secure, easy to understand, and safe medication delivery system. The School Nurse, with support from the Principal, will communicate to parents, students and staff the requirements for the administration of medications in the school. NECCS will avoid misunderstandings by widely circulating these requirements. The requirements for the administration of medication in school will be communicated in the student-parent handbook and through individual parent/student counseling. For students attending classes on the SJU campus, NECCS students requiring daily or emergency medication are expected to carry and self-administer dosages during the school day in accordance with procedures detailed in the Family and Student Handbook. Any student self-administering medication without proper authorization will be counseled. Repeat offenders will be subject to discipline.

Food Services

NECCS recognizes that a healthy diet is critical to overall health and wellbeing. The school nutrition program will reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutritional integrity. School meal times will provide students with a learning laboratory for proper nutrition and health education.

Breakfast and lunch will be available to students during summer, fall and spring sessions. Students' food services will be provided directly in the cafeteria, classrooms or in other suitable common areas. Whether at the NECCS site or on the SJU campus, students will be offered the same grab and go breakfast. At the NECCS site, the meals will not be cooked on site, but rather heated after they are cooked elsewhere and transported to the school. At SJU, lunch will either be heated on site, or will be grab and go. Students will be allowed to use the SJU cafeteria during meal times as well.

Participation in Subsidized Meal Programs

NECCS expects to participate in the Federal Free and Reduced-Priced breakfast and lunch programs administered by the U.S. Department of Agriculture. We will adhere to all applicable

requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, procurement policies and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs will be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130% and 185% of the poverty level are eligible for reduced-price meals.

NECCS will utilize the following website for the eligibility guidelines for free and reduced-lunch http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEG05-06.pdf or information can be obtained by calling the NYSED's Child Nutrition Reimbursement at (518) 473-5999.

In order to receive these benefits, the parents of eligible students must complete and return the Family Application for Free and Reduced-Price School Meals (SD 1041 form) and NECCS will provide parents with this application upon enrollment. The application, which can be found online at http://www.opt-osfns.org, is available in many different languages. As soon as possible, parents or guardians will complete this form and return it to NECCS. It will then be reviewed by the Vice President of Operations or his/her designee for approval. NECCS will maintain each student's form on file for review once it has been completed and approved. These forms will enable students to receive free and reduced-price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

Contracting: NECCS will contract with a private company to provide healthy, attractive meals to our students. NECCS will review the Food Programs contract on an annual basis.

Transportation Services

Because NECCS will serve all of Staten Island, an area of 59 square miles, it is anticipated that the majority of students will be statutorily eligible for transportation services under §2853(4)(b) and § 3635 of the Education Law. It is anticipated that a significant minority of NECCS students may be Special Education students with mandated transportation. NECCS students who do not have mandated transportation on an IEP will be eligible for full or half-fare MetroCards based on how far they live from the school. NYC Transit Bus Service has a dedicated stop at Corporate Commons. A significant number of students may be transported to or from school by their parents. Students in 11th and 12th grade who attend school on the SJU Campus will be responsible for their own transportation to and from SJU. NYC Transit Bus Service is available to St. John's Campus as well.

NECCS will comply with DOE transportation policies and procedures and will meet all necessary deadlines. In accordance with standard regulations, NECCS will document the manner in which students are transported to and from the School. Parents enrolling their children in NECCS will be asked to notify the school district annually of any transportation changes. NECCS plans to follow the calendar of the NYC DOE with respect to the regular academic year and summer school session. NECCS does not anticipate providing additional transportation for students enrolled in the school. For students attending SJU, Fall and Spring terms will follow the SJU academic calendar. These students will attend mandatory six-week summer school sessions,

attending classes on the NECCS campus, participating in a community-based internship, or in an alternative summer educational experience.

I. Family and Community Involvement

For many Staten Island families, the cost of college education constitutes an overwhelming obstacle. For many students, this challenge underlies their hopelessness. LPCS and NVCS have long been cognizant of this challenge and the rising debt burden of student loans. As Staten Island embraced the goal of dramatically increasing the number of college graduates, we envisioned an early college high school program as a crucial mechanism for addressing a major obstacle to college graduation.

Responding to the *30,000 Degrees* initiative, the LPCS and NVCS leadership initiated meetings with Staten Island's institutions of higher education to explore an early college program to serve students most underrepresented in higher education on Staten Island. Together we reached out to a diverse mix of community leaders from secondary education, business, and other community-based service organizations, many of whom have participated in the planning process. Outreach is continuing to a broad array of stakeholder organizations, including current and former elected officials and local community boards, parent organizations, and service organizations. A community forum was held at LPCS to solicit community input on 1/30/17. A second forum was held at SJU on 3/4/17. Moving forward, NECCS will build on the network of relationships developed during the planning process, as well as those developed by LPCS and NVCS.

Formal and informal discussions with leaders of many community organizations and businesses as well as Staten Island's elected officials have helped to shape the NECCS design. The collaboration of our local colleges has been most crucial. Business leaders will continue to serve in an important advisory capacity in shaping the NECCS Business Career track and in enriching academic offerings. For instance, business leaders from the community may work with small groups of NECCS students as they develop their own plans for an entrepreneurial venture; or financial service professionals and successful private investors may serve as mentors to student investment clubs. Business and community-based organizational leaders and professionals will provide summer internship opportunities for rising NECCS seniors. NVCS is already building a strong network of internship sponsors. Since these internships are largely unused by NVCS during the summers, they are a resource which can be readily drawn on by NECCS. Current NVCS internship sites include a growing range of Staten Island businesses including A&B Auto, Blue Restaurant, Double Dees Chariot, Flaggship Brewery, Gemette Hair Salon, the Nicotra Group, Project 1, Not Just Bagels, NYC Payroll, P&T Auto Repair, R & L Printing, Rosalbo Pets, St. Paul's School of Nursing, Staten Island Advance, Style Connection Hair Salon, The Brielle, Victory State Bank, and Work Force 1; our elected officials including the Staten Island Borough President's Office, the Richmond County District Attorney's Office, Congressman Dan Donovan, NYC Council Members Debbie Rose, Joseph Borelli, and Steven Matteo, NYS Senators Diane Savino and Andrew J. Lanza, and NYS Assembly Members Matthew Titone, Michael Cusick, and Nicole Malliotakis; other government offices including Community Board 1, Community Board 2, and NYPD 121 Precinct; cultural institutions including the Alice Austin House, Staten Island Museum, High Rock Park, Historic Richmond Town, and the Staten Island Children's Museum; and other community-based not-for-profit organizations including the

American Cancer Society, Art Lab, Clove Lake Nursing Home, Community Resources, Jewish Community Center of Staten Island, Universal Temple Of The Arts, Lavelle Prep Charter School, Seaview Nursing Home, and the Staten Island Behavioral Network. NECCS will cultivate collaborative relationships with community-based organizations serving the immigrant community to increase this capacity and to solicit feedback designed to enhance our cultural sensitivity.

NECCS attaches great importance to parent involvement. In support of our mission, NECCS will engage parents throughout their student's career in planning for college, addressing both academic and financial concerns. Recognizing that travel to the school is often difficult for our families, our approach is multi-faceted and includes regular written, electronic, and telephonic communication as well as regularly scheduled face-to-face conferences and opportunities for school visits. ICS will maintain a website that will utilize state-of-the-art techniques to provide a highly interactive environment, a vehicle for communication and information exchange. NECCS will utilize a number of mechanisms to ensure that regularly distributed school information is available to parents whose primary language is not English and will be accessible. We utilize bi-lingual staff and bi-lingual members of the Parents Association to assist in translation, as well as community volunteers.

Our approach to parents of potential students will be equally multifaceted, including outreach to community based organizations and family as well direct mail to all eligible Staten Island families and web-based access to application materials in multiple languages. In order to further estimate broader parent interest, a non-random pilot survey of 6th and 7th grade parents was conducted.[58] A second non-random survey has been initiated utilizing social media. Announcements of our intention to apply for a new charter have been posted on both the LPCS and NVCS websites along with a comment box requesting feedback from the community. All comments will be delivered to an email on Google and checked regularly. This remains available to the public indefinitely. During the Fall of 2017, NECCS will hold a series of open focus groups with potential parents and students to discuss the educational design, gather input on school plans, and develop outreach programs and messages to make sure that as many potential students as possible are aware of NECCS and the registration process. Outreach will be conducted through agencies and programs serving emotionally challenged youth, local elementary and middle schools and PTA's, and organizations serving the Staten Island immigrant community. Although some potential participants in this process may be discouraged by the lack of assurance that they will eventually be admitted to NECCS through the lottery process, NECCS will make every effort to achieve broad family participation.

J. Financial Management

Financial management responsibilities rest with ICS. The President plays a major role in budgeting and revision processes and in communication with the ICS Board of Trustees. An expanding network operations team will be responsible for financial management and support operations. The Vice President of Operations is accountable directly to the President and is responsible for all school operations other than education functions, including legal compliance.

[58] Of 216 parents surveyed, 17% indicated that they would enroll their child. Extrapolated to CSD 31, this would suggest 765 applications for the first 144 seats.

Under the leadership of the President, the ICS management team meets weekly to coordinate operations and to develop coherent approaches to the challenges facing the school. Together the ICS management team develops financial and budgetary plans for submission to the Board of Trustees. The budgeting process is a deliberative and iterative one, where those closest to the students provide critical and ongoing input into budget development. This data is aggregated and balanced by the ICS management team and the budgeting process facilitated by the President. These budget requests and program priorities then feed into the Board budget setting and approval process again in a deliberative and iterative way, such that the final approved budget reflects both the strategic priorities of the school and the identified program priorities.

LPCS and NVCS have developed adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for FRPL, and SPED services and other services for special populations of students. ICS will draw on this experience and expertise for the benefit of NECCS.

Policies and procedures:

Under the supervision of the President and the Vice President of Operations, the Director of Finance is responsible for the administration of all Fiscal Policies and Procedures in place at ICS. The Finance and Audit Committee and the President provide fiscal oversight. Various financial reports including, but not limited to, monthly budget status report, monthly cash reports, and quarterly statements (when appropriate) are provided to the Finance and Audit Committee. When indicated, ICS will contract with an independent accounting firm to provide support in analyzing, reconciling and adjusting account balances, and to ensure the records are maintained in accordance with generally accepted accounting principles (GAAP). The accountants may also assist in developing ICS chart of accounts and implementation of accounting software systems.

Payroll: ICS maintains a payroll system approved by the Board of Trustees. ICS contracts with Automatic Data Processing, Inc., for payroll processing and related services. The Vice President of Operations is responsible for insuring that all aspects of the payroll system are properly implemented.

Purchasing: Like all prudent corporations, ICS is guided in the purchase of all goods and services by price, quality, and dependability. Consistent with our mission and commitment to serve the Staten Island community, ICS works, whenever it is fiscally responsible to do so, with Staten Island-based vendors. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor will be with the intention of maintaining a top-quality school. Although ICS is the contracting party, it will purchase on behalf of NECCS (and the other schools). For purchases in excess of $2000, every effort is made to obtain multiple bids. Rationales for purchase decisions are documented. Two signatures are required on all purchase orders and on all checks over $25,000. The execution of contracts and grants is within the scope of ICS's mission, goals, and annual plans.

Accounting and audit requirements: ICS uses accrual basis accounting in accordance with GAAP. All financial statements and any reporting to the IRS or other governmental entities are

completed using this method. The book of account is maintained in accordance with GAAP, and includes Budget Reports, General Ledger, and detailed journals for all cash receipts and cash disbursements (including payroll). The Director of Finance maintains all books of accounts. *Quick Books* is utilized to properly record all assets, liabilities, net assets, revenues, expenses and budgets. An accountant is available, as needed, to provide monthly accounting support. A corporate Chart of Accounts in accordance with GAAP will be developed to properly record all accounting activity. Monthly balance sheets and statements of activity are prepared for review by the President, the Finance and Audit Committee and Board of Trustees. ICS maintains a petty cash fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed $100.00. Independent audits of the financial statements are conducted annually by a New York State Certified Public Accountant selected by the Board of Trustees. Annual financial audits are conducted in accordance with generally accepted auditing standards. Financial regulatory forms will be completed as necessary by ICS or an accounting firm selected by the President.

Cash management and investing: ICS's funds are invested in money market funds, certificates of deposit, or other instruments as directed by the Board. The President will identify excess funds available for investment, and approve the transfer of such funds to be made by the Vice President of Operations. Investments of excess funds will be made in money-market vehicles in the most highly rated categories of debt.

Fundraising: Such initiatives as undertaken directly by ICS will be overseen by the President who shall also be responsible for grant compliance. Non-restricted bequests and contributions will be used for operations or special projects as designated and approved by the President and/or the Board of Trustees, consistent with conditions set forth in the charter and by the Board of Trustees. Bequests and contributions that are donor-restricted will be used for the purpose articulated by the donor, except that in no case will the school accept any such bequest or contribution for which the donor restriction violates any federal or New York state law.

K. Budget and Cash Flow

The NECCS budget is based on the guiding principle that our success depends most critically on our people and particularly on the faculty and staff working directly with our students. The highest budget priority is therefore assuring that we have Teachers, Teacher Assistants, and Counselors in sufficient numbers to ensure that our students receive the instruction which they need to move quickly to college readiness and that they enjoy the levels of support which enable all, including those living with emotional and other challenges, to succeed in an integrated environment, and that these staff receive the leadership and support necessary to put them and their students in a position to succeed. Our budget is built around these priorities.

In developing the budget, NECCS has taken a conservative approach to revenue estimation. First, although we have built in assumptions of expense inflation, we have assumed no increase in per pupil revenue rates. The proposed budget provides for the establishment of a dissolution escrow fund for NECCS: $25,000 will be deposited in the fund each year for the first three years of school operation. We also estimate per pupil and Special Education revenue based on 95% of

projected enrollment. The result is a significant budgetary cushion, 4.4% of projected expenditure beyond the budgeted first year surplus of $286,088.

Crucial management and operational positions, including President, Vice President of Operations, Director of Finance and all shared management positions are expected to be filled by individuals serving on a part-time basis at NECCS, NVCS and LPCS, allowing all schools to achieve modest efficiencies of scale. The schools are expected to explore other areas of collaboration which might help achieve greater economies of scale than can be achieved by one school alone.

NECCS anticipates two potential budget challenges. We recognize that under-enrollment is always a threat to be anticipated by charter school start-ups. For NECCS, in particular, recruitment of 8th graders may be challenging particularly in the earliest years. In that event, NECCS will first attempt to meet enrollment by targets by increasing 9th grade admissions. We are, however, prepared for the possibility of overall lower enrollment. Should enrollment fall for instance to 100 in the first year, corresponding reductions in Instructional Personnel Costs for Teachers, Assistant Teachers, and Counselors; proportional reductions in School Operations Costs; and Facility Costs, including a reduced share of Rent among ICS schools, will still leave a projected surplus of $125,498. A second major threat during the initial charter years is under-enrollment of SPED students despite the weighted lottery. If this problem were to persist, NECCS will seek to amend the charter to institute a tiered lottery such as that implemented by LPCS. In Year One, no cuts would be necessary although the projected surplus would fall to $53,051.

The direr scenario, in which both under-enrollment overall plus an additional shortfall in SPED enrollment percentage occurs, NECCS projects a first-year operating deficit of $64,892. In this event, NECCS will rely on ICS resources including a line of credit with Victory State Bank of $100,000 to bridge the gap. In year 2 and in subsequent years, growth in the student body and consequent economies of scale will quickly eliminate the need for deficit funding and enable the debt to be repaid. In addition, it is likely that NECCS will receive additional CSP funding based on characteristics of the anticipated student body. This funding would substantially eliminate the anticipated deficit.

NECCS will be fiscally sustainable. NECCS will generate a positive cash flow as early as Year 1. NECCS will not depend on outside fund-raising to sustain ongoing operations. The ICS short-term line of credit with a local finance institution as well as the substantial ICS reserves provide a cushion should there be a temporary delay in receipt of per pupil funding during the course of the year.

The ICS management team, including President, Vice President of Operations, Director of Finance, brings to NECCS extensive experience in financial management and compliance. We recognize the importance of timely compliance with all state, city, and federal regulations. We are committed to meeting the highest standards of fiscal accountability adopted by NYSED and the National Association of Charter School Authorizers. Over time, as NECCS grows we expect these ratios to be comparable to those of LPCS which is in sound and stable financial condition as evidenced by performance on key financial indicators.

ICS expects that NECCS will be in sound and stable financial condition based on following projected financial ratio performance measurements.

Current Ratio
This ratio reflects the number of times short-term assets cover short-term liabilities and is a fairly accurate indicator of a school's ability to service its current obligations. NECCS projected Current Ratio as of June 30, 2019 will be 696,682/218,333 or 3:1. Higher number indicates NECCS strong ability to meet its short-term obligations.

Debt to Asset Ratio
Debt to Asset Ratio measures what proportion of debt an organization is carrying relative to its assets. Ratio value for NECCS by June 30, 2017 is projected to be (218,333/696,682) .31, which indicates that school will be financially less leveraged and can be able to withstand losses without harming creditor interests, or will be able to obtain additional finance if desired.

Unrestricted Days Cash in Hand
This ratio indicates how many days a charter school can pay its expenses without an influx of cash. As year cash flow statement NECCS projected to have (948,943/ (3435, 956/365)) approximately 100 days of cash to pay its expenses.

ICS anticipates continuing to utilize the audit services of Schall and Aschenfarb, the firm that has served both LPCS and NVCS. ICS will explore other areas of collaboration among the schools which might help achieve greater economies of scale than can be achieved by one school alone.

L. Pre-Opening Plan

The planning team, the trustees and leadership of ICS, and the leaders of NECCS fully realize that the proposed school will depend to a degree far greater than most education initiatives on collaboration with others. We will build on the collaborative process already underway. Crucial will be the formalization of a Liaison Committee with SJU. Funding will be sought from local foundations to provide start-up support for these initiatives. A detailed pre-opening plan is presented below. Many tasks that confront new charter schools have already been handled through established ICS processes and procedures. ICS will provide preopening incubation support, including space, utilities, and technology. It is anticipated that CSP startup funding will be sufficient to meet the other startup costs.

	To Be Completed By	**Key Person**
Procure necessary start-up insurance coverage	1-Jan-18	Byalin, Volini
Obtain Articles of Incorporation / provisional charter from the NYS Board of Regents	1-Jan-18	Byalin
Establish a bank account / escrow account (if required by authorizer)	1-Jan-18	Volini, Director of

		Finance
Submit grant applications for start-up funding to local bank foundations	30-Jan-18	Byalin
Complete Charter School Program Grant (CSP) application	30-Jan-18	Byalin
Establish work group and process for parent outreach	1-Jan-18	Byalin
Hire Principal	1-Jan-18	Byalin
Identify two possible alternative school sites	30-Jan-18	Byalin, Blackman, Lipschitz
Establish NECCS/SJU Coordination Council	30-Jan-18	Byalin
Develop initial teacher recruitment plan	30-Jan-18	Byalin, Principal
Initial teacher recruitment open house	21-Nov-17	Principal, Byalin
Develop student recruitment plan and timeline	30-Nov-17	Volini, Principal
Finalize student application	30-Nov-17	Byalin & Principal
Apply for State Stimulus Funds (SFF) Grant	30-Jan-18	Byalin, Volini,
Process paperwork for DOE DYCD Start Up Funds (previously known as OTPS)	30-Jan-18	Volini, Director of Finance
Create Attendance Policy	30-Apr-18	Principal & founding faculty
Complete Transportation Request Form, available from Office of Pupil Transportation (OPT)	30-Apr-18	Volini
Establish contact with DOE Regional Council on Special Education	30-Apr-18	Principal
Identify students who have IEPs	30-Apr-18	Principal
Complete Founding Teacher recruitment	30-May-18	Finn, Principal
Establish process for securing substitute teachers	30-May-18	Principal, Volini
Ensure all employees have been Fingerprinted and documentation is on file at school	30-May-18	Volini
Obtain Certificate of Occupancy (C of O) from Department of Buildings (DOB)	1-Jun-18	Volini
Enter student information in ATS or NIPSIS (if ATS access not available) and receive route information from OPT	1-Jun-18	Volini
Provide Office of Pupil Transportation with list of students and home addresses	30-Jun-18	Volini
Distribute Home Language Questionnaire (HLQ)	30-Jun-18	Principal
Verify that required number of teachers meet the highly qualified	30-Jun-18	Volini

requirements		
Review guidelines for Nursing Services and determine provision of services	30-Jun-18	Volini
Establish system for monitoring daily student participation in meal services	30-Jun-18	Volini
First day of School	6-Jul-18	Principal, Volini

M. Dissolution Plan

In the event of closure or dissolution of NECCS, the Board of Trustees of ICS shall delegate to the Principal of NECCS or other responsible party the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in NECCS and public meetings to answer questions about the dissolution process. In accordance with the Education Law, NECCS shall transfer student records to the city school district of the City of New York, and the parents of the enrolled students shall be notified of the transfer of records. School officials will assist in placing students in local schools and local charter schools as appropriate. After satisfaction of outstanding debts and obligations, any NECCS funds which can be attributed to public funding shall be paid over, proportionately, to each school district having resident children served by NECCS in the school year in which it was dissolved or the last year in which students were enrolled at NECCS, except for any funds attributable to gifts, donation, grants and charitable contributions. ICS will establish an escrow account for NECCS to help defray the costs of any such dissolution. By April 1st of year 1 of operation, the balance of the escrow account will be $25,000. By April 1st of year 2, the balance of the escrow account will be $50,000. By April 1st of year 3, the balance will be $75,000. The School will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§ 2851(2)(t), 219 and 220, and any Closing Procedures specified by SED.

Admissions Policy and Procedures

Introduction

The Lois & Richard Nicotra Early College Charter School (NECCS) Admissions Policy is designed to support the School's mission. Admission to NECCS is open to all students. New students are admitted each year to NECCS without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, sexual orientation, religion or athletic ability.

Outreach, Recruitment and Retention:

Outreach and Recruitment. Although outreach to the community occurs throughout the year, formal recruitment of incoming students begins in January.

The School's greatest resource in recruitment is the ever-growing network of satisfied parents, former parents and collaborating community organizations who are familiar with NECCS's sister schools, John W. Lavelle Preparatory Charter School (LPCS) and New Ventures Charter School (NVCS), including Staten Island institutions of Higher Education, in particular St. John's University, and a broad range of collaborating institutions, including the Staten Island Historical Society, the Staten Island JCC, and Snug Harbor Cultural Center. Additional outreach will be conducted through youth-serving agencies and organizations with which LPCS and NVCS have already established collaborative relationships, including the SI JCC, SI YMCA, Camelot, JBFCS, and the SI Mental Health Society. We will utilize direct mail to reach all eligible public school families on Staten Island. We will build a state-of-the-art website and utilize social media opportunities, as well as traditional media. These resources will support outreach to the following groups:

1. Students with disabilities: NECCS will utilize a weighted lottery (see description of NYSED Weighted Lottery Generator, below) with the goal of serving a student population in which at least 35% of its incoming students have Individualized Education Plans. If this goal is not reached, NECCS will seek to amend the charter to institute a tiered lottery such as adopted by LPCS. All outreach materials will affirmatively welcome students living with emotional challenges and other disabilities.

2. English Language Learners: NECCS will collaborate with LPCS and NVCS in outreach to segments of the Staten Island community with significant populations of English Language Learners. Among the organizations with which we are working are El Centro, Project Hospitality, Make the Road New York, and Noor Al-Islam Sunday School. Drawing on the resources of the schools' culturally diverse faculties, outreach will be extended to an increasing range of Staten Island communities. Applications will be immediately available in all of the languages most prevalent on Staten Island.

3. Economically disadvantaged students: Outreach materials will be mailed to all eligible students and their families. We believe that the opportunity to earn college credits

while in high school at no cost to participating students and their families will be particularly attractive to economically challenged students and their families.

Retention: NECCS's integrated design of small classes, intensive summer sessions, and wellness supports will help us optimize retention of the following groups:

1. Students with disabilities: Consistent with our Universal Design, students with disabilities will benefit from small classes, dually certified faculty, and an array of supportive services available to all students. Additional targeted interventions for students with special needs will be provided in accordance with their IEP's.

2. English Language Learners: To support the success of our English Language Learners, NECCS expects to work with Abacus Educational Group, Inc. to develop a comprehensive program of support for ELL's, including intensive summer English Language Immersion experiences, Universal ELL-friendly classrooms, and classroom push-ins by trained specialists.

3. Economically disadvantaged students: NECCS will provide educational support outside of school hours for students in need not only of academic enrichment but also of community engagement. Students will have the opportunity to attend college tuition-free and earn up to 60 credits from SJU, provided they meet admission guidelines.

Although every effort is made to ensure that parents or guardians are able to make informed choices when applying to NECCS, participation in meetings or interviews, tours of the school, or any other outreach program are not a condition for admission.

While there are no educational, aptitude, or achievement standards students must meet for admission, every effort is made to advise all prospective candidates and their families about the opportunities and limitations of NECCS.

Application and admission periods and procedures:

NECCS will admit students in 8th grade; students will be admitted in 9th grade to address any shortfall. NECCS will not admit students beyond 9th grade. Vacancies occurring in the 8th and 9th grades will be filled until the end of the third week of each semester.

To be eligible for admission, interested families must submit applications from January 1st through April 1st. The number of students accepted for admission each year will be determined by the number of seats available. Applications can be filled out online, at the school, or by mailing or faxing a paper application. Applicants will be emailed a confirmation of their submission and an application number if an email address is provided (which will not be required).

Procedures if student applications for admissions exceed available space:

In the event that applications exceed available seats, a formal, public lottery will be conducted. Students will not be admitted prior to the lottery. The School will provide an enrollment preference to applicants in the following order:

1. returning students;
2. siblings of current students;
3. children of NECCS employees;
4. students residing in Community School District 31; and

In alignment with NECCS's mission of integrating students with disabilities, NECCS will utilize the NYSED Weighted Lottery Generator to increase the likelihood of serving more students with disabilities. NECCS will run the NYSED Weighted Lottery Generator once each academic year and will obtain NYSED approval to use the Generator should the School's enrollment policy change in any way. NECCS will not rollover the lottery waitlist from year to year.

The NECCS lottery will be held on April 18, 2018 and the lottery results will be posted on the School's website by April 28, 2018.

Procedures for student withdrawal or transfer:

NECCS is a public school of choice, both for application and withdrawal. Circumstances may arise where parent**s** or guardian**s** may wish to transfer his or her child to a different school. With parent or guardian permission, students may withdraw from NECCS at any time. School personnel offer to meet with the family and discuss the reasons for the desired withdrawal from the School, as well as to seek solutions to any problems that arise from these discussions. If the parents or guardians still wish to transfer their child to another school, the staff at NECCS make every reasonable effort to help the student find a school that better serves the student's needs. NECCS will ensure the timely transfer of any necessary school records to the student's new school.

LOIS & RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL
CHARTER APPLICATION

Attachment 2a
Samples of Public Outreach

An email distributing the attached ***Public Announcement*** flyer was sent on January 12th, 2017 to over 200 friends, community people & business liaisons of LPCS and NVCS requesting their attention and participation.

Public information sessions were scheduled (see below) to seek comments from the community-at-large on plans announced by the LPCS and NVCS Boards of Trustees and RECCS Planning Team to submit an application to the New York State Education Department to open in collaboration with St. John's University a new charter school on Staten Island known as the Richmond Early College Charter School. The meetings provided an opportunity for individuals to make comments and ask questions of members of the Planning Team. These meetings are one of three mediums being used by the Planning Team to actively solicit comments from the community. Additional mediums used were surveys, social/print media advertisements and community support letters.

DATE:	LOCATION:	TIME:
Monday, January 30, 2017	John W. Lavelle Prep Charter School Corporate Commons One at 1 Teleport Dr., 3rd Floor Staten Island NY	6PM
Saturday, March 4, 2017	St. John's University 300 Howard Avenue Kelleher Center/Kiernan Suite Staten Island, NY	10AM
March 13, 2017	John W. Lavelle Prep cafeteria Corporate Commons One at 1 Teleport Dr., 3rd Floor Staten Island NY	6PM

ANNOUNCEMENTS of our intention to apply for a new Charter have been posted on both the LPCS and NVCS websites along with a comment box requesting feedback from the community. All comments will be delivered to an email on Google and checked regularly. This will remain available to the public indefinitely.

Media Advertisements:

- Print Ad ran in the SI Advance on January 17th announcing the Public Meeting held on Monday January 30, 2017 highlighting our intention to apply for the RECCS charter. In addition to the above, 75,000 pop up ads were electronically displayed on SI LIVE.com
- Print Ad ran in the SI Advance on February 26th announcing the Public Meeting held on Saturday March 4th, 2017 highlighting our intention to apply for a the RECCS charter. In addition to the above, 75,000 pop up ads were electronically displayed on SI LIVE.com
- Print Ad ran in the SI Advance on March 9th announcing the Public Meeting held on Monday, March 4th, 2017 highlighting our intention to apply for the RECCS charter. In addition to the above, 75,000 pop up ads were electronically displayed on SI LIVE.com

Supporting documentation: Attached are copies of all three print Ads, the Public Announcement flyer, a sample of the electronic pop up ads, screen shots of both schools websites' home page soliciting feedback from the community.

STATEN ISLAND

Cashless tolls: Here's what you need to know

Get ready for a new way of paying for bridge and tunnel crossings

Susan Lunny Roag

[illegible]

While construction began last week at the Verrazano-Narrows Bridge to make the transition from toll booths to cashless tolling, many Staten Island motorists are wondering what the new system will entail when it debuts this summer.

The initiative, also known as open-road tolling, was proposed by New York Governor Andrew Cuomo and begins at the Hugh L. Carey Brooklyn-Battery Tunnel on July 1. The MTA has stated that it believes cashless tolling will enhance traffic flow, reduce congestion and decrease commute times, making it easier for New Yorkers to get from point A to point B.

As the MTA continued to roll out the concept at the Queens-Midtown Tunnel last week, Staten Island motorists raised various questions regarding the new tolling system.

Some reached out to the MTA for the answers.

How does cashless tolling work?

Tolls are collected from motorists without any toll collectors, tollbooths or bridges. At toll lanes in the cashless tolling system, sensors and cameras are suspended over the highway on structures called "gantries" and vehicles are not required to stop.

Nothing will change for existing E-ZPass customers. Vehicles with E-ZPass will be automatically charged the discount toll rate and account replenishment options will remain the same.

Non-E-ZPass customers will have their vehicle's license plate recorded, and a bill will be mailed to the registered owner. You can pay the bill by mail, phone or in person at the E-ZPass Customer Service Center at 1300 South Ave., using a check, credit card, bank account or cash.

What do I do if I use the Carpool Ticket Program?

According to the MTA, the Verrazano Bridge is the only one of the crossings where there's a carpool plan. Staten Island residents in the current Resident Discount Program will have their car-pool tickets replaced with E-ZPass tickets, which will require those who are eligible to use an E-ZPass tag in an eligible Staten Island registered vehicle.

The E-ZPass tag will have an HOV mode that will be selected by the Staten Islander when he or she has three or more occupants in the vehicle. The HOV mode can be turned off when there are fewer than three occupants. Additional details are still being finalized and will be in place for when the Verrazano goes cashless this summer.

Can I refund my unused carpool tickets?

The Staten Island Resident Carpool Ticket Program is administered by MTA Bridges and Tunnels not the E-ZPass Customer Service Center. Requests for refunds of unused carpool tickets can be made by mailing unused tickets along with your name, address, contact phone number, and number of tickets you are requesting returned to: CBTA Staten Island Resident Carpool Ticket Refund, Revenue Management, 2 Broadway, 23rd Floor, New York, NY 10004.

The refund request will be processed within four weeks.

What if I forget my E-ZPass?

E-ZPass tags should always be mounted in vehicles using one of the toll facilities.

At a cashless tolling facility, if an E-ZPass tag is not present in a vehicle or if the tag is not read by the tag reader, an image of the vehicle license plate will be captured.

If that license plate is associated with an E-ZPass account, the toll will post to that account. If the license plate is not associated with an E-ZPass account, the registered owner of the vehicle will be billed for the toll transaction at the cash rate, plus the discounted E-ZPass rate, through the MTA's Tolls by Mail program, according to the MTA.

In order to avoid receiving toll bills or violation notices, E-ZPass customers should ensure that the E-ZPass account is funded, that the tag is always mounted in the vehicle, and that the license plates are updated on the E-ZPass account.

The MTA also advises motorists to be sure that their address is updated with the Department of Motor Vehicles.

If customers need tag mounting strips or if they need to update their vehicles and license plates on their E-ZPass account, they can access their account through the E-ZPass New York website or by calling the E-ZPass New York Customer Service Center at 1-800-333-8655.

What will happen to toll dodgers?

Customers who do not pay an initial, and then an overdue toll bill, will receive a notice of violation. If the violation notice is unpaid, the violation is referred to the collection agency for payment of tolls and fees due. Some egregious violators will be pursued through civil lawsuits.

Beginning this month, a vehicle owner's registration will be suspended for three toll violations of the current or previous years.

In mid-February, MTA violations that increase fines for skipping tolls will go into effect.

Beginning on Feb. 15, the violation fee will be increased to $50 at the tolls on Lt. Kenneth Ryan Bridge, above, Throgs Neck and Verrazano-Narrows bridges and the Queens-Midtown and Hugh L. Carey tunnels. The violation fee will remain $50 at the Marine Parkway-Gil Hodges and Henry Hudson bridges. For commercial vehicles, failure to pay tolls results in an amount of $100 or more within five year period will also result in vehicle suspensions.

Those looking to get an E-ZPass can sign up online at the ezpassny.com website.

Construction began last week at the Verrazano-Narrows Bridge to make the transition from toll booths to cashless tolling.

PUBLIC ANNOUNCEMENT

LAVELLE PREP NEW VENTURES

Join our *information sessions* on the following dates

to learn about our exciting new school plans!

Focusing on Computer Science & Early College programs.

Richmond Computer Science Charter School

WEDNESDAY, JANUARY 25, 2017 @ 6PM

RCSCS will provide a rigorous college preparatory education that will equip and empower students for success. RCSCS will expect all students to graduate with a foundation to attend and succeed in college and in life. RCSCS will welcome all students, especially those on the autism spectrum, and integrate all students in its classes and activities. The school will be serving grades 6—12.

By fully integrating students they will be empowered to break down barriers. Through the power of their daily academic and social experience RCSCS students will develop the academic skills and social emotional fluency to be successful students today and thoughtful, open-minded leaders tomorrow. The school will be located in the newly constructed Corporate Commons building 3 located at 1 Teleport drive Staten Island, NY 10311.

Proposed school opening 2019

Richmond Early College Charter School

MONDAY JANUARY 30, 2017 @ 6PM

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Proposed school opening 2018

LOCATION FOR INFORMATION SESSIONS.
John W. Lavelle Prep & New Ventures Charter Schools
Corporate Commons One at
1 Teleport Drive, 3rd Floor

For questions contact: Mary Cottingham at mcottingham@lavelleprep.org

Phone: 347.855.2238 ** www.lavelleprep.org **www.nvcssi.org

Charista's Corner

Hill alumna shoots film, 'Popular Vote,' at school

[illegible] Charista's Corner is a weekly honoring from current eleventh grader [illegible]

[illegible] President Summer Moran has come full circle.

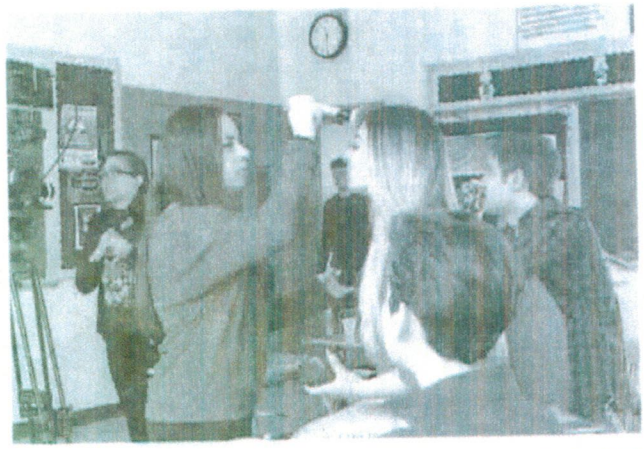
An alumna of St. Joseph Hill Academy, Summer is currently a 20-year-old student at Marymount Manhattan College, pursuing a communications major with a creative media concentration.

Now she's back at Hill for her senior thesis. This intrigued me, but more I was often imagined what it's like to write and direct your own film, in the amount of time and money it takes to shoot.

So, I interviewed Summer, a native Staten Islander and daughter of Lisa [illegible] Hart and Kevin Moran, and she told me all about the ups and the lows of her film experience.

"Summer's senior requires every student to complete a project. By taking all the production skills they've learned over the last few years and make a film, an instant favorite [illegible] creative piece. I chose this, since it is the most powerful medium there is," shared Moran.

"Popular Vote" is about a high school student named Josh who impulsively decides to run for student council president, and as he learns what leads and charm are necessary, [illegible] neither [illegible] "Popular Vote" is about a high school student named Josh who impulsively decides to run for student council president, and as he learns what leads and charm are necessary, [illegible] neither [illegible] "Popular Vote" is about a high school student named Josh who impulsively decides to run for student council president, and as he learns what leads and charm are necessary, [illegible] neither [illegible]



Summer Moran, a native Staten Islander who graduated from St. Joseph Hill Academy, shot her original film, "Popular Vote," at Hill earlier this month. [illegible]

"When I am facing difficulties at school, I remind myself of the skills I learned at Hill to cope. I try my best to exemplify 'summum bonum,' the highest good, and I think that's the reason I've been blessed with so much success in college."

[illegible]

[illegible] Hill's Guidance [illegible]

"On a personal level, it's [illegible] for. At Hill, I was instilled with very important values, and I've used all [illegible] back to family," explained Moran.

"When I am facing difficulties at school, I remind myself of the skills I learned at Hill to cope. I try my best to exemplify 'summum bonum,' the highest good, and I think that's the reason I've been blessed with so much success in college.

"After college, she [illegible] a little doing independent projects, [illegible] writing for television and film, and have a success full [illegible] career. According to Summer, the world of "Popular Vote" is [illegible] to Hill's [illegible] She loved to write and [illegible] things on a larger scale and hopes her film displays it. "It's meant to make people think about the way we view popularity and about celebrities in America, an epidemic and how we're influenced by these so-called stars. And we make them ourselves," shared Moran.

A thousand times more exciting than our own. So Popular Vote is kind of a companion to that class. I want it to make people really look at the images they construct for themselves and others," explained Moran. The film was mainly shot at my school and Moran's alma mater, St. Joseph Hill Academy in Arrochar. Surprisingly, only took four days to film, three of the four days being at Hill. The fourth day was spent filming at shoots by Sebastian and Central Park in Manhattan.

"Hill was always so good to me during my time there, and as I wrote the script I just couldn't see it playing out anywhere else. It's just a very homey feel to it that I think others will also experience, even those who've never been there," said Moran.

Although it were days to film "Popular Vote" took much longer to write and produce.

"I've got the best crew anyone could ask for. This is my second semester shooting under the guidance of professor Sarah Nelson Wright. The first semester was entirely pre-production, so we've been developing our ideas since September — writing, casting, rewriting, storyboarding, rewriting, fundraising, rewriting, rehearsing and of course, rewriting. My crew knows exactly what they're doing and we all work really well together. There's a lot of care and effort there," shared Moran.

Assembling every one and everything was a difficult task for Summer in itself, and she was careful to select people whom she could trust and rely upon.

"Once we had everyone, we could all sit down and read the script and tie things out, and basically get everyone's thoughts," Summer said. "And I remember saying that initial meeting, everyone was really eager to make something special. And then we did."

Moran draws inspirations from the people around her. She doesn't base her inspiration on anyone in particular. If she finds someone she wants to turn into a character, she completely exaggerates them. These are the most fun for her to write. Her two favorite movies are "Pleasantville" (1998) and "The Shepherd Wives" (1995-2014).

She accredits her success with this film, and in college in general, to Saint Joseph Hill Academy. Academically, "I've been very greatly influenced by Hill as I'm graduating twelfth grade early, thanks to the [illegible]

PUBLIC ANNOUNCEMENT

In collaboration with St. John's University
Join our *information session* on the following date
to learn about our exciting new school plans!

LAVELLE PREP NEW VENTURES

Richmond Early College Charter School

SATURDAY, MARCH 4th, 2017 @ 10AM

RECCS's mission is to promote an accelerated pathway to higher education, enabling students to graduate from high school with a Regents Diploma and as many as 60 college credits, greatly increasing the likelihood of college graduation. RECCS welcomes all students, especially those with emotional challenges. The school will be serving grades 8– 12.

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Proposed school opening 2018

RECCS Applicant Group welcomes and encourages feedback from the community on the proposed Richmond Early College Charter School (RECCS). Please submit your comments/questions to

RECCS@nvcssi.ORG

LOCATION FOR INFORMATION SESSION:

St. John's University
300 Howard Avenue
Kelleher Center/Kiernan Suite
Staten Island, NY 10301

For questions contact: Mary Cottingham at mcottingham@lavelleprep.org
Phone: 347 855.2238 ** www.lavelleprep.org**www.nvcssi.org

THEIR HOUSE LIFT ON HOLD

Frustration is building

City forced new mom to move but hasn't touched the property yet

Anna Sanders

[illegible]

[illegible] Breeze Avenue [illegible] leave her home [illegible] after giving birth [illegible] elevation [illegible] happened.

Cara Londono, [illegible] her family [illegible] asked to move out by September so their semi-attached Seaside Avenue home could be elevated through Build it Back, the city's housing recovery program for homes damaged in Hurricane Sandy.

"Nearly six months later, work hasn't even started. There are cracks [illegible] foundation [illegible]

It's frustrating, [illegible] that the [illegible] people," Londono, 32, said.

Londono and her husband Mauro, who's house was demolished by Sandy, shuttle after it was remodeled. They flood the house and moved back in.

But, located in a flood zone, the city wanted to elevate their home as well as the other semi-attached [illegible]

"COMPLICATED PROJECT"

[illegible] when Londono was [illegible] months pregnant, Build it Back asked the family to move so elevation work could begin. Because she was expecting a baby, the city offered an extension. In September, Londono said the city called again and the family moved out shortly after.

Londono's daughter, [illegible] now six months old, was born on Aug. 24. She said the family left the house a month later, on Sept. 24.

Build it Back said Londono was offered an extension to mid-October but that was declined.

This home is a complicated project requiring the lifting of attached houses," Build it Back spokesman Matt Chiappinelli said. "We are working to make sure that the homes will be as safe and resilient as possible. We appreciate the homeowners' patience and are here to provide whatever assistance we can. We will get this family home as soon as possible."

Build it Back said the elevation was delayed because the lift plan had to be resubmitted because grade beams were not available backfill.

Elevation construction is now expected to begin later this month.

TEMPORARY HOME

In the meantime, Londono, her husband, their 3-year-old son Antonio, Carla and the family dog are living in a rented house in Richmond.

They pay $2,300 monthly, on top of mortgage payments for the house they left behind. The city said Build it Back has been providing temporary housing assistance for roughly the cost of rent.

Londono went back to work at an accounting firm in January after maternity leave. Her husband Mauro, who is an Army veteran with 10 years service, hopes to return to war twice.

"This is how you thank someone who fought for your freedom? Basically, kick him out of his house?" Londono asked.

Cara Londono and her family are still waiting for Build it Back to lift their home after being asked to move out six months ago. Jay Sosna/Staten Island Advance

FLOODING WOES

While they were under the first floor of the home flooded during a storm at the beginning of January.

"The main water pipe that goes from the street to my house flooded and burst into my house," Londono said. "The first flood flooded once again — people from Build it Back never came into my house to winterize like they were supposed to.

On Jan. 20, the city fixed the pipe and added insulation so flooding wouldn't happen again this winter. Build it Back said the house wasn't winterized before that because a contractor hadn't started work yet.

FRUSTRATION SETS IN

Project delays after [illegible] unheard of for Build it Back. Through Mayor Bill de Blasio initially promised to finish all work on single-family homes by the end of last year.

The city blew past that deadline.

And increasing construction costs have left a $500 million hole in Build it Back's budget that homeowners must shoulder, despite the program serving less than a third of roughly 20,000 homeowners who originally applied for help.

As of Feb. 28, 58 percent of the Ever Staten Island homeowners who started with the program had been serviced. The city reimbursed 1,183 of them for construction at a cost of $275 million, construction finished on Staten Island projects.

Londono is frustrated she was forced to leave her home months ago for no reason.

"It's completely vacant," she said. "I don't know if they think that life stops until they're ready to pick it up and make things happen but life doesn't work that way.

The kitchen was renovated after Hurricane Sandy.

> "This is how you thank someone who fought for your freedom? ... Kick him out of his house?"
>
> Cara Londono, left, on why her family is still [illegible]

ST. GEORGE

An attack of asthma is eyed in death of 8-year-old

Maura Grauland

[illegible]

A family member of the 8-year-old St. George boy who died early Wednesday morning said the incident started with an asthma attack.

A young [illegible] was transported to Richmond University Medical Center where he was pronounced dead, without any obvious signs of trauma, police said.

A family member who was present at the time of the incident said family called 911 when the [illegible] attack started, and by the time firefighters arrived at the St. Mark's Place residence about 12:20 a.m. the boy was slipping in and out of consciousness.

The family member also said the boy had suffered asthma attacks in the past, especially when there was a change in weather.

"Everything happened so quick right now," the relative said. "We're going to get some family members over for support."

They said police officers left the scene early Wednesday morning after [illegible] the ambulance and telling them to take care of the family.

The incident is [illegible] ongoing, according to the NYPD. The medical examiner's office will determine the cause of death.

Join our *Information Session* to learn about our exciting NEW school plans!

DATE: Monday, March 13th

TIME: 6PM

LOCATION: The John W. Lavelle Prep Charter School

(Corporate Commons One @ 1 Teleport Drive, 3rd floor)

Lavelle Prep is joining forces with St. John's University to open the Richmond Early College Charter School. The mission of Richmond Early College Charter School is to promote an accelerated pathway to higher education, enabling students to graduate from high school with a Regents Diploma and as many as 60 college credits, greatly increasing the likelihood of college graduation. RECCS will welcome all students, especially those with emotional challenges and will be serving grades 8– 12. The school will be located in the newly constructed Corporate Commons building 3 located at 1 Teleport Drive Staten Island, NY 10311. Proposed school opening 2018.

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PUBLIC ANNOUNCEMENT

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NEW VENTURES

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Proposed school opening 2018

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1 Teleport Drive, 3rd Floor

For questions contact: Mary Cottingham at mcottingham@lavelleprep.org

Phone: 347.855.2238 ** www.lavelleprep.org**www.nvcssi.org

OAS
Placement: ROS
Size: 300x250
Acquired: 3/10/17

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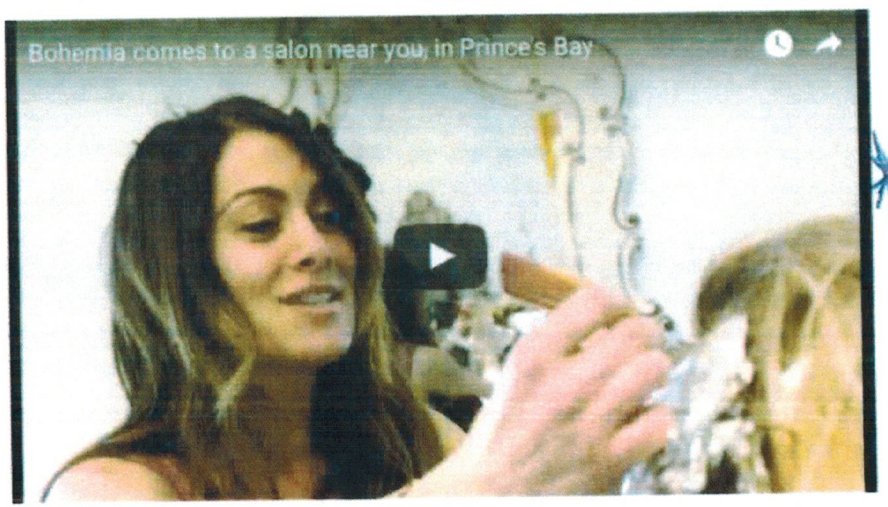


1k shares

Bohemia comes to a salon near you, in Prince's Bay

By Tracey Porpora | porpora@siadvance.com
Email the author | Follow on Twitter
on March 09, 2017 at 6:00 AM, updated March 09, 2017 at 12:55 PM

Print
Email

LAVELLE PUBLIC MESSAGE
Join our Information Session to learn about our exciting NEW school plans!
DATE: Monday, March 13th
TIME: 6:00PM
LOCATION: The John W. Lavelle Prep Charter School
Corporate Commons One
@ 1 Teleport Drive, 3rd floor
RSVP

ALL AROUND STATEN ISLAND

YOURBOW

Screen shot of our school website promoting the public announcement for the March 4th meeting on Richmond Early College Charter School

consent form - Google | Home - John W. Lavelle | Screen shots - mcotting | Home - New Ventures

www.nvcssi.org

LAVELLE PREP
NEW VENTURES

Due to inclement weather conditions, New Ventures will be closed Thursday, February 9th 2017.

Read More

19	20	21	22	23	24	25
26	27	28	29	30	31	

Full Calendar →

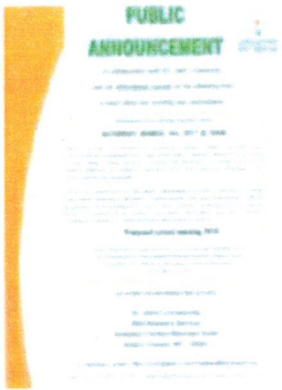
LAVELLE PREP
NEW VENTURES

School Closed - Thursday, February 9th 2017

02/08/2017

Due to inclement weather conditions, New Ventures will be closed Thursday, February 9th 2017.

Read More



LAVELLE PREP
NEW VENTURES

Lavelle Prep Charter School has big plans for expansion

11/29/2016

The college-focused school is not only expanding its classroom space, but at the same time expanding its...

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NEW VENTURES
CHARTER SCHOOL

Back To School Night

09/16/2016

Our New Ventures Family is growing!!...

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FEEDBACK NEEDED!

Your Thoughts Are Welcome And Encouraged!

Proposed NEW charter school - Richmond Early College Charter School

Screen shot of our school website promoting the public meeting announcement for March 4th meeting.

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)
Richmond Early College Charter School

Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Input Obtained	Action Taken on Input	Number of Attendees
1/28/2016	Initial RECCS Planning Meeting	JWLP/NV Charter Schools at 1 Teleport Drive SI, NY 10311	Institutions of higher education – Senior Administrative Representatives	General enthusiasm, recommendation to meet next with Provosts of the 3 Colleges on SI	Scheduled a meeting including the 3 Provosts	Members of the RECCS planning team
2/23/2016	Initial RECCS meeting with the Provosts of each the colleges on Staten Island; Dr. McNair, Dr. Reichard & Dr. O'Keefe	JWLP/NV Charter Schools at 1 Teleport Drive SI, NY 10311	Institutions of higher education	Each college had different concerns for participating	Follow-up meetings for individual college Provosts will be scheduled	6 Members of the RECCS planning team & the three Provosts of the colleges on Staten Island
4/25/2016	RECCS team meeting with College of Staten Island's Provost	College of Staten Island Campus	Institution of higher education	Provost Reichard showed an interest but will need to give It more thought	Follow-up meeting to be scheduled	Members of RECCS planning team, the Provost of CSI & senior staff
4/28/2016	Follow-up meeting with Provost James O'Keefe of St. John's University	Kings Arms Diner in Staten Island	Institution of higher education	Dr. O'Keefe confirmed an interest in participating in the planning process	Continue scheduling planning meetings	Members of the RECCS planning team & Provost O'Keefe
4/28/2016	Follow-up meeting with Provost Lily McNair of Wagner College	Wagner College	Institution of higher education	Provost McNair is supportive but Wagner will not be participating at this time	RECCS team will keep Dr. McNair updated on our progress	Members of the RECCS planning team & Provost McNair

5/5/2016	Follow-up meeting with Provost Gary Reichard of the College of Staten Island	College of Staten Island	Institution of higher education	Provost Reichard is supportive but CSI is not able to participate at this time.	RECCS team will keep Provost Reichard updated on our progress	Members of the RECCS planning team & Provost Reichard
5/23/2016	Meeting with Vengoechea & Boyland Architecture/Urban Planning, LLP	JWLP/NV Charter Schools at 1 Teleport Drive SI, NY 10311	Architect & Design Planners	Discussed parameters of possible building design. They proposed that team retain them for feasibility study	Retain the Architect	3 Members of the RECCS planning team and Architectural firm principals
5/25/2016	Strategic planning meeting with Dr. James O'Keefe and Dr. Robert Fanuzzi	Conference Call	Continued discussions	Working on the details of the program	Agreed to continue to talk & plan	3 Members of the RECCS planning team and Educators from St. John's University
8/15/2016	Planning meeting with Joseph Zaza, Kenneth Byalin, PhD & Howard Lucks, EdD	Hilton Garden Inn, Staten Island	Community Leader & Educator(School District, Deputy Superintendent); experienced early college principal	Mr. Zaza was supportive of program and agreed to participate in the planning process	Continue the planning process	2 Members of planning committee and Mr. Zaza
9/27/2016	Meeting between Ralph Rossi, Esq. SUNY Charter Schools Institute	SUNY Global Center 116 E 55th St, New York, NY 10022	Charter School Authorizer	Explored the possibility of applying to SUNY for the Charter	Decision to apply to NYSED	Committee member Kenneth Byalin, Ralph Rossi, Esq. and Susan Briggs, Esq.
11/3/2016	RECCS planning committee meeting	JWLP/NV Charter Schools at 1 Teleport Drive SI, NY 10311	Educators, Community Leaders	Discussed possible components of the program (identified career foci: Business & Criminal	Continue the planning process	17 Members of the RECCS planning committee

				Justice and Law Enforcement)		
11/9/2016	Meeting with Vengoechea & Boyland Architecture/Urban Planning, LLP and Kenneth Byalin, PhD	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Architect & Design Planners	Identified key designed elements	Architects present feasibility design	Members of the RECCS planning team and the Architectural firm
11/16/2016	Meeting with Angela Lesane, Deputy Chief of Staff for Councilman Matteo and Kenneth Byalin, PhD.	Councilman Matteo's office	Elected Official representative	Updated her on NEW school plans	Mr. Lesane was supportive and will update Councilman Matteo. The team is encouraged to proceed	Members of RECCS planning team and 1 representative from the elected officials office
11/18/2016	Meeting with Edward Burke, Deputy Borough President of Staten Island and Kenneth Byalin, PhD	Borough Hall 10 Richmond Terrace SI, NY 10301	Appointed Official	Updated him on NEW school plans	Mr. Burke was supportive and the team is encouraged to proceed	Members of the RECCS planning team and the Deputy Borough President of SI
11/22/2016	Strategic planning meeting with Joseph Zaza and Kenneth Byalin, PhD	JWLP/NV Charter Schools at 1 Teleport Drive SI, NY 10311	Community Leader & Educator	Mr. Zaza agreed to take an active role moving forward with the planning	Continue the planning process	2 Members of the RECCS planning team
11/28/2016	Meeting with Michael Coppotelli, Associate Superintendent for the Archdioceses of	Hilton Garden Inn, SI, NY 10311	Community Leader	Updating Mr. Coppotelli on the NEW school plans	Mr. Coppotelli was supportive and the team is encouraged to proceed	Member of the RECCS planning team and a Community Leader

	NYC and Kenneth Byalin, PhD.					
12/2/2016	Meeting with Vengoechea & Boyland Architecture/Urban Planning, LLP and Kenneth Byalin, PhD	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Architect & Design Planners	Submitted plan details for possible use of new facility	Architect will revise plans	4 Members of the RECCS planning team and an Architectural firm
12/14/2016	Meeting with NYS Assemblyman Michael Cusick and Kenneth Byalin, PhD.	Assemblyman Cusick's Office,1911 Richmond Ave # 110, Staten Island, NY 10314	Elected Official	Updating Assemblyman Cusick on NEW school plans	Assemblyman Cusick is supportive and the team is encouraged to proceed	Members of the RECCS planning team and the Assemblyman
1/4/2017	Strategic planning meeting with David Sorkin, Executive Dir. of the Jewish Community Center on SI, NY and Kenneth Byalin, PhD.	Pasticceria Bruno 1650 Hylan Blvd, Staten Island, NY 10305	Community leader & member of planning team	Updating Mr. Sorkin on plans	Mr. Sorkin is supportive and the team is encouraged to proceed	2 Members of the RECCS planning team and community leaders
1/17/2017	Planning meeting with SI Borough President James Oddo and Kenneth Byalin, PhD	Borough Hall 10 Richmond Terrace SI, NY 10301	Elected Official	Update on Plans, spoke about capital funding	Borough President Oddo was supportive. He arranged for a meeting with Maria Carmody-LaFrancesca, Dir of Constituent	5 Members of the RPCS planning team and the SI Borough President and 4 members of Borough President's team

					Services and Capital Budget	
1/17/2017	Meeting with Maria Carmody-LaFrancesca, Dir of Constituent Services and Capital Budget for the SI Borough President	Borough Hall 10 Richmond Terrace SI, NY 10301	Elected Official representative Rep of EO	They provided advice on how to obtain capital funding next year	Possibly applying next year for capital funding	2 Meeting participants
1/24/2017	A survey was sent to parents of 6 & 7 grade students to gauge interest for an Early College program	Random pilot survey of 6th & 7th grade parents	Parents of current 6th & 7th grade students at John W. Lavelle Prep.	17% of parents surveyed indicated interest in enrolling child	Follow up wider survey to be initiated	
1/30/2017	Open Meeting: (Public Out Reach) Information Session for the RECCS	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Community members, Educators		Participants were interested in the information provided	Lead members of RECCS planning team and some community people
3/4/2017	Open Meeting: (Public Out Reach) Information Session for the RECCS	St. John's University, SI Campus	Parents, Community members, educators		Additional public outreach will be scheduled	Planning Team members
3/6/2017	Kingsborough Early College High School visit	Kingsborough Early College High School 2630 Benson Ave, Brooklyn, NY 11214	Educators and Administrators	Explore existing Early College Programs	To enrich our current charter submission & explore successful existing practices	Lead members of RECCS planning team
3/8/2017	Bard Early College High School visit	Bard High School 525 E Houston St New York, NY 10002	Educators and Administrators	Explore existing Early College Programs	To enrich our current charter submission & explore successful	Lead members of RECCS planning team

					existing practices	
3/13/2016	Open Meeting: (Public Out Reach) Information Session for the RECCS	JWLP/NV Charter Schools 1 Teleport Dr, 3rd Fl. SI, NY 10311	Parents, Community Members, Educators		Participants were enthusiastic on the NEW school plans. A few questions were asked.	Planning Team will take questions into consideration and will discuss how to respond.

LOIS & RICHARD NICOTRA EARLY COLLEGE CHARTER SCHOOL
CHARTER APPLICATION

Attachment 2b
Evidence of Public Review Process

An email distributing the attached ***Public Announcement*** flyer was sent via email on January 12th, 2017 to over 200 friends, community people and business liaisons of LPCS and NVCS

Attached are samples of minutes and attendance sheets from one of the public announcement meetings and one of the planning committee meetings.

Emails and letters were sent to key community leaders seeking input and asking for dissemination to other constituents: legislators, community boards, business leaders, and educational partners. To date we have received seven support letters. Most are from elected officials on Staten Island we will continue to collect additional letters of support. Attached are the copies of support letters we have thus far.

Two surveys were conducted to gauge parent interest in an Early College high school on Staten Island. The pilot survey, was a paper survey sent on January 24, 2017 to all current LPCS parents/guardians of students in grades 6th and 7th, 216 families total. Fifty-four surveys were returned. Of these, 41 indicated that they would be interested in an early college high school for their student.

A second survey was sent on February 13, 2017 through social media (Facebook, email, twitter, etc.) encouraging friends and family of LPCS and NVCS trustees to share the link and participate in the survey. Included is the survey link https://www.surveymonkey.com/r/TJY2P3C which can be found on both school websites www.lavelleprep.org & www.nvcssi.org). We received 128 responses. Staten Island parents of elementary school students and hence prospective applicants to RECCS. Twenty-nine reported that RECCS would be a value to SI Community and twenty-five reported that their child would apply in 8th grade.

PUBLIC ANNOUNCEMENT

LAVELLE PREP
NEW VENTURES

Join our *information sessions* on the following dates

to learn about our exciting new school plans!

Focusing on Computer Science & Early College programs.

Richmond Computer Science Charter School

WEDNESDAY, JANUARY 25, 2017 @ 6PM

RCSCS will provide a rigorous college preparatory education that will equip and empower students for success. RCSCS will expect all students to graduate with a foundation to attend and succeed in college and in life. RCSCS will welcome all students, especially those on the autism spectrum, and integrate all students in its classes and activities. The school will be serving grades 6—12.

By fully integrating students they will be empowered to break down barriers. Through the power of their daily academic and social experience RCSCS students will develop the academic skills and social emotional fluency to be successful students today and thoughtful, open-minded leaders tomorrow. The school will be located in the newly constructed Corporate Commons building 3 located at 1 Teleport drive Staten Island, NY 10311.

Proposed school opening 2019

Richmond Early College Charter School

MONDAY JANUARY 30, 2017 @ 6PM

RECCS's mission is to promote an accelerated pathway to higher education, enabling students to graduate from high school with a Regents Diploma and as many as 60 college credits, greatly increasing the likelihood of college graduation. RECCS welcomes all students, especially those with emotional challenges. The school will be serving grades 8– 12.

RECCS will collaborate with **St. John's University** to provide a pathway to college and career focusing on Business, Criminal Justice, and Law Enforcement. RECCS graduates will be prepared to excel in their academic, professional, and personal lives. The school will be located in the newly constructed Corporate Commons building 3 located at 1 Teleport drive Staten Island, NY 10311.

Proposed school opening 2018

LOCATION FOR INFORMATION SESSIONS:
John W. Lavelle Prep & New Ventures Charter Schools
Corporate Commons One at
1 Teleport Drive, 3rd Floor

For questions contact: Mary Cottingham at mcottingham@lavelleprep.org

Phone: 347.855.2238 ** www.lavelleprep.org**www.nvcssi.org

THEIR HOUSE LIFT ON HOLD

Frustration is building

City forced new mom to move – but hasn't touched the property yet

Anna Sanders
asanders@siadvance.com

An Ocean Breeze mom was forced to leave her home a month after giving birth last year for a city elevation that still hasn't happened.

Cara Londono said her family was asked to move out in September so their semi-attached Seaview Avenue house could be elevated through Build it Back, the city's housing recovery program for homes damaged in Hurricane Sandy.

Nearly six months later, work hasn't even started. There isn't even a construction fence.

"It's absolutely disgusting that this is how they treat people," Londono, 32, said.

Londono and her husband Mauricio's house was devastated by Sandy shortly after it was renovated. They fixed the house and moved back in.

But, located in a flood zone, the city wanted to elevate their home as well as the one semi-attached to the west.

'COMPLICATED PROJECT'

In August, when Londono was nine months pregnant, Build it Back asked the family to move so elevation work could begin. Because she was expecting a baby, the city offered an extension. In September, Londono said the city called again, and the family moved out shortly after.

Londono's daughter Cayla, now six months old, was born on Aug. 24. She said the family left the house a month later, on Sept. 24.

Build it Back said Londono was offered an extension to mid-October but that she declined.

"This home is a complicated project requiring the lifting of attached houses," Build it Back spokesman Matt Viggiano said. "We are working to make sure that the homes will be as safe and resilient as possible. We appreciate the homeowners' patience and are here to provide whatever assistance we can. We will get this family home as soon as possible."

Build it Back said the elevation was delayed because the lift plan had to be redesigned because grade beams were in an unstable backfill.

Elevation construction is now expected to begin later this month.

TEMPORARY HOME

In the meantime, Londono, her husband, their 3-year-old son Antonio, Cayla and the family dog are living in a rented house in Richmond.

They pay $2,300 monthly rent on top of mortgage payments for the house they left behind. The city said Build it Back has been providing temporary housing assistance for roughly the cost of rent.

Londono went back to work at an accounting firm in January after maternity leave. Her husband Mauricio is an Army veteran with 10 years service; he has been to war twice.

"This is how you thank someone who fought for your freedom? Basically kick him out of his house?" Londono asked.

Cara Londono and her family are still waiting for Build it Back to lift their home after being asked to move out six months ago. *Jim Salmon-Hammel photo/Staten Island Advance*

FLOODING WOES

While they were gone, the first floor of the home flooded during a storm at the beginning of January.

"The main water pipe that goes from my street to my house [failed] and burst into my house," Londono said. "The first floor flooded once again — people from Build it Back never went into my house to winterize like they were supposed to."

On Jan. 20, the city fixed the pipe and added insulation so flooding wouldn't happen again this winter. Build it Back said the house wasn't winterized before that because a contractor hadn't started work yet.

FRUSTRATION SETS IN

Project delays aren't unheard of for Build it Back, though Mayor Bill de Blasio initially promised to finish all work on single-family homes by the end of last year.

The city blew past that deadline.

And increasing construction costs have left a $500 million hole in Build it Back's budget that taxpayers must shoulder, despite the program serving less than a third of roughly 20,000 homeowners who originally applied for help.

The kitchen was renovated after Hurricane Sandy.

As of Feb. 20, 93 percent of the 2,011 Staten Island homeowners who stayed with the program had been served. The city reimbursed 1,353 of them for construction at about $23.3 million. Construction finished on 810 of 1,077 Staten Island projects.

Londono is frustrated she was forced to leave her home months ago for no reason.

"It's completely vacant," she said. "I don't know if they think that life stops until they're ready to pick up and make things happen but life doesn't work that way."

> **"This is how you thank someone who fought for your freedom? ... Kick him out of his house?"**
>
> *Cara Londono, referencing her husband, Mauricio*

ST GEORGE

An attack of asthma is eyed in death of 8-year-old

Maura Grunlund
grunlund@siadvance.com

A family member of the 8-year-old St. George boy who died early Wednesday morning said the incident started with an asthma attack.

Naseem Douglas was transported to Richmond University Medical Center where he was pronounced dead, without any obvious signs of trauma, police said.

A family member who was present at the time of the incident said family called 911 when the asthma attack started, and by the time firefighters arrived at St. Mark's Place residence about 12:20 a.m., the boy was slipping in and out of consciousness.

The family member said the boy had suffered asthma attacks in the past, especially when there was a change in weather.

"Everything is upside down right now," the relative said. "We're going to get some family to come over for support."

They said police officers left the scene early Wednesday morning, after offering their condolences and telling them to "take care of the family."

The investigation is ongoing, according to the NYPD. The medical examiner's office will determine the cause of death.

Join our *Information Session* to learn about our exciting NEW school plans!

DATE: Monday, March 13th

TIME: 6PM

LOCATION: The John W. Lavelle Prep Charter School

(Corporate Commons One @ 1 Teleport Drive, 3rd floor)

Lavelle Prep is joining forces with St. John's University to open the Richmond Early College Charter School. The mission of Richmond Early College Charter School is to promote an accelerated pathway to higher education, enabling students to graduate from high school with a Regents Diploma and as many as 60 college credits, greatly increasing the likelihood of college graduation. RECCS will welcome all students, especially those with emotional challenges and will be serving grades 8– 12. The school will be located in the newly constructed Corporate Commons building 3 located at 1 Teleport Drive Staten Island, NY 10311. Proposed school opening 2018.

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RICHMOND EARLY COLLEGE CHARTER SCHOOL
PUBLIC MEETING - 3/13/17
MINUTES

The meeting went well, 5 parents from Lavelle Prep attended. All were very interested in the school, and definitely supported the idea. The questions that were posed were the following:

1) Reciprocity- If the student began in RECCS and wanted to return to Lavelle could they?

2) Would siblings be guaranteed entry into the school like we do currently?

3) If a student was only able to attend St. John's during their senior year, would they be able to continue with St. John's and not have to apply there?

Once again, the parents did not see any negatives and advised that earning up to 60 college credits would be wonderful for families on Staten Island.

RICHMOND EARLY COLLEGE CHARTER SCHOOL
PUBLIC MEETING – 3/13/17
ATTENDEES

First Name	Last Name
Sherry	[redacted]
Evelyn	
Michele	
Chris	
Yamina	
Deirdre	
Maura	
Josephine	

RICHMOND EARLY COLLEGE CHARTER SCHOOL
PLANNING COMMITTEE MEETING - 11/3/16
ATTENDEES

First Name	Last Name
Aurelia	[redacted]
Joseph	
Tim	
Kristin	
Christina	
James	
Marilyn	
Maria	
Maritza	
Michele	
Ron	
Diane	
Evelyn	
Teresa	
Jim	
Mary	
Ken	

RICHMOND EARLY COLLEGE CHARTER SCHOOL
PLANNING COMMITTEE MEETING - 11/3/16
MINUTES

Students will start HS in 8th grade, 3 year plus program
10th grade students should be writing "C" college papers

Focus on 2 Tracks: Business & Criminal Law
For each cohort of kids they will have a Social worker & counselor that will move up with the students

Currently we have a concept on how to support the students so they can exceed when they get to college

Jim O'Keefe: commented on how the NYPD wants to recruit college educated people
St. John's was founded to educate the children of immigrants.
The High School could potentially be located at the SJU campus and integrate the students into campus life.

Objective is to but a university degree on the table that is obtainable

Ken Byalin: Looking to build advisory around these 2 particular fields from the community.
Next steps to develop a curriculum on the HS level

Jim O'Keefe: SAT scores will go up if we can teach the college courses at HS level. Better options for college and financial aid.

Goal: everyone is college ready, how the whole team gets college ready.

Joe Zaza: Suggests starting Algebra in 8th grade

Christine Szeluga: wanted to understand the goal with the Cultural(s) – how can we work together. What would you want us to design into the program where students could be learning important lessons, projects.

General comments: Public elected officials could potential fund and help with the build out.
Outreach at the end of 5th grade, it's a middle school opportunity but hearing about it early.
You apply at the end of 7th grade and they start the program in their 8th grade year
Start with 60 or 70 % larger number of students knowing that they might leave (at least 40% of students will leave after 8th grade).
144 – 18 kids in class knowing 40% will leave

TIMELINE:
Letter of intent – January 2017

Charter – March 2017 - Pending state announcements
Charter approved from a year from now March 2018
Open school in trailers for 1 yr, while corporate commons 3 is being finished– March 2018

Advisory groups needed for Business and Criminal Justice.

3/10/17

Ken Byalin, PhD
Lavelle Prep/New Ventures Charter Schools
[redacted]

Dear Dr. Byalin,

I am writing to express my enthusiastic support for your plans to apply for a NEW Charter, Richmond Early College Charter School. You have certainly captured the essence of one of the Staten Island community's goals as expressed in the borough-wide initiative: 30,000 Degrees: College Readiness for a Stronger Staten Island.

It is critical for Staten Island to provide alternative venues for student achievement and success, especially plans that address the economic barriers to college completion. By providing an opportunity for students to begin high school in 8th grade and by offering an optional 5th year, RECCS will increase opportunities for students to earn up to 60 college credits prior to high school graduation, reducing the out-of-pocket cost of college substantially and increasing the likelihood of college graduation.

By creating a new pathway to college graduation for those least likely to graduate, RECCS will make an important contribution to the borough-wide initiative. The inclusive nature of RECCS will only enrich the Staten Island community. I applaud the initiative - RECCS will depart from existing early college designs. By utilizing a lottery rather than a competitive selection process and preferentially increasing access for students living with emotional challenges and other disabilities, RECCS will open access to students who are otherwise not afforded these opportunities.

Best wishes for success to Richmond Early College Charter School and please contact me if I can be of further assistance in this matter.

Sincerely,

Ann Lubrano, PhD
Director of Education

2 Teleport Drive, Corporate Commons two, Suite 203 – Staten Island, New York 10311
718-517-7734

March 10, 2017

New York State Education Department

[redacted]

Dear Members of the Board of Regents,

I write in support of opening the Richmond Early College Charter School (REECS), which would be a public charter school on Staten Island dedicated to bolstering student college readiness and providing an accelerated pathway to higher education.

Ensuring that the children of our borough, especially vulnerable students who are not always afforded the same opportunities as their classmates, have access to college readiness programs is critical to the strength of our community. By creating a new pathway to college graduation, REECS will help ensure that students living with emotional challenges and disabilities have the support and encouragement needed to pursue higher education.

The children in our communities are part of the next generation of innovators, teachers, business people and politicians, and we need to make sure that they have access to the education and training that will help them succeed. It's important that we tailor school options to meet the needs of our most vulnerable students who deserve the same chance at a future as everyone else.

The school's proposed mission of providing a high-quality education through integrated higher education learning is a valuable and productive endeavor. The REECS program will collaborate will local colleges, including St. John's University, College of Staten Island, and Wagner College. These partnerships will provide students with career preparation and allow them to graduate high school with college credits. Allowing students to earn college credits and gain important career skills prior to high school graduation will substantially lower their higher education costs and increase college graduation rates.

I respectfully ask for your fair and full consideration. This is a historic opportunity to help our students gain the skills and confidence needed to achieve their full potential.

Sincerely,

Daniel M. Donovan, Jr.

Daniel M. Donovan, Jr.
Member of Congress

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2955 VETERANS ROAD WEST, 2E
STATEN ISLAND, NY 10309
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FAX: (718) 948-1592

CITY HALL
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NEW YORK, NY 10007
PHONE: (212) 788-6989
Borelli@council.nyc.gov

THE COUNCIL
OF
THE CITY OF NEW YORK

JOSEPH C. BORELLI

MINORITY WHIP
COUNCIL MEMBER, 51TH DISTRICT, STATEN ISLAND

COMMITTEES
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MENTAL HEALTH
ECONOMIC DEVELOPMENT
WATERFRONTS
TECHNOLOGY
VETERANS

March 2, 2017

Kenneth Byalin, Ph.D., President
John W. Lavelle Prep &
New Ventures Charter Schools
[redacted]

Dear Dr. Byalin,

I am writing to express my enthusiastic support for your plans to apply for a NEW Charter, Richmond Early College Charter School. The College of Staten Island/CUNY, St. John's University/Staten Island Campus, and Wagner College have joined together to create a cross-sectoral collaboration, borough-wide initiative: 30,000 Degrees: College Readiness for a Stronger Staten Island. This program will create an accelerated pathway to higher education, enabling students to graduate from high school with Regents Diplomas and as many as 60 college credits from Saint John's University. In addition, the program is designed to fully integrate students living with disabilities in all classes and activities.

By creating a new pathway to college graduation for those least likely to graduate, RECCS will make an important contribution to the borough-wide initiative. I believe this will be a huge factor in increasing the college graduation rate in my district and across the borough. Should you need any additional information contact my office at 718-984-5151.

Respectfully Yours,

Joseph C. Borelli
Member of the City Council
51st District

RONALD CASTORINA, JR.
Assemblyman 62nd District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

RANKING MINORITY MEMBER
Committee on Cities

COMMITTEES
Banks
Housing
Labor
Tourism, Parks, Arts and
Sports Development

March 6, 2017

Kenneth Byalin, Ph.D., President
John W. Lavelle Prep and
New Ventures Charter Schools
[redacted]

Dear Dr. Byalin:

I am writing you to express my enthusiastic support for your plans to apply for a New Charter, Richmond Early College Charter School. Staten Island currently ranks fourth among the five boroughs in the number of college degrees per resident. Students across Staten Island living with emotional challenges as well as those living with other disabilities need to have the same opportunities for success in school as their fellow classmates. I commend Richmond Early College Charter School for their goal in full integration for these students.

By partnering and contributing to the borough-wide initiative 30,000 Degrees: College Readiness for a Stronger Staten Island, RECCs will provide an accelerated pathway to higher education. Students will graduate with up to as many as 60 college credits from St. John's University and an advanced Regents Diploma. The contribution RECCS will make to the initiative is significant being that they will create a pathway to higher education to those students least likely to graduate. The using of a lottery rather than a competitive selection process and preferentially increasing access for students living with emotional challenges and other disabilities sets RECCS apart from other existing early college designs. RECCS will open access to students who are otherwise not afforded these opportunities, an outcome we should all support.

I would like to echo my resounding support for the Richmond Early College Charter School. This school could bring a new avenue for higher education to students who may struggle without it. Best wishes for success to Richmond Early College Charter School and please contact me if I can be of further assistance in this matter.

Very truly yours,

Ronald Castorina, Jr.
Member of the Assembly, 62nd District

RC:rl

ALBANY OFFICE: Room 428, Legislative Office Building, Albany, New York 12248 • 518-455-4495, FAX: 518-455-450
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EMAIL: castorinar@nyassembly.gov

NICOLE MALLIOTAKIS
Member of Assembly 64th District

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STATE OF NEW YORK
ALBANY

RANKING MINORITY MEMBER
Committee on Governmental Employees

COMMITTEES
Banks
Corporations, Authorities & Commissions
Transportation
Ways and Means

2/28/2017

Kenneth Byalin, Ph.D., President
John W. Lavelle Prep &
New Ventures Charter Schools
[redacted]

Dear Dr. Byalin,

I am writing to express my enthusiastic support for your plans to apply for a new Charter, Richmond Early College Charter School. This new Charter school is an exciting prospect for the young men and women of our community that are striving to continue their education beyond high school. In today's economy, it is essential to provide more affordable options for our students to avoid the heavy burdens of college debt.

Richmond Early College Charter School confronts the difficulties of attaining a college degree by providing an early college program to serve students most underrepresented in higher education on Staten Island. This charter school provides an accelerated pathway to higher education, enabling students to graduate from high school with Regents Diplomas and as many as 60 college credits from Saint John's University.

By providing an opportunity for students to begin high school in the 8th grade and by offering an optional 5th year in high school, RECCS will reduce the cost of a college education and substantially increase the likelihood that these students will attain a four year degree. By creating a new pathway to college graduation for those least likely to graduate, RECCS will make an important contribution towards equal opportunity within our education system. Knowing the success and contributions of Lavelle Prep, I am confident the same group of dedicated professionals are capable of making this a reality for Staten Island.

Very truly yours,

Nicole Malliotakis
Member of Assembly, 64th District

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THE SENATE
STATE OF NEW YORK

DIANE J. SAVINO
SENATOR, 23RD DISTRICT
INDEPENDENT DEMOCRATIC CONFERENCE
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FAX (347) 492-3263

March 2, 2017

Dr. Kenneth Byalin, Ph. D., President
John W. Lavelle Prep& New Ventures Charter School
[redacted]

Dear Dr. Byalin:

I write this letter in strong support of your plans to apply for a New Charter, for Richmond Early College Charter School (RECCS). Based on the strong success of John W. Lavelle Prep and New Ventures Charter School and what it has done for Staten Island's children and the community, I believe that RECCS will be a great success for Staten Island, and a great addition to our educational landscape.

I am in support of Richmond Early College Charter School because of the many programs that will benefit Staten Island students, in getting them ready for college and their future careers. I strongly believe that the 30,000 Degrees: College Readiness for a Stronger Staten Island Initiative, in which you will working with The College of Staten Island/CUNY, St. John's University, and Wagner College, will be of tremendous benefit to our community and to the individual students who partake in it. I appreciate that RECCS will help students of all levels of knowledge and ability, not just certain ones. It helps both high level students, by giving them the opportunity to graduate with nearly 60 college credits and thus avoid serious student loan debt, but also helps students who are least likely to graduate by creating new pathways for college education for them. Lastly, the educational opportunities it will create for students with physical disabilities as well as emotional challenges by being designed to fully integrate them is also something my constituents and I greatly appreciate it.

I wish great success to the Richmond Early College Charter School. Please contact me if I can be of further assistance.

Sincerely,

Diane Savino

Diane J. Savino
New York State Senator, 23rd District.

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INVESTIGATIONS & GOVERNMENT OPERATIONS
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THE SENATE
STATE OF NEW YORK

ANDREW J. LANZA
SENATOR, 24TH DIST.
DEPUTY MAJORITY LEADER FOR GOVERNMENT OVERSIGHT & ACCOUNTABILITY

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March 6, 2017

Kenneth Byalin, Ph.D., President
John W. Lavelle Prep & New Ventures Charter Schools
[redacted]

Dear Dr. Byalin,

I am writing to you today to voice my support for the creation and approval for a new charter, Richmond Early College Charter School. It has become clear in recent years that there is a real need for a school that is designed to integrate students living with emotional challenges as well as those living with other disabilities in all classes and activities. This new charter school would enable students to graduate from high school with regents diplomas and as many as 60 college credits from Saint John's University.

As seen with the success of Lavelle Prep and New Ventures Charter Schools, Richmond Early College will serve students most underrepresented in higher education on Staten Island. A great education is the foundation of every child's life, and this school will help them get one step closer of reaching their goals of ending educational inequity and providing families with an option that best meets the needs of their child.

Again, please accept my support for Richmond Early College Charter School. If you have any further questions regarding my support for the public charter school dedicated to supporting children underrepresented in higher education, please contact my district office at 718-984-4073.

Sincerely,

ANDREW J. LANZA
Senator, 24th Dist.

AJL/jl

Lois & Richard Nicotra Early College Charter School

Attachment 2c – Evidence of District Support for Restart/Turnaround

Not Applicable.

Attachment 3:
Exit Standards for High School Graduation

	Credits Needed
English Language Arts (ELA)	8
Math	6
Including at least 2 credits in Advanced Math (e.g. Geometry or Algebra II)	
Social Studies	8
Distributed as follows:	
Global History(4)	
US History (2)	
Participation in Government (1)	
Economics (1)	
Science (including labs)	6
Distributed as follows:	
Life Science (2)	
Physical Science (2)	
Life Science or Earth Science (2)	
Languages Other Than English (LOTE)	2
Visual Art, Music, Dance, and/or Theater	2
Physical Education (Yearly)	4
Health	1
Electives	7
Total Credits	44

They must also earn a passing score on the Common Core English Language Arts Regents and one Common Core Math regents, in any of the following: Algebra I, Geometry, of Algebra II. They must also earn a grade of 65+ on Regents examinations in Global History and Geography, or US History and Government, and one Science Regents (Living Environment, Earth Science, Chemistry, or Physics. In addition to passing the required Regents in the Core subjects, the student must earn a grade of 65+ on any additional Regents exam in Math, Science, or Social Studies.

TYPICAL PRE-COLLEGE PHASE STUDENT SCHEDULE AT NECCS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Homeroom 7:45-8:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
PERIOD 1 8:00-8:50	American Literature	American Literature	American Literature	American Literature	American Literature
PERIOD 2 8:50-9:40	Common Core Algebra	Common Core Algebra	Common Core Algebra	Common Core Algebra	Common Core Algebra
PERIOD 3 9:40-10:30	Yoga	Physical Education	Weight Training	Physical Education	Physical Education
PERIOD 4 10:30-11:20	Living Environment	Living Environment	Living Environment	Living Environment	Living Environment
PERIOD 5 11:20-12:10	US History	US History	US History	US History	US History
PERIOD 6 12:10-1:00	ELECTIVE- The Business of Music	ELECTIVE The Business of Music	ELECTIVE The Business of Music	ELECTIVE The Business of Music	TIES
PERIOD 7 1:00-1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
PERIOD 8 1:30-2:30	WELLNESS	WELLNESS	TIES	TIES	TIES

WEEKLY SCHEDULED MINUTES PER SUBJECT:
ELA MEETS FOR 250 MINUTES**
MATH MEETS FOR 250 MINUTES
SOCIAL STUDIES MEETS FOR 250 MINUTES
SCIENCE MEETS FOR 250 MINUTES
TIES MEETS FOR 230 MINUTES***
ELECTIVES MEETS FOR 200 MINUTES
WELLNESS MEETS FOR 100 MINUTES
PHYSICAL EDUCATION MEETS FOR 200 MINUTES**

***Explanation of TIES- In addition to rigorous core work and summer intensives, an integral component of NECCS programming is our innovative approach to “elective” offerings, NECCS will offer Targeted Intervention Electives (TIE) to all students each year. TIE courses will be an interest and skill based elective course offered in core areas including ELA, Algebra and U.S. History.
** As per NYSED, Core Courses and Electives must have 180 minutes of instructional time and for Physical Education, the minimum requirement is 90 minutes per week. NECCS is well above the requirement in the Core Courses, giving the student more time to successfully master the content and become college ready.

TYPICAL EARLY COLLEGE PHASE SCHEDULE AT SJU

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9:30	ACC1007	DNY1000C	ACC1007	DNY1000C	SCI 1000C

9:30-10:00	SCI1000C	BLW1001	HIS1000C	BLW1001	HIS1000C
10:00-11:30	LIBRARY/ HW HELP	LIBRARY/ HW HELP	LIBRARY/ HW HELP	LIBRARY/ HW HELP	LIBRARY/ HW HELP
11:30-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-12:30	LIBRARY/ HW HELP	LIBRARY/ HW HELP	LIBRARY/ HW HELP	LIBRARY/ HW HELP	LIBRARY/ HW HELP
12:30-1:30	WELLNESS	TUTORING	WELLNESS	COUNSELING	TUTORING
1:30-2:30	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION

SJU COURSES- TOTAL OF 15 CREDITS

ACC1007 (3 CREDITS) FUNDAMENTALS OF ACCOUNTING 1
SCI1000C (3 CREDITS) SCIENTIFIC INQUIRY
DNY1000C (3 CREDITS) DISCOVER NEW YORK
BLW1001 (3 CREDITS) LAW AND BUSINESS
HIS1000C (3 CREDITS) EMERGENCE OF A GLOBAL SOCIETY

Each student will receive Wellness instruction, Individualized Counseling and Tutoring, which will be staffed by a NECCS dually certified teacher and a counselor who will support each student to successfully address the demands of the college both academically and socially.

ELA TEACHER AT NECCS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Homeroom 7:45-8:08	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
PERIOD 1 8:10-9:04	ELA Section A	ELA Section A	ELA Section A	ELA Section A	ELA Section A
PERIOD 2 9:06-10:00	ELA Section B	ELA Section B	ELA Section B	ELA Section B	ELA Section B
PERIOD 3 10:02-10:56	PREP	PREP	PREP	ELA MEETING	PREP
PERIOD 4 10:58-11:52	ELA Section C	ELA Section C	ELA Section C	ELA Section C	ELA Section C
PERIOD 5 11:54-12:48	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
PERIOD 6 12:50-1:44	ADMIN	ADMIN	ADMIN	PREP	ADMIN
PERIOD 7 1:46-2:40	ELA Section D	ELA Section D	ELA Section D	ELA Section D	ELA Section D
PERIOD 8 2:42-3:36	MEETING WITH SUBJECT AREA COACH	TIES	TIES	TIES	TIES

TEACHING PERIODS- 20 PERIODS PER WEEK
PREP - 7 PERIODS PER WEEK (INCLUDING ELA MEETING AND MEETING WITH COACH)
ADMIN- 8 PERIODS PER WEEK
LUNCH- 5 PERIODS PER WEEK

Lois & Richard Nicotra Early College Charter School 2018 - 2019

4 Independence Day
9 Summer Writing Course begins

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

16 Summer Writing Course ends

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

3 School Closed (Labor Day)
4 Staff Returns
6 First Day of School-Semester1 begins
10-11 School Closed (Rosh Hashanah)
19 School Closed (Yom Kippur)

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

8 School Closed (Columbus Day)

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

6 Half Day – Election Day (Staff Professional Development)
22-23 No School (Thanksgiving Recess)

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

24-31 School Closed (Winter Recess)

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

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

1 School Closed (Winter Recess)
14 School Closed (M.L. King Day)
31 1st Semester Ends

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

1 2nd Semester begins
20-24 School Closed (Midwinter Recess)

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

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

19-26 School Closed (Spring Recess)
24 Lottery Drawing

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

27 School Closed (Memorial Day

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

4 Half Day - Chancellor Day (Staff Professional Development)
5 School Closed (Eid al-Fitr)
18 Half Day-2nd Semester Ends (Last Day of School)

Attachment 4d- Student Discipline Policy

At NECCS, the behavior management system is organized into tiers relating to the severity of the behavioral challenges and is a guide for teachers and administrators who will use professional judgment in its application.

NECCS is committed to a policy of positive behavioral reinforcement and rewards. Minor challenges that impede orderly classroom procedures or interfere with the orderly operation of the School can usually be handled on the spot by individual staff. Our High School Student Achievement Program along with our instructional practices are designed to shape prosocial student behavior. We recognize that students may come to NECCS with both academic and/or behavioral challenges. It is our intention to help all students overcome these challenges and to succeed in college and beyond.

All NECCS faculty acknowledge and reward students for exhibiting positive behaviors. In the event that they need to redirect negative behaviors, the following techniques will be used:

All students will always receive a non-verbal cue first, prompting them to stop what they are doing and help them to refocus.

If the non-verbal cue is not successful a verbal cue will be given.

If the student needs to be relocated so that they can refocus, an area will be designated within the class so that at all times the student will still be a part of the class and not disengaged.

At NECCS, the behavior management system is organized into tiers relating to the severity of the behavioral challenges and is a guide for teachers and administrators who will use professional judgment in its application.

Progressive Infraction Levels	
Level 1	Uncooperative/Noncompliant Behavior
Level 2	Disorderly/Disruptive Behavior
Level 3	Aggressive or Injurious/Harmful Behavior
Level 4	Seriously Dangerous or Violent Behavior

- First offence may be a learning seminar, depending on the severity of the case, at principal's discretion
- Each level will incur an individualized consequence/set of consequences based on the chart below
- 4 Reflection Referrals within 4 school weeks = RCL
- Learning seminars are available for all levels of offense
- Bus conduct violation consequences will be determined by the principal
- Multiple infractions with the same offense will result in a higher consequence at the discretion of the principal.
- 10 cumulative days of suspension will result in an expulsion hearing
- Each student's discipline record will be reviewed prior to receiving any consequences.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
- Meeting with teacher - Reflection - ½ day RCL <u>Examples are, but are not limited to:</u> ● Bullying* ● Uniform ● Out of class, no pass ● Cheating ● Running in hall ● Inappropriate Language ● Possession of banned items ● Inappropriate use of technology ● Minor damage to school property	- ½ Day - Full Day RCL - 1 Day suspense <u>Examples are, but are not limited to:</u> ● Bullying* ● Disruption during fire drill/lockdown ● Play fighting ● Inappropriate touching ● Threats ● Major damage to school property ●	- Full Day RCL - 1 Day Suspense - 2 Day Suspense - Privilege Probation/restricted activities <u>Examples are, but are not limited to:</u> ● Bullying* ● Fighting ● Theft ● Sexual Harassment	- 3 + Days out of school - Privilege Probation/restricted activities <u>Examples are, but are not limited to:</u> ● Bullying* ● Possession of weapon ● Possession of illegal substance ● Sexual Misconduct ● Serious harm to staff or student

* Varies based on case

Based on the severity of the infraction, students will be provided with varying levels of interventions such as: Learning seminars, parent conferences, school-based services, earned privileges, etc.
Students whose behavior is egregious in nature can be referred to the lunchtime Reflection Program during their lunch period. Parents of students referred to the Reflection Room are notified by phone of their child's referral. In the Reflection Program, students work with staff and develop writing skills while reflecting upon their behavior that caused them to spend time in the Reflection Program. Reasons for referral include four tardies to class in a week, being out of uniform, being in the hallway without a pass, inappropriate touching, extremely disruptive classroom behavior, and inappropriate use of electronics or technology.
During transition, students who are rough housing, play fighting, causing disruptions, and exhibiting aggressive behavior in the hallways will also receive reflection room.

Another intervention option is the After School Reflection Program. With parent consent, students may be asked to participate in an after school reflection session as a behavioral intervention. These sessions consist of self-reflection, discussion circles, roleplay, solution brainstorming, self-improvement plans, and one on one conferencing.

For every four Reflection Program referrals a student accumulates, he or she automatically receives a day in the Reflect, Correct, Learn (RCL) program. Before students attend the RCL

program, their parents are notified by phone and the student is sent home with a letter from the principal explaining why they will be attending the RCL program. Students in RCL spend the school day separated from their class completing that day's course assignments with teachers assigned to the RCL program. Along with completing their assignments, students must also reflect, correct, and learn from the behaviors that resulted in a day spent in the RCL program.

In certain cases of disruptive behavior, students can be placed in the RCL program rather than receiving a referral to the Reflection Room.

Parent/Guardian Contact: Teacher may contact parent or guardian and conference on the phone or in person depending on the severity of the issue.

Additional Consequences: In the event that the above interventions are not successful, consequences such as temporary loss of assembly privileges, cafeteria privileges, trip privileges, or other school privileges may be employed at the Principal's discretion depending on the behavioral issue being addressed.

Serious Violations

We recognize that some behaviors threaten the learning environment for all students and will address these through a system of suspensions and, if necessary expulsion. For Special Education students, the suspension program will apply unless it is determined by an MDR that the behavioral challenge presented is a function of the student's disability. Special Education students whose behavioral challenges cannot be safely addressed at NECCS will be referred to the Committee on Special Education for reevaluation of placement. Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The needs of all students differ and it is expected that the Principal will, relying on professional experience, take into account the needs of individuals as well as the overall effective functioning of school in making judgments regarding suspension and expulsion. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.

First, NECCS suspensions will normally be for one day. Subsequent suspensions will increase by a day. Short term suspensions will never be longer than 5 days. Students will be evaluated for expulsions when they have been suspended five times or sooner if the seriousness of their misconduct requires this. All violations of law will be reported to law enforcement agencies.

Students will be evaluated for expulsions when there is pattern of suspension or sooner if the seriousness of their misconduct requires this. All violations of law will be reported to law enforcement agencies. The school principal will determine if a pattern of removal exists.

Other Considerations

• School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or damage or to remove a violent or disruptive student.
• If damage or loss of school property occurs, official report cards and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

All violations of law will be reported to law enforcement authorities.

Disciplinary Procedures

NECCS disciplinary policies and procedures will apply to events occurring on the school bus (yellow bus) or on officially sponsored School trips. The students using Special Education Transportation (yellow bus) service will be doing so in accordance with an IEP. In the event of disciplinary action in such cases, NECCS will be mindful of this plan and will involve the CSE as appropriate in addressing the situation.

NECCS will comply with all binding and applicable Constitutional, statutory or regulatory Due Process requirements for long-term suspensions or expulsions. Before imposing a short-term suspension, the Principal shall immediately notify the parent(s) or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parent(s) or guardian. When possible, notification shall also be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parent(s) or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the primary language or mode of communication used by the parent(s) or guardian.

The Principal may also impose a long-term suspension. A student may be suspended from instruction for more than five days only after his or her rights to written notice of charges, representation by counsel, a hearing before the Principal or designated hearing officer, and appeal to the Board of Trustees have been exhausted. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension or expulsion and state the reasons for such actions. The Principal shall also immediately notify the student's parent(s) or guardian in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to ensure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification shall also be provided by telephone if the School has been provided with a contact telephone number for the parent(s) or guardian. Such notice shall provide a description of the incident(s) that resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension or expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian.

At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal’s decision to impose a long-term suspension or expulsion may be challenged by the student’s parent(s) or guardian and appealed to the Board of Trustees, which may meet as a whole or as a designated committee with the

student's rights equivalent to those at the initial formal hearing. The appeal shall be scheduled within five school days of the implementation of the long-term suspension or expulsion.

All suspended students will be provided alternative instruction equivalent to that which they would have received in school, within 24 hours of the suspension or expulsion. Alternative instruction dates and times will be listed on the student's suspension letter. All students will have a minimum of two hours per day of alternative instruction.

The Principal will ensure that every disciplinary plan of correction is reviewed in a timely manner and the need for further action identified.

Table 1a: Applicant Group Additions and Deletions

Created: 08/16/2017 • Last updated: 08/17/2017

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI? Yes

Changes to Applicant Group Information

	Name/Phone/ Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Dirk Tillotson [redacted]	Attorney	Attorney; extensive experience in charter school leadership	Trustee	Trustee	Added
2	Aurelia Curtis [redacted]	Retired	Extensive experience in education leadership	Trustee	Trustee	Added
3	Bonnie Fritz [redacted]	Professor	Educator	Trsutee	Trustee	Added
4	Deborah Miller [redacted]	Dir., Staten Isalnd Parent Resource Center, ewish Board f Family & hildren's ervices	Social orker and Advocacy	Trustee	Co-Chair	Added

5	Thomas Scarangello [redacted]	Chief Financial Officer of Scaran Oil Services Co., Inc.	Business Mgmt.	Trustee	Trustee	Added
6	Eleni (Nelly) Tournaki [redacted]	Professor	Educator & Special Education Expert	Trustee	Trustee	Added
7	Susan Lavelle	Nurse			Trustee	Removed
8	Sheldon [redacted]	Retired	Psychologist; extensive experience fund-raising and charter school leadership	Trustee	Secretary	Added
9						
10						
11						
12						
13						
14						
15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

(No response)

SECOND AMENDED AND RESTATED

BYLAWS OF INTEGRATION CHARTER SCHOOLS

ARTICLE I

ORGANIZATION

Section 1. Name. The name of the corporation is INTEGRATION CHARTER SCHOOLS (the "**Corporation**"), formerly known as New Ventures Charter School.

Section 2. Legal Organization. The Corporation is incorporated as a non-stock education corporation pursuant to Section 2853 of the New York Education Law (the "**Charter Law**").

Section 3. Members. The Corporation shall have no members.

Section 4. Principal Place of Business. The principal place of business of the Corporation shall be located at Corporate Commons One at 1 Teleport Drive, Staten Island, New York 10311, or at such other place as the Board of Trustees (the "**Board**") may select by resolution or amendment of these Second Amended and Restated Bylaws (the "**Bylaws**").

Section 5. Fiscal Year. The fiscal year of the Corporation shall commence on July 1 in each calendar year and end on June 30 of the succeeding year.

Section 6. Books. There shall be kept at the principal place of business of the Corporation (a) correct and complete books and records of account, (b) minutes of the proceedings of the Board and any Committees, (c) a current list of the trustees and officers of the Corporation and their residence addresses and other contact information, (d) a copy of these Bylaws, (e) a copy of the Corporation's application for recognition of exemption with the Internal Revenue Service (Form 1023), and (f) copies of the past years' information returns to the Internal Revenue Service (Form 990).

Section 7. General Purposes. The Corporation is organized and will be operated exclusively to carry out educational and charitable purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may be amended hereafter ("**Section 501(c)(3)**"), including, but not limited to:

(a) operating public charter schools (the "**Charter Schools**") in Staten Island, New York pursuant to the Corporation's charter agreement (or agreements) (the "**Charter**");

(b) exercising all rights and powers conferred by the laws of the State of New York upon not-for-profit education corporations and consistent with the Constitution of the State of New York and the Charter, including, but not limited to, raising funds, receiving gifts, bequests and contributions in any form, using, applying, investing and reinvesting the principal and income therefrom and distributing the same for the above purposes; and

(c) engaging in any other activity that is incidental to, connected with, or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3).

Section 8. Mission. Integration Charter Schools is dedicated to providing innovative pathways to college that fully integrate students living with emotional challenges and others with special needs. In building a network of associated schools which share this common mission, ICS strives to fill gaps in public education. When fully realized, ICS, in conjunction with the local public schools, will provide Staten Island parents of special needs children with an array of options which is richer than that enjoyed by any other community in the United States.

ARTICLE II

BOARD OF TRUSTEES AND NON-VOTING TRUSTEES

Section 1. Number of Trustees. The Board shall consist of not less than five (5) nor more than twenty-five (25) trustees (each a "**Trustee**" and collectively, "**Trustees**"). The number of Trustees comprising the entire Board shall be fixed, from time to time, by resolution of the Board or by amendment of these Bylaws; provided, however, that the Board shall use its best efforts to ensure that an odd number of Trustees are serving on the Board.

Section 2. Powers of the Board. The Board shall have all powers of a Board of Trustees under all applicable laws including the New York Not-for-Profit Corporation Law (the "**N-PCL**"), the Charter Law, the Charter and these Bylaws, including but not limited to: (a) appointing and discharging advisors and consultants who have skills considered necessary or helpful to the Corporation; (b) employing and discharging persons for the furtherance of the purposes of the Corporation; (c) electing all officers of the Corporation (each an "**Officer**" and collectively "**Officers**") and all Trustees; and (d) exercising all other powers necessary to manage the affairs and further the purposes of the Corporation in conformity with the N-PCL, the Charter Law, the Charter and these Bylaws.

Section 3. Election of Trustees; Classification.

(a) The terms of office of the Trustees shall coincide with the annual meetings of the Board. At each annual meeting of the Board, the successors of the class of Trustees whose term of office expires at that meeting shall be elected, in accordance with these Bylaws, to a three-year term. Trustees shall be elected by the affirmative vote of at least a majority of the Trustees then in office and may serve any number of consecutive terms. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees nor shall a Trustee's term of office be lengthened by amendment to the Charter, these Bylaws or other Board action.

(b) The Board shall be divided into three classes of Trustees (which shall be as nearly equal in number as possible) for the purpose of staggering the terms of office.

Section 4. Vacancies. A vacancy on the Board shall be deemed to exist upon (a) the

death, resignation or removal of any Trustee, unless the Board elects to reduce the number of Trustees authorized under these Bylaws; (b) an increase in the authorized number of Trustees; or (c) the failure of the Board, at any annual or other meeting of Trustees at which any one or more Trustees are to be elected, to elect the authorized number of Trustees to be voted for at that meeting. Vacancies shall be filled such that the classes of Trustees are as nearly equal in number as possible. If a vacancy occurs on the Board for any reason, the position shall be filled by the Board, by the affirmative vote of at least a majority of the Trustees then in office until the next annual meeting of the Board, at which time the person filling the vacancy may be eligible for nomination as a candidate to stand for election for the remainder of the term of such position, if any.

Section 5. Removal of Trustees. The Board may remove or suspend any Trustee from office by the majority vote of the full Board. Such action shall be taken only upon the examination and due proof of the truth of a written complaint of any Trustee of misconduct, incapacity or neglect of duty; provided that at least one week's prior notice of the proposed action shall have been given to the accused and to each Trustee.

Section 6. Resignation. A Trustee may resign at any time by giving written notice to the Secretary or Chairperson. The resignation shall be effective upon receipt of such notice or at any later date specified in the notice.

Section 7. Compensation. Trustees shall serve without compensation for their services as Trustees; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting the Corporation's business.

Section 8. Action by the Board.

(a) Except as may be specifically provided by statute, the Charter, or these Bylaws, the vote of a majority of the Trustees present and entitled to vote at any meeting at which a quorum is present shall be the act of the Board.

(b) All voting by Trustees shall be in person and never by proxy. Notwithstanding the foregoing, to the extent permitted by Article 7 of the Public Officers Law, Trustees who do not reside in New York, or who cannot be present at the location on the date of the meeting may participate by video conference in order to be counted for the quorum and vote on relevant matters. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating in the Board meeting other than in-person or by live video-conferencing shall not be included in establishing a quorum and will not be permitted to vote. Appropriate notice and access will be given to the public such that they can participate in the meeting if they so wish at any location at which video conferencing is being used. Public notice will inform the public that video conferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

Section 9. Advisory Trustees. The Board from time to time may elect, by an affirmative vote of a majority of the Trustees then in office, additional individuals to serve as "Advisory Trustees".

Section 10. Emeritus Trustees. Upon the nomination of the Governance and Nominating Committee, the Board from time to time may appoint, by an affirmative vote of a majority of the Trustees then in office, "Emeritus Trustees". Persons eligible for nomination as Emeritus Trustees shall be persons who shall have served as Trustees of the Corporation for a period of time fixed by resolution of the Board.

Section 11. Rights and Duties of Advisory and Emeritus Trustees. Advisory Trustees and Emeritus Trustees shall have neither the powers nor the duties of trustees of not-for-profit corporations in the State of New York. Advisory Trustees and Emeritus Trustees shall have the right to attend, and participate in the discussion at, Board meetings as guests of the Board, and shall be furnished copies of notices and materials distributed to the Trustees in connection therewith. However, Advisory Trustees and Emeritus Trustees shall not have the right to vote at meetings, or by written consent, or exercise any other powers of Trustees nor shall Advisory Trustees or Emeritus Trustees be counted for the purposes of determining the existence of a quorum. Advisory Trustees and Emeritus Trustees may be removed at any regular meeting or any special meeting of the Board called for that purpose and may resign at any time by giving written notice to the Secretary or Chairperson.

ARTICLE III

COMMITTEES

Section 1. Committees.

(a) The Board shall have the following standing committees: (i) Executive Committee; (ii) Finance and Audit Committee; (iii) Governance and Nominating Committee; and (iv) an Education and Accountability Committee for each charter school operated by the Corporation. Each Standing Committee shall consist of at least three (3) Trustees except for the Executive Committee, which shall consist of at least five (5) Trustees. The Board may establish and appoint other standing committees or special committees of the Board, consisting of at least three (3) Trustees, with such powers and duties as permitted by law and as the Board may prescribe. As used in these Bylaws, "**Committee**" shall refer to any committee provided for in, or created by the Board pursuant to, this Article III.

(b) To the extent permitted by law, the Committees shall have all the authority granted by the Board, except that no Committee shall have the authority to (i) fill vacancies on the Board or any Committee, (ii) remove Trustees, (iii) appoint or remove Officers, (iv) amend, repeal, or adopt Bylaws or the Charter, (v) amend or repeal any resolution of the Board which by its terms shall not be so amendable or repealable, (vi) authorize an expenditure that exceeds the approved budgetary amount for such item of expenditure by more than an amount authorized by resolution of the Board and (vii) any other matter covered under Section 712 of the N-PCL.

(c) Unless a shorter term is prescribed by the Board in its resolution creating a special committee, the Committee members shall be elected for a one-year term at each annual meeting of the Board. The Board shall elect members of Committees, except that with respect to the Executive Committee, members shall be elected by an affirmative vote of a majority of the Trustees then in office. The slate of candidates for Committees shall be submitted to the Board by the Governance and Nominating Committee. Vacancies in the membership of any Committee shall be filled by appointment by the Chairperson of the Board after consulting with the chairperson, if any, of such Committee. Unless otherwise provided in these Bylaws, the membership of Committees shall not be restricted to Trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, and ratified by the Board. Except as otherwise provided in these Bylaws or by the Board, the chairperson of each Committee shall be chosen by the Chairperson of the Board from among the Trustee members of the Committee.

Section 2. Executive Committee. The Executive Committee shall consist of not less than five (5) Trustees, including the Chairperson, a Vice Chairperson, the Treasurer, the Secretary, and such other directors as may be appointed to the Executive Committee by the Board. The Chairperson of the Board shall be the chairperson of the Executive Committee. The Executive Committee may, in intervals between meetings of the Trustees, conduct such business of the Corporation as the Trustees may authorize, except as otherwise set forth in these Bylaws.

Section 3. Finance and Audit Committee. The Finance and Audit Committee shall consist of the Treasurer (who shall serve as the Chairperson of the Finance and Audit Committee) and at least two other Trustees. No person who is an employee of the Corporation or who has any material financial interest in any entity doing business with the Corporation may serve on the Finance and Audit Committee. To the extent permitted by law and these Bylaws, the Finance and Audit Committee shall (a) recommend to the Board an annual budget and fiscal policy (and amendments thereof from time to time), (b) recommend to the Board an independent auditor to conduct an annual audit of the financial statements of the Corporation and oversee such independent auditor, and (c) fulfill such other duties and responsibilities as may be assigned to the Finance and Audit Committee by the Board from time to time.

Section 4. Governance and Nominating Committee.

(a) The Governance and Nominating Committee shall consist of at least three Trustees. To the extent permitted by law and these Bylaws, the Governance and Nominating Committee shall (i) identify individuals qualified to become members of the Board, (ii) recommend the slate of Trustees to be voted upon by the Board at the annual meeting of the Board or any Trustee to fill a vacancy on the Board, (iii) recommend to the Board the Trustees to be appointed to Committees of the Board, (iv) recommend to the Board candidates to be appointed as Officers of the Corporation, (v) develop and recommend to the Board a set of corporate governance guidelines, (vi) oversee the evaluation of the Board, Officers, and other management, if any, and (vii) fulfill such other duties and responsibilities as may be assigned to the Governance and Nominating Committee by the Board from time to time.

(b) The names of the persons selected by the Governance and Nominating Committee

as nominees to the Board shall be submitted to the Board at least thirty days in advance of the annual meeting at which the elections are to be held.

Section 5. Education and Accountability Committees. Each Education and Accountability Committee shall consist of at least three Trustees. The Education and Accountability Committee for each charter school operated by the Corporation works to ensure that each school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of each school as an academic institution, and supports the Principal in the maintenance, promotion, and improvement of the academic standards set forth in each school's charter. The primary responsibilities of each Academic and Accountability Committee include advising the Board on each school's core activities of teaching and learning; recommending to the Board the adoption of academic policies consistent with each school's vision, mission, and strategic plan; building and enhancing the quality of each school's academic programs at all levels; advising the Board on the academic aspects of the strategic direction of each school; and working with the Principal of each school to monitor and advance the quality of all academic activities.

ARTICLE IV

MEETINGS OF THE BOARD OF TRUSTEES AND ITS COMMITTEES

Section 1. Open Meetings Law. Board meetings shall be held in compliance with Article 7 of the New York Public Officers Law (the "**Open Meetings Law**").

Section 2. Place of Meeting. The Board shall hold its meetings at a charter school operated by the Corporation.

Section 3. Annual Meetings. The annual meeting of the Board shall be held each year in the month of November at a date, time and place fixed by the Board for the purpose of electing Trustees and Officers and for the transaction of any other business as may properly come before the meeting.

Section 4. Regular Meetings. Regular meetings of the Board or its Committees shall be held at such times as may be fixed from time to time by resolution of the Board or Committee members, as the case may be. The Board shall hold monthly meetings. Notice of each meeting and an agenda for same shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee. No notice need be given of any adjourned meeting. Notice of a meeting need not be given to any Trustee or Committee member who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to him or her.

Section 5. Special Meetings. Special meetings of the Board may be called, subject to the notice requirements of Section 6 of this Article IV, by the Chairperson or in his or her absence by the senior Trustee, upon written request of three Trustees. Seniority shall be according to the order in which the Trustees are named in the Charter or subsequently elected. Special meetings of

a Committee may be called, subject to the notice requirements of Section 6 of this Article IV, by any member of such Committee.

Section 6. Notice of Special Meetings. Except as otherwise required by law or these Bylaws, notice of each special meeting of the Board or Committee, as the case may be (which notice shall state the purpose or purposes of such special meeting and at such meeting no other business than that stated in the notice shall be transacted as official business), shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee. No notice need be given of any adjourned meeting. Notice of a meeting need not be given to any Trustee or Committee member who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to him or her.

Section 7. Public Notice. Public notice of meetings shall be given in accordance with the Open Meetings Law.

Section 8. Quorum. Unless a greater proportion is required by law or these Bylaws, a majority of the number of Trustees then in office shall constitute a quorum for the taking of action by the Board. Except as otherwise provided by law or these Bylaws, the act of a majority of the Trustees present at any meeting at which a quorum is present shall be the act of the Board. If at any meeting of the Board, there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained. Whether or not a quorum exists, the majority of Trustees at a meeting may vote to adjourn a meeting without notice.

Section 9. Minutes. The minutes taken at all open meetings of the Board and its Committees shall include a record or summary of all motions, proposals, resolutions, actions taken, and any other matter formally voted upon and the results of the vote and shall be made available, for approval, to the Board at the next regular meeting of the Board or Committee, as the case may be, and to the public as required by the Open Meetings Law. The minutes taken at executive sessions shall include any action taken by formal vote and provide a summary of the final determination of such action; provided, however, that such minutes need not include any matter which is not required to be made public by the Open Meetings Law. The minutes of executive sessions shall be made available to the public to the extent required by the Open Meetings Law.

Section 10. Organization. At each meeting of the Board, the Chairperson or, in the absence of the Chairperson, the Vice Chairperson, shall preside, or in the absence of either of such Officers, a Trustee, chosen by a majority of the Trustees present, shall preside. The Secretary shall act as Secretary of the Board. In the event the Secretary shall be absent from any meeting of the Board, the Trustees shall select a secretary to record the minutes. At each meeting of a Committee, the chairperson of the Committee or, in his or her absence, a member chosen by a majority of the Committee members present, shall preside, and a Committee member shall also be selected to record the minutes.

ARTICLE V

OFFICERS

Section 1. Number and Qualifications. The Officers of the Corporation shall be the Chairperson or co-Chairpersons, Vice Chairperson, Treasurer, and Secretary, and such other Officers, if any, as the Trustees may from time to time appoint; provided, however, that if the Board elects co-Chairpersons, the Board shall not elect a Vice Chairperson. The Chairperson, the Vice Chairperson, the Secretary and the Treasurer shall be selected from among the Trustees; any other Officers may, but shall not be required to be, selected from among the Trustees. Any person may hold more than one office in the Corporation except that no one person may hold both the offices of Chairperson and Secretary.

Section 2. Election and Term of Office. At each annual meeting of the Board, the Officers of the Corporation shall be elected for a one-year term. Each Officer shall continue in office until his or her successor shall have been elected and qualified or, if sooner, until his or her death, resignation or removal; provided, that if an Officer is required to be selected from among the Trustees by Section 1 of this Article V, such Officer's term of office shall end automatically if such person ceases for any reason to be a Trustee. Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 3. Resignation. Any Officer may resign, at any time, by giving written notice to the Secretary or Chairperson. The resignation shall be effective upon receipt of such notice or at any later date specified in the notice, but no resignation shall discharge any accrued obligation or duty of an Officer.

Section 4. Removal. The Board may remove or suspend any Officer from office by the majority vote of the full Board. Such action shall be taken only upon the examination and due proof of the truth of a written complaint of any Trustee of misconduct, incapacity or neglect of duty; provided that at least one week's prior notice of the proposed action shall have been given to the accused and to each Trustee.

Section 5. Chairperson or Co-Chairpersons. The Chairperson (or co-Chairpersons) shall preside at all meetings of the Board at which the Chairperson is present. The Chairperson (or co-Chairpersons) shall also perform such other duties as may be assigned to him or her from time to time by the Board.

Section 6. Vice Chairperson. The Vice Chairperson shall have such powers and perform such duties as may be assigned by the Chairperson or the Board. The Vice Chairperson (or if there shall be more than one, the Vice Chairperson designated by the Chairperson or the Board) shall in the absence or disability of the Chairperson or at the Chairperson's request, perform the duties and exercise the powers of the Chairperson.

Section 7. Treasurer. The Treasurer shall have general custody of all money and securities of the Corporation and from time to time shall render to the Board, and to the Chairperson upon request, a statement of the financial condition of the Corporation and of all of his/her transactions as Treasurer. In general, the Treasurer shall perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him/her by the

Board or the Chairperson.

Section 8. Secretary. The Secretary shall keep the minute books of the Corporation, and the minutes of the meetings of the Board and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him/her by the Board or the Chairperson.

Section 9. Compensation. The Officers shall not receive any salary or compensation for their services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred in carrying out his or her duties as an Officer and approved by the Board.

Section 10. Assignment and Transfer of Stocks, Bonds and Securities. The Chairperson and the Treasurer, and each of them, if the Board shall have authorized them to do so pursuant to resolution, shall have power to assign, vote, or to endorse for transfer, under the corporate seal, and to deliver, any stock, bonds, subscription rights, or other securities, or any beneficial interest therein, held or owned by the Corporation.

ARTICLE VI

CONTRACTS, CHECKS, DRAFTS AND BANK ACCOUNTS

Section 1. Execution of Contracts. The Board may grant to any officer or officers, agent or agents, in the name of and on behalf of the Corporation, the general or specific authority to enter into any contract or execute and deliver instruments. Unless so authorized by the Board, or expressly authorized by these Bylaws, no officer, agent or employee of the Corporation shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable financially in any amount for any purpose.

Section 2. Loans. No loans or other indebtedness shall be contracted on behalf of the Corporation unless specifically authorized by the Board of Trustees. No loans shall be made by the Corporation to its Trustees, Officers, or employees or to any other corporation, firm, association or other entity.

Section 3. Checks, Drafts, etc. All checks, drafts and other orders for the payment of money out of the funds of the Corporation, and all notes or other evidences of indebtedness of the Corporation, shall be signed on behalf of the Corporation in such manner as shall from time to time be determined by resolution of the Board.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

ARTICLE VII

INDEMNIFICATION AND INSURANCE

Section 1. Non-Liability. Except as otherwise required by law, the Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Section 2. Indemnification. To the maximum extent permitted by applicable law, the Corporation shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a Trustee or an Officer of the Corporation acting within the scope of his/her normal duties, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. However, the Corporation will not indemnify a Trustee or an Officer against any costs incurred in any action, suit, or proceeding if there is a judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustees, or otherwise.

Section 3. Insurance. The Corporation may maintain insurance, at its expense, to protect itself and any person described in Section 2 of this Article VII against any expense, liability or loss, whether or not the Corporation would have the power to indemnify such person against such expense, liability or loss under applicable law.

ARTICLE VIII

CONFLICTS OF INTEREST

Section 1. The Board shall adopt a Conflict of Interest Policy applicable to Trustees, officers, key persons and employees of the Corporation consistent with the requirements of the N-PCL and the General Municipal Law. The Conflict of Interest Policy shall: (a) define the circumstances that constitute a conflict of interest; (b) include procedures for disclosing, addressing and documenting potential and actual conflicts of interest; (c) prohibit a conflicted Trustee, officer, key person or employee from participating in deliberations or voting or improperly influencing a vote on such conflict; (d) require that the existence and resolution of a conflict be properly documented, including in the minutes of any meeting at which the conflict was discussed or voted upon; (e) require Trustees, officers, key persons and employees, prior to their initial election, appointment or hire, as applicable, and no less than annually thereafter, to disclose any entities with which they are affiliated and with which the Corporation has a relationship, and any transactions possibly giving rise to a conflict for the Trustee, officer, key person or employee; (f) require the Board to oversee the adoption and implementation of and compliance with the Conflict of Interest Policy; and (g) limit participation in any committee deliberations or vote on matters relating to the Conflict of Interest Policy to independent Trustees.

ARTICLE IX

AMENDMENTS

Section 1. Amendments. These Bylaws may be amended, repealed, or restated by a vote of two-thirds of the Trustees then in office. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given in advance, in accordance with the notice provisions set forth in Article IV of these Bylaws.

INTEGRATED CHARTER SCHOOLS

CODE OF ETHICS
FOR TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees (the "Board") of Integrated Charter Schools ("ICS") recognizes that ethical standards of conduct increase the effectiveness of Trustees, officers and employees as educational leaders in the community. Actions based on ethical standards of conduct promote public confidence in the School and its leadership, and the attainment of its goals and objectives. The Board also recognizes its obligation to adopt a Code of Ethics consistent with the provisions of New York General Municipal Law and the Education Law, setting forth standards of conduct required of all Trustees, officers and employees.

Therefore, each Trustee, officer and employee of the School, paid or unpaid, shall adhere to the following standards of conduct:

1. *Gifts*: A Trustee, officer or employee shall not directly or indirectly solicit any gift, and shall not accept or receive any single gift having a value of $75 or more (or gifts from the same source having a cumulative value of $75 or more over a twelve-month period), whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

2. *Confidential information*: A Trustee, officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. *Representation before the Board*: A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.

4. *Representation before the Board for a contingent fee*: A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board*: Any Trustee, officer or employee who has, will have, or later acquires an interest in, or whose spouse has, will have or later acquires an interest in any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School, or in any other

matter brought before the Board shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the Board as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. The term "interest" means a direct or indirect pecuniary or material benefit accruing to a Trustee, officer or employee.

6. *Investments in conflict with official duties*: A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. *Private employment*: A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. *Future employment*: A Trustee, officer or employee shall not, after the termination of service or employment, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The President of ICS shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of ICS. Each Trustee, officer, and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

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

Lois & Richard Nicotra Early College Charter School

Attachment 6a-CMO Information

Not Applicable.

Lois & Richard Nicotra Early College Charter School

Attachment 6b-Proposed Management Contract with CMO

Not Applicable.

ATTACHMENT 6C: BUSINESS PLAN

A. Education Corporation Information:

1. Name of Education Corporation: Integration Charter Schools
2. Role of Education Corporation: To operate NVCS and NECCS. Please note: New Ventures Charter School ("NVCS") and John W. Lavelle Preparatory Charter School ("LPCS") have submitted an application and have received approval for merger from NYSED, with NVCS proposed as the surviving education corporation (the "Merger"). As the Merger has been approved, NVCS as the surviving education corporation has been renamed Integration Charter Schools ("ICS"). The role of ICS will be to operate LPCS, NVCS, and NECCS, and to provide network administration and oversight.
3. State of Incorporation of Education Corporation: ICS is a New York State education corporation.
4. State in which Education Corporation operates: New York.
5. Year Founded: The Board of Regents of the University of the State of New York granted the NVCS Charter on November 18, 2014.
6. Primary Contact: Kenneth Byalin; [redacted];

B. Education Corporation - Overview of Growth Plan:

7. Education Corporation's mission, strategic vision, and desired impact: "The mission of NVCS is to create a learning community in which all students, including with those living in challenging economic circumstances, and those living with emotional challenges and other disabilities, develop the skills and social fluency to lead fulfilling and contributive lives in their communities. NVCS will promote college and career readiness for over-age and under-credited, disconnected and at risk youth, aged 16-21 living on Staten Island, enabling them to graduate from high school prepared to excel in their academic, professional and personal lives."[1]

8. Describe the Education Corporation's five-year growth plan for developing new schools in New York and other states: Members of the RECCS applicant group, which includes NVCS, are expecting to submit another application to NYSED this year, during the second RFP round, for Richmond Preparatory Charter School: a college preparatory program which will fully integrate students living on the Autism Spectrum. NVCS, which may soon become ICS as described above, currently has no plans to develop any other new schools in New York or any new schools in other states.

9. Provide a rationale for the proposed five-year growth plan: Consistent with our mission of providing integrated, small school options for students living with emotional challenges and other disabilities, we are creating a network which now includes schools that fill distinctive niches, in addition to LPCS, our original college preparatory school designed to integrate students living with emotional challenges. Most students enter LPCS by 6th grade. Our second school, NVCS provides an alternative, integrated option for older students and disengaged youth for whom traditional high school designs have proven ineffective. Students enter NVCS in 10th,

[1] *See* http://www.nvcssi.org/

11th, or 12th grade. RECCS offers a unique integrated opportunity for students to earn college credits, an important advantage particularly for students living with economic challenges. RECCS is likely the only early college program committed to integrating a significant percentage of students living with emotional challenges and other disabilities. RECCS will admit students in 8th and 9th grades. The final school which we are currently planning is the Richmond Preparatory Charter School (RPCS). Differing from LPCS in its emphasis on integrating students on the Autism Spectrum, RPCS will serve a distinctive underserved population. The majority of RPCS students will enter in 6th grade. RPCS will be designed to benefit fully from operational synergies with LPCS, NVCS, and RECCS while preserving programmatic independence and autonomy. To achieve this, all of our schools in the ICS network will share key oversight, operational, and support functions. At the same time, each school team will function with great autonomy, allowing each school leader and instructional team to know their students and their needs intimately. Core values – openness, collegiality and sharing – are the cornerstones of a faculty which "plays well together in the sandbox." At the center of this orientation is our mission and approach to work with students at-risk of academic failure, students with disabilities, and English Language Learners. Small school teams are critical for the success of our atypical students, who thrive in our schools because our schools are small enough to know and adapt to their needs.

10. Specifically identify key risks associated with this growth plan and describe the steps the organization is taking to mitigate these risks. Critical challenges which we must overcome to achieve this goal include the recruitment of sufficient, highly-qualified faculty and adequate facilities. We are acutely aware of the impending national teacher shortage. The shortage of teachers qualified in both content areas and special education is particularly serious. The situation is aggravated for us both because Staten Island is a relatively isolated labor market and because the borough's civil servant culture strongly favors NYC DOE employment. Assuming the continuation of an historical teacher attrition rate of 10% in our schools and given our continuing roll-out and expansion plans, we expect to hire 145 new secondary school teachers over the five year period beginning in 2018-19. We have identified our own staff of teacher assistants and ancillary personnel as a prime source of future teachers. We plan to pay half the tuition of staff members who are willing to commit to teaching in our secondary schools (one semester commitment for each course which we support). We anticipate using this program in annual staff recruitment and to add future teachers to the pipeline every year. We are working with community-based organizations, such as 49 Strong, to actively recruit minority pipeline candidates for entry level positions including school aides. We are in the process of developing a collaborative Master's in Education with the College of State Island and a collaborative Bachelors' program with SUNY Empire State College to support the pipeline.

There is a grave shortage of appropriate school facility space on Staten Island. Like RECCS, RPCS is considering two alternative scenarios for addressing the school's facility needs. RPCS will first seek public space from the New York City Department of Education in accordance with State Law. If such space is unavailable, RPCS expects to share a new 120,000 SF facility with NVCS, RECCS, and the LPCS Elementary Division in Corporate Commons Three, 1 Teleport Drive, Staten Island, New York 10310. As a back-up, RPCS will engage the real estate firm, ConwayTowne, to explore other options once the charter is awarded.

11. Discuss lessons learned during past replication efforts: N/A. Members of the RECCS applicant group submitted a replication application for LPCS North to the SUNY Charter Schools Institute in 2012 which was subsequently withdrawn.

C. Performance of Existing Schools:

12. Provide the last three years of academic performance data for each school, including state testing results and high school graduation rates as compared to CSD 31 and NYS:

*****Please note: 2016 – 2017 annual results for NYC and NYS have not been released yet.***

John W. Lavelle Preparatory Charter School

ELA	**Lavelle Prep Proficiency, Gr. 6 -8**		**CSD 31 Proficiency, Gr. 6 - 8**		**NYS Proficiency, Gr. 6 - 8**		**Adjusted NYS Proficiency***
2014	47	15%	4269	34%	171245	30%	24%
	318		12628		566834		
2015	61	17%	4918	39%	145423	31%	25%
	351		12569		461789		
2016	87	24%	5249	42%	161115	37%	30%
	361		12415		437824		

Math	**Lavelle Prep Proficiency, Gr. 6 -8**		**CSD 31 Proficiency, Gr. 6 - 8**		**NYS Proficiency, Gr. 6 - 8**		**Adjusted NYS Proficiency***
2014^	81	28%	4264	35%	159630	31%	25%
	285		12211		517137		
2015	95	27%	4591	37%	172909	38%	27%
	350		12356		450381		
2016	109	30%	4757	39%	177399	40%	28%
	360		12264		441331		

*Adjusted to represent a population with the same percent of students with disabilities as Lavelle Prep.
^State exam proficiency rates for the 2013 – 2014 school year do not include students who took Algebra Regents instead of the Grade 8 Math exam.

Lavelle Prep 2014 - 2015 Regents Scores	LP # Tested	LP	CSD 31	NYS	LP	CSD 31	NYS	LP	CSD 31	NYS
		55+	55+	55+	65+	65+	65+	85+	85+	85+
Comprehensive English	35	80%	91%	91%	74%	83%	83%	20%	34%	38%
Integrated Algebra	10	80%	85%	82%	40%	66%	62%	0%	4%	5%
Geometry (2005)	37	68%	78%	85%	32%	60%	72%	5%	14%	22%
Algebra 2/Trigonometry	21	33%	62%	76%	14%	44%	60%	0%	15%	24%
English Language Arts (Common Core)	38	68%	80%	89%	58%	65%	80%	32%	26%	45%
Algebra I (Common Core)	63	86%	80%	85%	54%	56%	63%	0%	3%	6%
Geometry (Common Core)	24	83%	69%	82%	38%	46%	63%	4%	9%	13%
Living Environment	88	98%	87%	88%	90%	73%	77%	27%	25%	33%
Physical Setting/Earth Science	32	78%	67%	86%	59%	47%	72%	9%	9%	29%
Physical Setting/Chemistry	21	52%	81%	91%	24%	57%	75%	0%	16%	22%
United States History & Government	55	76%	92%	91%	56%	83%	84%	16%	42%	47%
Global History & Geography	22	100 %	76%	81%	95%	60%	67%	41%	22%	29%

Lavelle Prep 2015 - 2016 Regents Scores	LP # Tested	LP	CSD 31	NYS	LP	CSD 31	NYS	LP	CSD 31	NYS
		55+	55+	55+	65+	65+	65+	85+	85+	85+
Geometry (2005)	13	62%	60%	67%	31%	27%	38%	0%	0%	4%
Algebra 2/ Trigonometry	25	56%	63%	72%	40%	42%	55%	4%	11%	19%
English Language Arts (Common Core)	34	76%	91%	92%	71%	85%	86%	32%	46%	50%
Algebra I (Common Core)	80	94%	87%	88%	80%	68%	72%	1%	7%	13%
Geometry (Common Core)	42	71%	70%	81%	60%	48%	64%	7%	7%	12%
Algebra II (Common Core)	14	100 %	78%	87%	50%	58%	74%	0%	7%	10%
Living Environment	74	97%	86%	90%	88%	71%	78%	14%	22%	30%
Physical Setting/Earth Science	44	82%	61%	84%	68%	41%	71%	18%	8%	33%
Physical	6	83%	86%	93%	33%	60%	76%	0%	18%	24%

Setting/Chemistry										
United States History & Government	79	71%	92%	90%	48%	83%	82%	13%	45%	48%
Global History & Geography	28	82%	82%	82%	54%	65%	68%	11%	23%	28%

Lavelle Prep 2016 - 2017 Regents Scores	**LP # Tested**	**LP 55+**	**LP 65+**	**LP 85+**
Algebra 2/Trigonometry	3	33%	0%	0%
English Language Arts (Common Core)	73	95%	84%	37%
Algebra I (Common Core)	99	93%	80%	2%
Geometry (Common Core)	29	90%	86%	0%
Algebra II (Common Core)	25	96%	80%	8%
Living Environment	86	90%	73%	9%
Physical Setting/Earth Science	55	73%	58%	5%
Physical Setting/Chemistry	20	100%	95%	15%
United States History & Government	133	80%	68%	10%
Global History & Geography	41	88%	76%	22%

Lavelle Prep has only had two graduating classes, starting in 2016.

Cohort Pass Rates	**LP 2016**	**CSD 2016**	**NYS 2016**	**LP 2017**
# of students	12	4544	208158	25
English	100%	84%	84%	100%
Math	100%	84%	86%	96%
Global History*	92%	76%	78%	48%
US History	100%	80%	81%	92%
Science	100%	81%	84%	96%

*****With NYS's recent addition of the 4 + 1 Pathway to Graduation, Global History is no longer a required Regents examination for HS graduation. For this pathway, students are required to take 1 Regents exam in English, Math, Science and Social Studies and then 1 additional exam in any one of those content areas.

Most students in Lavelle Prep take US History and Living Environment as freshmen and Earth Science and Global History 1 as a sophomore. This means that majority of our students already have a second Science exam before completing the 2-year Global History course, fulfilling graduation requirements with Earth Science as their "+1" instead of Global History.

Cohort Graduation Rate	**LP 2016**	**CSD 2016**	**NYS 2016**	**LP 2017**
# of students	12	4544	208021	25
Grad Rate	100%	78%	80%	96%

New Ventures Charter School

New Ventures 2015 – 2016 Regents Scores	**NV # tested**	**NV**	**CSD 31**	**NYS**	**NV**	**CSD 31**	**NYS**	**NV**	**CSD 31**	**NYS**
		55+	**55+**	**55+**	**65+**	**65+**	**65+**	**85+**	**85+**	**85+**
Comprehensive English	5	80%	77%	75%	60%	58%	53%	0%	9%	9%
English Language Arts (Common Core)	11	45%	91%	92%	45%	85%	86%	0%	46%	50%
Integrated Algebra	3	67%	78%	78%	33%	59%	58%	0%	2%	4%
Algebra I (Common Core)	13	62%	87%	88%	15%	68%	72%	0%	7%	13%
Geometry (2005)	5	60%	60%	67%	40%	27%	38%	0%	0%	4%
Algebra 2/Trigonometry	1	100 %	63%	72%	100 %	42%	55%	0%	11%	19%
Global History & Geography	12	33%	82%	82%	17%	65%	68%	0%	23%	28%
United States History & Government	27	67%	92%	90%	44%	83%	82%	7%	45%	48%
Living Environment	9	78%	86%	90%	44%	71%	78%	0%	22%	30%

New Ventures 2016 - 2017 Regents Scores	NV # tested	NV 55+	NV 65+	NV 85+
English Language Arts (Common Core)	32	84%	69%	25%
Algebra I (Common Core)	13	62%	31%	0%
Geometry (Common Core)	1	100%	100%	0%
Global History & Geography	31	68%	42%	3%
United States History & Government	33	79%	61%	6%
Living Environment	22	73%	45%	5%
Physical Setting/Earth Science	3	67%	67%	33%

Only two years of academic performance data are available for NVCS because NVCS commenced instruction in the 2015-2016 school year. Additionally, NVCS high school graduation rates are not available or comparable to the district due to the unique nature of the NVCS student population and program. To date, NVCS has had 33 graduates, including 18 students with disabilities and 21 economically disadvantaged students. Of these 33, 16 students graduated within one year of enrollment.

13. Provide sub-group enrollment figures for NVCS for ELLs, SWDs, and ED students. Include the comparable enrollment figures for CSD 31 and the variance between NVCS and the district. If the variance is negative for a sub-group, include good faith effort made by NVCS towards enrolling a comparable number of the students in the affect sub-group:

	CSD		LP		+/-	NV		+/-
	#	%	#	%		#	%	
ELL	3567	5.7%	18	2.8%	-2.9%	1	1.1%	-4.6%
SWD	14420	22.9%	222	34.6%	11.7%	36	38.7%	15.8%
Eco Disadv	36665	58.3%	479	74.6%	16.3%	55	59.1%	0.8%

LPCS and NVCS exceeded targets for Special Education and Economically Disadvantaged students. Both schools missed the target enrollment for ELL students.

To better reach the non-English speaking communities in Staten Island, LPCS and NVCS collaborated on an outreach initiative beginning with the Hispanic community. During the 2015-

2016 school year, LPCS created a joint task force of Hispanic Heritage Faculty. The task force began by identifying essential school materials which they are translating into Spanish for use in an outreach program. The task force has begun to engage Spanish-speaking high school students in the project and will reach out to the parent community in the fall. Together they will approach representative Hispanic community organizations. Both NVCS and LPCS are fortunate to have a large percentage of New American faculty members. Based on the Hispanic outreach experience, the schools will draw on these resources to reach out to other communities. Currently, the lottery applications can be accessed in Russian, Spanish, Arabic, Albanian, Haitian Creole, French and Mandarin.

14. Explain how RECCS will be similar and different from the other schools in the network, including community and target student population, education program, enrollment, and staffing plan: For the answer to the first part of this question, please see response to Question 9. Regarding staffing: For grades 8, 9 and 10, all RECCS classrooms will be staffed in a similar model to LPCS where all students are taught by a teacher dually certified in content area and Special Education with the assistance of a second adult, either a collaborating teacher or a Teacher Assistant. Ancillary services (if any) will be provided in accordance with each student's IEP through contract agencies or providers. RECCS plans to hire approximately one full-time teacher equivalent for every 10 students. For grades 11 and 12, RECCS anticipates that most students will receive direct instruction from the SJU (St. John's University) faculty on the SJU campus. Teams of counselors and guidance teachers will be stationed at the RECCS posse headquarters at the SJU campus to provide support for students.

15. Explain the rationale for and benefits of participating in the network: NVCS was established by the leadership of LPCS to complement and extend the mission of LPCS; RECCS is being established to do the same. The schools share a commitment to providing a high-quality education to Staten Island's most underserved student populations and to levelling the playing field for students with disabilities and emotional challenges. LPCS and NVCS have in place a Memorandum of Understanding (the current agreement is effective as of July 1, 2016) (the "MOU"), pursuant to which the schools share a facility (including classrooms and other spaces), personnel and instructional staff. RECCS will also share in these operational resources. The partnership among the schools creates operational efficiencies that save money, which are and will be used to enhance the educational programs of each school and give students access to space, resources and specialized programming they may not otherwise be able to access. Funds saved are and will be directed towards teacher development and collaboration across the schools, providing teachers with opportunities to learn and try new methods in order to continuously seek ways to assist all students as they travel their individual paths to success. Shared staffing allows all schools greater flexibility in responding to changing student academic needs and interests. By participating in the network, RECCS also will benefit from existing collaborations between LPCS and NVCS and community institutions such as Historic Richmond Town, Wagner College, College of Staten Island, St. John's University, and St. Paul's School of Nursing.

16. Describe any shared resources, including staff; explain how costs for these resources will be allocated among schools: NVCS and RECCS will pool resources with LPCS so that oversight of the schools' finances and compliance obligations may be handled more efficiently, from both

a cost and time perspective. In addition, the schools will have more buying power when purchasing items such as technology and educational materials and will be in a better position in the event it is necessary to enter financing arrangements for purchasing and/or improving school facilities in the future. It is anticipated that RECCS will share a new 40,000 SF facility with NVCS, if NYC DOE declines to provide RECCS with access to co-located or other space; the rental cost for this facility will be allocated in proportion to the number of students served by each school. RECCS and NVCS anticipate sharing key staff members with each other and with LPCS, such as the President and others responsible for network oversight, including the Vice President for Academic Affairs, the Vice President for Operations, and the Directors of Finance, Facilities and Security, Food Service, Information Technology, Counseling, and Special Education, as well as a small number of support personnel. The salaries for these shared staff members will be divided among the schools in proportion to the number of students enrolled. LPCS and NVCS currently operate pursuant to an MOU; if the Merger is approved, network oversight will be institutionalized at the level of the merged education corporation and the MOU will no longer be needed.

17. Describe the governance and management plan for the networked schools that ensure effective oversight and accountability. If the network will be governed by a single board, explain how it will provide oversight of individual schools and resolve competing interests between schools: The NVCS Board of Trustees will direct the policy of both schools and will direct the affairs of the schools by delegating authority to the President of NVCS, Kenneth Byalin, Ph.D. The President will be responsible for insuring the integration of education and support functions at both schools, as well as the overall financial viability of the education corporation. Under the supervision of the President, the Principals will be responsible for leading and supervising the educational program at their respective schools. While the corporate oversight of the schools will be centralized, both schools will retain their separate character and continue to measure their students' academic performance against each school's separate accountability plans and enrollment and retention targets. The leadership team, with the assistance of a single Board of Trustees with dedicated education and accountability committees, will continue to set annual performance goals for the schools relative to these metrics and will formally review progress toward reaching them on a quarterly basis.

18. Explain how the school's board of trustees will evaluate the value of participating in the network: Current NVCS trustees have been designated as founding trustees for RECCS in order to facilitate the hoped-for merger of RECCS with NVCS. Not only have these trustees already established a strong collaborative working relationship, which has included full discussion of the RECCS proposal throughout its development, they have a comprehensive understanding of the role and responsibility of charter school trustees in New York State and they bring, as individuals and leaders in the community, a broad range of experience to school oversight. Progress toward the RECCS applicant charter was reviewed at monthly meetings of the NVCS Executive Committee and reviewed at monthly meetings of the full board.

D. Market Analysis and Selection of Target Communities:

19. Describe how the target communities were identified and selected as attractive markets to the Education Corporation: The applicant group has been operating schools in Staten Island

(CSD 31) since 2009 and is dedicated to serving the schools' existing families and the larger Staten Island community.

20. Discuss the Education Corporation's competition for students and staff in the target community, assess student demand, and describe the organization's competitive advantages: The shortage of integrated educational opportunities for students living with emotional challenges and other disabilities remains. To meet the diverse needs of these students requires small schools which are designed with the flexibility needed to serve atypical students.

Each of our schools offers a design variation in schedule, academic focus, or entry point, thus offering a variety of options to students living with disabilities. In order to provide these students with the integrated learning environment which is crucial for future success, all of our schools adopt a Universal Design approach. As a consequence, all students benefit from the small classes, intensive faculty/student ratio, and social emotional support services generally available only to students in the most restrictive special education classes. Our experience indicates that these features are highly valued by families of general education services as well.

Because we are able to respond more quickly and flexibly to the needs of Staten Island students, we have a significant competitive advantage over larger, more bureaucratic educational providers.

E. Organizational Capacity:

21. Explain the governance structure of the organization and its relationship to the existing education corporation structure: The NVCS Board of Trustees will modify the current committee structure to meet the needs of both schools to be operated by the education corporation. NVCS currently has an Executive Committee, Finance and Audit Committee, Governance and Nominating Committee, and an Education and Accountability Committee. Upon the establishment of RECCS as part of the NVCS education corporation, the education corporation will have an Executive Committee, Finance and Audit Committee and Governance and Nominating Committee, and a separate Education and Accountability Committee for each school. Each Education and Accountability Committee, unlike the other Board committees, will be dedicated to focusing on the specific academic and operational performance of either NVCS or RECCS, as applicable; however, the Board of Trustees of NVCS will remain ultimately responsible for the academic and operational performance of both schools.

22. Explain how the education corporation board will manage any centralized functions: The NVCS Board of Trustees will delegate authority to the President of NVCS, Kenneth Byalin, Ph.D., who will be responsible for insuring the integration of education and support functions at both schools, as well as the overall financial viability of the education corporation.

23. Provide evidence and describe experiences that reflect the team's capacity to realize the proposed expansion: As described above, NVCS and LPCS have been operating as a network since early 2015, pursuant to an MOU, with a centralized leadership team providing services to both schools. The current NVCS President and Vice President of Operations, who serve in the

same roles for LPCS, have been designated as the RECCS President and Vice President of Operations; these individuals bring with them continuity and depth of experience, as well as a clear understanding of what it takes to operate multiple schools. LPCS has received several state grants, such as one Title II Part B, Mathematics and Science Partnerships Grant, two STLE-Dissemination Grants and two Strengthening Teacher/Leadership Effectiveness Grants; these grants provide further evidence of the team's capacity to successfully accomplish the proposed expansion.

Attachments:

A. By-laws of ICS: Please see Exhibit A, attached.
B. Meeting schedule of ICS for the current year and a proposed schedule for the first year of operation of the new school: Please see Exhibit B, attached.
C. Organizational Chart: Please see Exhibit C, attached, showing the organizational chart for ICS.
D. Management Contracts: N/A. Please see response to question 16, above.
E. Philanthropic Support: Please see Exhibit E, attached.
F. Consolidated Financial Reports: N/A.
G. Audited Financial Statements: Please see Exhibit G, attached.
H. Form 990s: Please see Exhibit H, attached.
I. Authorization to do Business in New York State: N/A.
J. Not-for-Profit Status: Please see Exhibit J, attached.
K. Client List: N/A.
L. Litigation: Please see Exhibit L, attached.

SECOND AMENDED AND RESTATED

BYLAWS OF INTEGRATION CHARTER SCHOOLS

ARTICLE I

ORGANIZATION

Section 1. Name. The name of the corporation is INTEGRATION CHARTER SCHOOLS (the "**Corporation**"), formerly known as New Ventures Charter School.

Section 2. Legal Organization. The Corporation is incorporated as a non-stock education corporation pursuant to Section 2853 of the New York Education Law (the "**Charter Law**").

Section 3. Members. The Corporation shall have no members.

Section 4. Principal Place of Business. The principal place of business of the Corporation shall be located at Corporate Commons One at 1 Teleport Drive, Staten Island, New York 10311, or at such other place as the Board of Trustees (the "**Board**") may select by resolution or amendment of these Second Amended and Restated Bylaws (the "**Bylaws**").

Section 5. Fiscal Year. The fiscal year of the Corporation shall commence on July 1 in each calendar year and end on June 30 of the succeeding year.

Section 6. Books. There shall be kept at the principal place of business of the Corporation (a) correct and complete books and records of account, (b) minutes of the proceedings of the Board and any Committees, (c) a current list of the trustees and officers of the Corporation and their residence addresses and other contact information, (d) a copy of these Bylaws, (e) a copy of the Corporation's application for recognition of exemption with the Internal Revenue Service (Form 1023), and (f) copies of the past years' information returns to the Internal Revenue Service (Form 990).

Section 7. General Purposes. The Corporation is organized and will be operated exclusively to carry out educational and charitable purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may be amended hereafter ("**Section 501(c)(3)**"), including, but not limited to:

(a) operating public charter schools (the "**Charter Schools**") in Staten Island, New York pursuant to the Corporation's charter agreement (or agreements) (the "**Charter**");

(b) exercising all rights and powers conferred by the laws of the State of New York upon not-for-profit education corporations and consistent with the Constitution of the State of New York and the Charter, including, but not limited to, raising funds, receiving gifts, bequests and contributions in any form, using, applying, investing and reinvesting the principal and income therefrom and distributing the same for the above purposes; and

(c) engaging in any other activity that is incidental to, connected with, or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3).

Section 8. Mission. Integration Charter Schools is dedicated to providing innovative pathways to college that fully integrate students living with emotional challenges and others with special needs. In building a network of associated schools which share this common mission, ICS strives to fill gaps in public education. When fully realized, ICS, in conjunction with the local public schools, will provide Staten Island parents of special needs children with an array of options which is richer than that enjoyed by any other community in the United States.

ARTICLE II

BOARD OF TRUSTEES AND NON-VOTING TRUSTEES

Section 1. Number of Trustees. The Board shall consist of not less than five (5) nor more than twenty-five (25) trustees (each a "**Trustee**" and collectively, "**Trustees**"). The number of Trustees comprising the entire Board shall be fixed, from time to time, by resolution of the Board or by amendment of these Bylaws; provided, however, that the Board shall use its best efforts to ensure that an odd number of Trustees are serving on the Board.

Section 2. Powers of the Board. The Board shall have all powers of a Board of Trustees under all applicable laws including the New York Not-for-Profit Corporation Law (the "**N-PCL**"), the Charter Law, the Charter and these Bylaws, including but not limited to: (a) appointing and discharging advisors and consultants who have skills considered necessary or helpful to the Corporation; (b) employing and discharging persons for the furtherance of the purposes of the Corporation; (c) electing all officers of the Corporation (each an "**Officer**" and collectively "**Officers**") and all Trustees; and (d) exercising all other powers necessary to manage the affairs and further the purposes of the Corporation in conformity with the N-PCL, the Charter Law, the Charter and these Bylaws.

Section 3. Election of Trustees; Classification.

(a) The terms of office of the Trustees shall coincide with the annual meetings of the Board. At each annual meeting of the Board, the successors of the class of Trustees whose term of office expires at that meeting shall be elected, in accordance with these Bylaws, to a three-year term. Trustees shall be elected by the affirmative vote of at least a majority of the Trustees then in office and may serve any number of consecutive terms. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees nor shall a Trustee's term of office be lengthened by amendment to the Charter, these Bylaws or other Board action.

(b) The Board shall be divided into three classes of Trustees (which shall be as nearly equal in number as possible) for the purpose of staggering the terms of office.

Section 4. Vacancies. A vacancy on the Board shall be deemed to exist upon (a) the

death, resignation or removal of any Trustee, unless the Board elects to reduce the number of Trustees authorized under these Bylaws; (b) an increase in the authorized number of Trustees; or (c) the failure of the Board, at any annual or other meeting of Trustees at which any one or more Trustees are to be elected, to elect the authorized number of Trustees to be voted for at that meeting. Vacancies shall be filled such that the classes of Trustees are as nearly equal in number as possible. If a vacancy occurs on the Board for any reason, the position shall be filled by the Board, by the affirmative vote of at least a majority of the Trustees then in office until the next annual meeting of the Board, at which time the person filling the vacancy may be eligible for nomination as a candidate to stand for election for the remainder of the term of such position, if any.

Section 5. Removal of Trustees. The Board may remove or suspend any Trustee from office by the majority vote of the full Board. Such action shall be taken only upon the examination and due proof of the truth of a written complaint of any Trustee of misconduct, incapacity or neglect of duty; provided that at least one week's prior notice of the proposed action shall have been given to the accused and to each Trustee.

Section 6. Resignation. A Trustee may resign at any time by giving written notice to the Secretary or Chairperson. The resignation shall be effective upon receipt of such notice or at any later date specified in the notice.

Section 7. Compensation. Trustees shall serve without compensation for their services as Trustees; however, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting the Corporation's business.

Section 8. Action by the Board.

(a) Except as may be specifically provided by statute, the Charter, or these Bylaws, the vote of a majority of the Trustees present and entitled to vote at any meeting at which a quorum is present shall be the act of the Board.

(b) All voting by Trustees shall be in person and never by proxy. Notwithstanding the foregoing, to the extent permitted by Article 7 of the Public Officers Law, Trustees who do not reside in New York, or who cannot be present at the location on the date of the meeting may participate by video conference in order to be counted for the quorum and vote on relevant matters. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating in the Board meeting other than in-person or by live video-conferencing shall not be included in establishing a quorum and will not be permitted to vote. Appropriate notice and access will be given to the public such that they can participate in the meeting if they so wish at any location at which video conferencing is being used. Public notice will inform the public that video conferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

Section 9. Advisory Trustees. The Board from time to time may elect, by an affirmative vote of a majority of the Trustees then in office, additional individuals to serve as "Advisory Trustees".

Section 10. Emeritus Trustees. Upon the nomination of the Governance and Nominating Committee, the Board from time to time may appoint, by an affirmative vote of a majority of the Trustees then in office, "Emeritus Trustees". Persons eligible for nomination as Emeritus Trustees shall be persons who shall have served as Trustees of the Corporation for a period of time fixed by resolution of the Board.

Section 11. Rights and Duties of Advisory and Emeritus Trustees. Advisory Trustees and Emeritus Trustees shall have neither the powers nor the duties of trustees of not-for-profit corporations in the State of New York. Advisory Trustees and Emeritus Trustees shall have the right to attend, and participate in the discussion at, Board meetings as guests of the Board, and shall be furnished copies of notices and materials distributed to the Trustees in connection therewith. However, Advisory Trustees and Emeritus Trustees shall not have the right to vote at meetings, or by written consent, or exercise any other powers of Trustees nor shall Advisory Trustees or Emeritus Trustees be counted for the purposes of determining the existence of a quorum. Advisory Trustees and Emeritus Trustees may be removed at any regular meeting or any special meeting of the Board called for that purpose and may resign at any time by giving written notice to the Secretary or Chairperson.

ARTICLE III

COMMITTEES

Section 1. Committees.

(a) The Board shall have the following standing committees: (i) Executive Committee; (ii) Finance and Audit Committee; (iii) Governance and Nominating Committee; and (iv) an Education and Accountability Committee for each charter school operated by the Corporation. Each Standing Committee shall consist of at least three (3) Trustees except for the Executive Committee, which shall consist of at least five (5) Trustees. The Board may establish and appoint other standing committees or special committees of the Board, consisting of at least three (3) Trustees, with such powers and duties as permitted by law and as the Board may prescribe. As used in these Bylaws, "**Committee**" shall refer to any committee provided for in, or created by the Board pursuant to, this Article III.

(b) To the extent permitted by law, the Committees shall have all the authority granted by the Board, except that no Committee shall have the authority to (i) fill vacancies on the Board or any Committee, (ii) remove Trustees, (iii) appoint or remove Officers, (iv) amend, repeal, or adopt Bylaws or the Charter, (v) amend or repeal any resolution of the Board which by its terms shall not be so amendable or repealable, (vi) authorize an expenditure that exceeds the approved budgetary amount for such item of expenditure by more than an amount authorized by resolution of the Board and (vii) any other matter covered under Section 712 of the N-PCL.

(c) Unless a shorter term is prescribed by the Board in its resolution creating a special committee, the Committee members shall be elected for a one-year term at each annual meeting of the Board. The Board shall elect members of Committees, except that with respect to the Executive Committee, members shall be elected by an affirmative vote of a majority of the Trustees then in office. The slate of candidates for Committees shall be submitted to the Board by the Governance and Nominating Committee. Vacancies in the membership of any Committee shall be filled by appointment by the Chairperson of the Board after consulting with the chairperson, if any, of such Committee. Unless otherwise provided in these Bylaws, the membership of Committees shall not be restricted to Trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, and ratified by the Board. Except as otherwise provided in these Bylaws or by the Board, the chairperson of each Committee shall be chosen by the Chairperson of the Board from among the Trustee members of the Committee.

Section 2. Executive Committee. The Executive Committee shall consist of not less than five (5) Trustees, including the Chairperson, a Vice Chairperson, the Treasurer, the Secretary, and such other directors as may be appointed to the Executive Committee by the Board. The Chairperson of the Board shall be the chairperson of the Executive Committee. The Executive Committee may, in intervals between meetings of the Trustees, conduct such business of the Corporation as the Trustees may authorize, except as otherwise set forth in these Bylaws.

Section 3. Finance and Audit Committee. The Finance and Audit Committee shall consist of the Treasurer (who shall serve as the Chairperson of the Finance and Audit Committee) and at least two other Trustees. No person who is an employee of the Corporation or who has any material financial interest in any entity doing business with the Corporation may serve on the Finance and Audit Committee. To the extent permitted by law and these Bylaws, the Finance and Audit Committee shall (a) recommend to the Board an annual budget and fiscal policy (and amendments thereof from time to time), (b) recommend to the Board an independent auditor to conduct an annual audit of the financial statements of the Corporation and oversee such independent auditor, and (c) fulfill such other duties and responsibilities as may be assigned to the Finance and Audit Committee by the Board from time to time.

Section 4. Governance and Nominating Committee.

(a) The Governance and Nominating Committee shall consist of at least three Trustees. To the extent permitted by law and these Bylaws, the Governance and Nominating Committee shall (i) identify individuals qualified to become members of the Board, (ii) recommend the slate of Trustees to be voted upon by the Board at the annual meeting of the Board or any Trustee to fill a vacancy on the Board, (iii) recommend to the Board the Trustees to be appointed to Committees of the Board, (iv) recommend to the Board candidates to be appointed as Officers of the Corporation, (v) develop and recommend to the Board a set of corporate governance guidelines, (vi) oversee the evaluation of the Board, Officers, and other management, if any, and (vii) fulfill such other duties and responsibilities as may be assigned to the Governance and Nominating Committee by the Board from time to time.

(b) The names of the persons selected by the Governance and Nominating Committee

as nominees to the Board shall be submitted to the Board at least thirty days in advance of the annual meeting at which the elections are to be held.

Section 5. Education and Accountability Committees. Each Education and Accountability Committee shall consist of at least three Trustees. The Education and Accountability Committee for each charter school operated by the Corporation works to ensure that each school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of each school as an academic institution, and supports the Principal in the maintenance, promotion, and improvement of the academic standards set forth in each school's charter. The primary responsibilities of each Academic and Accountability Committee include advising the Board on each school's core activities of teaching and learning; recommending to the Board the adoption of academic policies consistent with each school's vision, mission, and strategic plan; building and enhancing the quality of each school's academic programs at all levels; advising the Board on the academic aspects of the strategic direction of each school; and working with the Principal of each school to monitor and advance the quality of all academic activities.

ARTICLE IV

MEETINGS OF THE BOARD OF TRUSTEES AND ITS COMMITTEES

Section 1. Open Meetings Law. Board meetings shall be held in compliance with Article 7 of the New York Public Officers Law (the "**Open Meetings Law**").

Section 2. Place of Meeting. The Board shall hold its meetings at a charter school operated by the Corporation.

Section 3. Annual Meetings. The annual meeting of the Board shall be held each year in the month of November at a date, time and place fixed by the Board for the purpose of electing Trustees and Officers and for the transaction of any other business as may properly come before the meeting.

Section 4. Regular Meetings. Regular meetings of the Board or its Committees shall be held at such times as may be fixed from time to time by resolution of the Board or Committee members, as the case may be. The Board shall hold monthly meetings. Notice of each meeting and an agenda for same shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee. No notice need be given of any adjourned meeting. Notice of a meeting need not be given to any Trustee or Committee member who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to him or her.

Section 5. Special Meetings. Special meetings of the Board may be called, subject to the notice requirements of Section 6 of this Article IV, by the Chairperson or in his or her absence by the senior Trustee, upon written request of three Trustees. Seniority shall be according to the order in which the Trustees are named in the Charter or subsequently elected. Special meetings of

a Committee may be called, subject to the notice requirements of Section 6 of this Article IV, by any member of such Committee.

Section 6. Notice of Special Meetings. Except as otherwise required by law or these Bylaws, notice of each special meeting of the Board or Committee, as the case may be (which notice shall state the purpose or purposes of such special meeting and at such meeting no other business than that stated in the notice shall be transacted as official business), shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee. No notice need be given of any adjourned meeting. Notice of a meeting need not be given to any Trustee or Committee member who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice to him or her.

Section 7. Public Notice. Public notice of meetings shall be given in accordance with the Open Meetings Law.

Section 8. Quorum. Unless a greater proportion is required by law or these Bylaws, a majority of the number of Trustees then in office shall constitute a quorum for the taking of action by the Board. Except as otherwise provided by law or these Bylaws, the act of a majority of the Trustees present at any meeting at which a quorum is present shall be the act of the Board. If at any meeting of the Board, there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained. Whether or not a quorum exists, the majority of Trustees at a meeting may vote to adjourn a meeting without notice.

Section 9. Minutes. The minutes taken at all open meetings of the Board and its Committees shall include a record or summary of all motions, proposals, resolutions, actions taken, and any other matter formally voted upon and the results of the vote and shall be made available, for approval, to the Board at the next regular meeting of the Board or Committee, as the case may be, and to the public as required by the Open Meetings Law. The minutes taken at executive sessions shall include any action taken by formal vote and provide a summary of the final determination of such action; provided, however, that such minutes need not include any matter which is not required to be made public by the Open Meetings Law. The minutes of executive sessions shall be made available to the public to the extent required by the Open Meetings Law.

Section 10. Organization. At each meeting of the Board, the Chairperson or, in the absence of the Chairperson, the Vice Chairperson, shall preside, or in the absence of either of such Officers, a Trustee, chosen by a majority of the Trustees present, shall preside. The Secretary shall act as Secretary of the Board. In the event the Secretary shall be absent from any meeting of the Board, the Trustees shall select a secretary to record the minutes. At each meeting of a Committee, the chairperson of the Committee or, in his or her absence, a member chosen by a majority of the Committee members present, shall preside, and a Committee member shall also be selected to record the minutes.

ARTICLE V

OFFICERS

Section 1. Number and Qualifications. The Officers of the Corporation shall be the Chairperson or co-Chairpersons, Vice Chairperson, Treasurer, and Secretary, and such other Officers, if any, as the Trustees may from time to time appoint; provided, however, that if the Board elects co-Chairpersons, the Board shall not elect a Vice Chairperson. The Chairperson, the Vice Chairperson, the Secretary and the Treasurer shall be selected from among the Trustees; any other Officers may, but shall not be required to be, selected from among the Trustees. Any person may hold more than one office in the Corporation except that no one person may hold both the offices of Chairperson and Secretary.

Section 2. Election and Term of Office. At each annual meeting of the Board, the Officers of the Corporation shall be elected for a one-year term. Each Officer shall continue in office until his or her successor shall have been elected and qualified or, if sooner, until his or her death, resignation or removal; provided, that if an Officer is required to be selected from among the Trustees by Section 1 of this Article V, such Officer's term of office shall end automatically if such person ceases for any reason to be a Trustee. Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 3. Resignation. Any Officer may resign, at any time, by giving written notice to the Secretary or Chairperson. The resignation shall be effective upon receipt of such notice or at any later date specified in the notice, but no resignation shall discharge any accrued obligation or duty of an Officer.

Section 4. Removal. The Board may remove or suspend any Officer from office by the majority vote of the full Board. Such action shall be taken only upon the examination and due proof of the truth of a written complaint of any Trustee of misconduct, incapacity or neglect of duty; provided that at least one week's prior notice of the proposed action shall have been given to the accused and to each Trustee.

Section 5. Chairperson or Co-Chairpersons. The Chairperson (or co-Chairpersons) shall preside at all meetings of the Board at which the Chairperson is present. The Chairperson (or co-Chairpersons) shall also perform such other duties as may be assigned to him or her from time to time by the Board.

Section 6. Vice Chairperson. The Vice Chairperson shall have such powers and perform such duties as may be assigned by the Chairperson or the Board. The Vice Chairperson (or if there shall be more than one, the Vice Chairperson designated by the Chairperson or the Board) shall in the absence or disability of the Chairperson or at the Chairperson's request, perform the duties and exercise the powers of the Chairperson.

Section 7. Treasurer. The Treasurer shall have general custody of all money and securities of the Corporation and from time to time shall render to the Board, and to the Chairperson upon request, a statement of the financial condition of the Corporation and of all of his/her transactions as Treasurer. In general, the Treasurer shall perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him/her by the

Board or the Chairperson.

Section 8. Secretary. The Secretary shall keep the minute books of the Corporation, and the minutes of the meetings of the Board and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him/her by the Board or the Chairperson.

Section 9. Compensation. The Officers shall not receive any salary or compensation for their services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred in carrying out his or her duties as an Officer and approved by the Board.

Section 10. Assignment and Transfer of Stocks, Bonds and Securities. The Chairperson and the Treasurer, and each of them, if the Board shall have authorized them to do so pursuant to resolution, shall have power to assign, vote, or to endorse for transfer, under the corporate seal, and to deliver, any stock, bonds, subscription rights, or other securities, or any beneficial interest therein, held or owned by the Corporation.

ARTICLE VI

CONTRACTS, CHECKS, DRAFTS AND BANK ACCOUNTS

Section 1. Execution of Contracts. The Board may grant to any officer or officers, agent or agents, in the name of and on behalf of the Corporation, the general or specific authority to enter into any contract or execute and deliver instruments. Unless so authorized by the Board, or expressly authorized by these Bylaws, no officer, agent or employee of the Corporation shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it liable financially in any amount for any purpose.

Section 2. Loans. No loans or other indebtedness shall be contracted on behalf of the Corporation unless specifically authorized by the Board of Trustees. No loans shall be made by the Corporation to its Trustees, Officers, or employees or to any other corporation, firm, association or other entity.

Section 3. Checks, Drafts, etc. All checks, drafts and other orders for the payment of money out of the funds of the Corporation, and all notes or other evidences of indebtedness of the Corporation, shall be signed on behalf of the Corporation in such manner as shall from time to time be determined by resolution of the Board.

Section 4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

ARTICLE VII

INDEMNIFICATION AND INSURANCE

Section 1. Non-Liability. Except as otherwise required by law, the Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Section 2. Indemnification. To the maximum extent permitted by applicable law, the Corporation shall indemnify any person who was or is a party, or threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a Trustee or an Officer of the Corporation acting within the scope of his/her normal duties, against expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding. However, the Corporation will not indemnify a Trustee or an Officer against any costs incurred in any action, suit, or proceeding if there is a judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty, and were material to the cause of action. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustees, or otherwise.

Section 3. Insurance. The Corporation may maintain insurance, at its expense, to protect itself and any person described in Section 2 of this Article VII against any expense, liability or loss, whether or not the Corporation would have the power to indemnify such person against such expense, liability or loss under applicable law.

ARTICLE VIII

CONFLICTS OF INTEREST

Section 1. The Board shall adopt a Conflict of Interest Policy applicable to Trustees, officers, key persons and employees of the Corporation consistent with the requirements of the N-PCL and the General Municipal Law. The Conflict of Interest Policy shall: (a) define the circumstances that constitute a conflict of interest; (b) include procedures for disclosing, addressing and documenting potential and actual conflicts of interest; (c) prohibit a conflicted Trustee, officer, key person or employee from participating in deliberations or voting or improperly influencing a vote on such conflict; (d) require that the existence and resolution of a conflict be properly documented, including in the minutes of any meeting at which the conflict was discussed or voted upon; (e) require Trustees, officers, key persons and employees, prior to their initial election, appointment or hire, as applicable, and no less than annually thereafter, to disclose any entities with which they are affiliated and with which the Corporation has a relationship, and any transactions possibly giving rise to a conflict for the Trustee, officer, key person or employee; (f) require the Board to oversee the adoption and implementation of and compliance with the Conflict of Interest Policy; and (g) limit participation in any committee deliberations or vote on matters relating to the Conflict of Interest Policy to independent Trustees.

ARTICLE IX

AMENDMENTS

Section 1. Amendments. These Bylaws may be amended, repealed, or restated by a vote of two-thirds of the Trustees then in office. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given in advance, in accordance with the notice provisions set forth in Article IV of these Bylaws.

Proposed Integration Charter Schools

Board Meetings Schedule 2017-2018

September 5, 2017

September 28, 2017

October 26th, 2017

November 30, 2017

December 21, 2017

January 25, 2018

February 15, 2018

March 22, 2018

April 26, 2018

May 24, 2018

June 28, 2018

July 26, 2018

August 23, 2018

Proposed Integration Charter Schools

Board Meetings Schedule 2018-2019

September 27, 2018

October 25, 2018

November 15, 2018

December 20, 2018

January 24, 2019

February 28, 2019

March 28, 2019

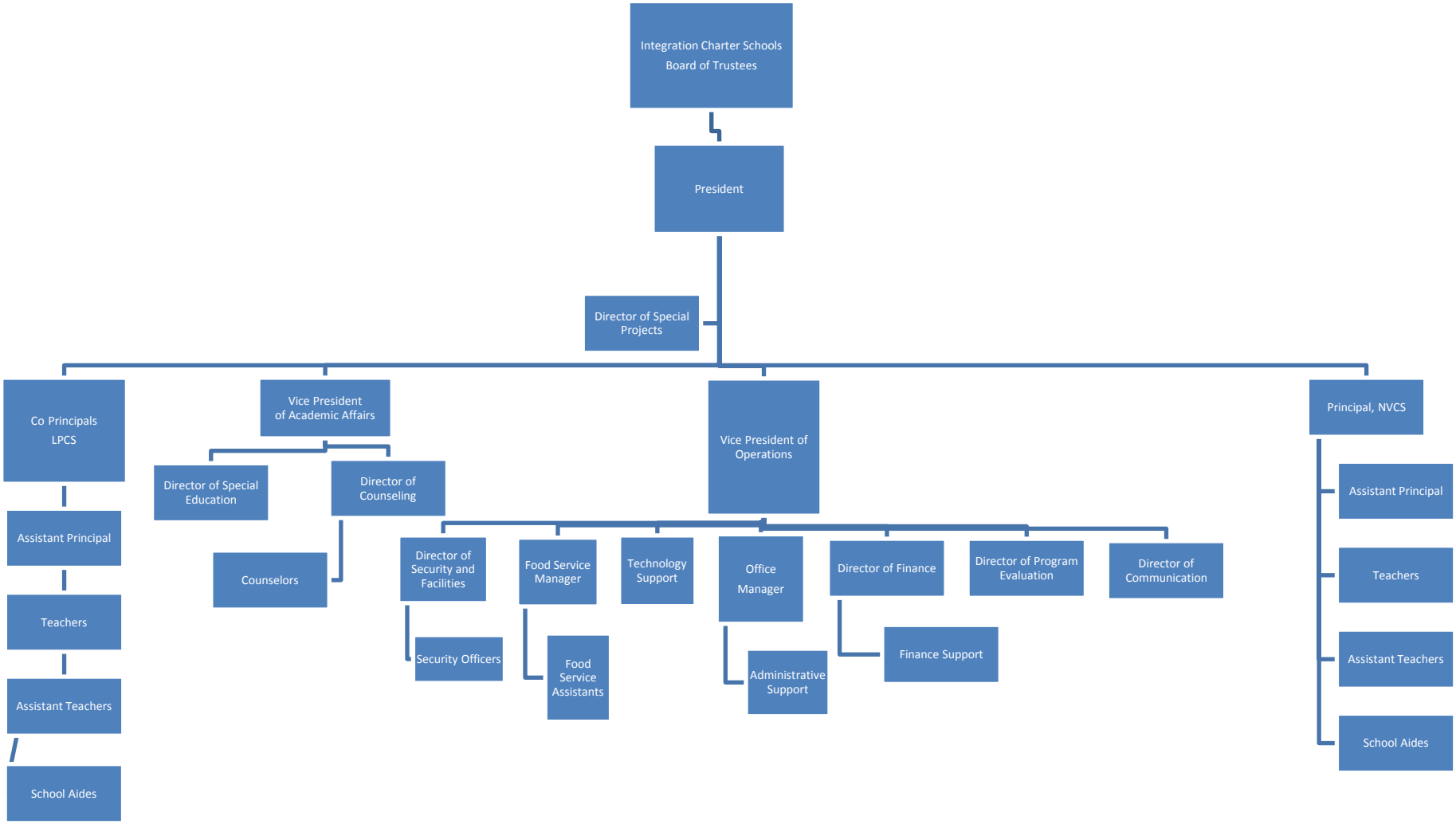
April 18, 2019

May 16, 2019

June 27, 2019

July 18, 2019

August 22, 2019


Integration Charter Schools Board of Trustees
President
Director of Special Projects
Co Principals LPCS
Assistant Principal
Teachers
Assistant Teachers
School Aides
Vice President of Academic Affairs
Director of Special Education
Director of Counseling
Counselors
Vice President of Operations
Director of Security and Facilities
Security Officers
Food Service Manager
Food Service Assistants
Technology Support
Office Manager
Administrative Support
Director of Finance
Finance Support
Director of Program Evaluation
Director of Communication
Principal, NVCS
Assistant Principal
Teachers
Assistant Teachers
School Aides

Donor Organizations

LPCS Donors

Northfield Bank Foundation

[redacted]

PICCS/Center for Educational Innovation

[redacted]

Richmond County Savings Foundation

[redacted]

The Staten Island Foundation

[redacted]

Sara Chait Foundation

[redacted]

NVCS Donors

Kozy Shack Puddin' Kids 1st Vincent Gruppuso Foundation

[redacted]

Lois & Richard Nicotra Early College Charter School

Attachment 7 – Partnership Information
Not Applicable.

I. Introduction

The School recognizes the importance of the policies, procedures, benefits and other information that will be contained in a personnel handbook. Administrative policies are made by the Board of Trustees of the School and the School administration. Employees will be bound by these policies. Every effort will be made to keep employees informed of all changes to law, regulation and policy. The School will attempt to provide employees with notification of any other changes as they occur.

II. Employment

Employment at Will: An employee's relationship with the School is an employment "at will." This Handbook does not constitute a contract for employment between the School and its employees. Employees of the School are considered "at will," and therefore either the employee or the School may terminate the employment relationship under the policies set forth in this document. The employment relationship may be terminated at any time, with or without cause. It is the responsibility of the Board of Trustees to oversee school policies and operations. No person other than the President has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

Equal Opportunity Employer: The School is firmly committed to a policy of equal employment opportunity. The School does not discriminate in employment opportunities or practices for any qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at the School will be made in a non-discriminatory manner, based on qualifications, abilities and merit. This policy governs all aspects of employment at the School including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor, the President or the Board of Trustees. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

No-Harassment Policy: The School is committed to providing an environment that is free from harassment and coercion, where all employees can work together comfortably and productively. The School prohibits all types of harassment, including verbal harassment, based on a person's race, color, ethnicity, creed, religion, sex, gender, sexual orientation, national origin, ancestry, age, disability (including AIDS), marital status, military status, predisposing genetic characteristics or any other characteristic protected by local, state, or federal law, or such actions as opposing discrimination or participating in any complaint process at the EEOC or other human rights agencies. This prohibition applies in employees' relationships with all other employees, students, parents and guardians, visitors, guests, independent contractors and

consultants. Employees are expected always to conduct themselves in accordance with this policy and to report offensive behavior before it rises to the level of harassment.[1]

Recruitment: The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships. The School actively seeks diversity in its student/parent body, faculty, staff and administration and is committed to equal employment opportunity. (See Section above for more information regarding the School's Equal Opportunity policy.) The School will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsification or omission of any information or date on an employment application may result in exclusion from further consideration for employment and/or termination of employment.

Pursuant to section 2852(4) of the Charter School Act, the School is required to fingerprint prospective employees for the purpose of determining whether the prospective employee has a criminal history.

Proof of Right to Work: In compliance with the Immigration Reform and Control Act of 1986, each new employee, under penalty of perjury, must complete and sign the Employment Eligibility Verification Form I-9 and provide original documentation establishing his or her identity and legal authority to work in the United States no later than three (3) business days after the employee's hiring. Failure to provide the appropriate documentation will be grounds for termination.

Collective Bargaining: Pursuant to sections 2854(3)(b-1) and (c-1) of the Charter School Act (as amended), employees of a newly created Charter School are not deemed members of any existing collective bargaining unit representing employees of the school district in which the charter school is located and are not subject to any existing collective bargaining agreement between the school district and its employees. The School must afford its employees who are not represented by a union reasonable access to any employee organization.

Employment Classification: Each employee shall be categorized as a full-time employee, a part-time employee, a temporary employee, or a consultant, and as either exempt or non-exempt.

- Full-time employees are not in a temporary or introductory status and are regularly scheduled to work the School's full-time schedule of forty or more hours per week. Generally, they are eligible for the School's benefit package, subject to the terms, conditions, and limitations of each benefit program.
- Part-time employees are not assigned to a temporary or introductory status and are regularly scheduled to work fewer than forty hours per week. While they do receive all legally

[1] The School has a very detailed No Harassment Policy contained in its Personnel Handbook, which has been omitted here due to space limitations in this Application; the School will provide the complete Personnel Handbook upon request.

mandated benefits (such as Social Security and Workers' Compensation), they are generally ineligible for all of the School's other benefit programs, in accordance with the terms, conditions, and limitations of each benefit program.

- Temporary employees are hired for short-term periods and are ineligible for benefits, other than those mandated by law.
- Consultants are independent contractors who work under a consultancy agreement and have no employee status. They are ineligible for benefits.

Employees will be informed upon hire whether they are considered exempt or non-exempt from federal and state wage and hour laws.

- Exempt employees are not entitled to overtime pay or do not earn an hourly minimum wage, or both. Employees employed in bona fide executive, administrative, or professional capacities are commonly exempt from federal and state minimum wage and overtime requirements. This includes all teachers, assistant teachers and administrators unless their employment status is specified as non-exempt upon hire.
- Non-exempt employees are those employees who are eligible for overtime pay for all hours worked over forty hours per week and will be paid at least the hourly minimum wage set by state and federal law.

III. SEPARATION

Resignation: Notice Requirement: Instructional employees (defined as all classroom and teaching staff, including the principal) must file a written notice with the School at least thirty (30) days prior to the date of resignation. Non-instructional staff must file a written notice with the School at least fourteen (14) days prior to the date of resignation. The School believes that such period is required to achieve a smooth and appropriate educational transition. Should an employee terminate his or her appointment at the School by voluntarily discontinuing work during the academic year, the School will cease salary and benefit payments as of the date work was discontinued.

Termination: Employees of the School are considered "at will," and therefore either the employee or the School may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy, the employment relationship may be terminated at any time with or without cause.

Return of School Property: Upon termination or resignation, employees must immediately return all keys, records, files, supplies, or any other School property.

Unauthorized Absence: An employee is deemed to be on unauthorized leave at such time and on such occasions as the employee may be absent from his or her required duties without prior approval. Unauthorized absence includes, without limitation, nonperformance, unauthorized use of sick leave, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at school-sponsored activities.

An employee who is absent without notifying the School administration will be considered to have resigned without notice, with such resignation effective on the initial date of absence. The School administration will make the determination of unauthorized absence. Depending on the circumstances, the School may, in its sole discretion, choose whether to reinstate the employee after such unauthorized absence.

Verification of Absence: The School administration may require a physician's note or other verification as to an employee's claimed reason for absence in any situation in which it is believed that no valid grounds exist for the staff member's claim for absence. Such verification shall be made within five (5) working days of absence.

Personnel Records and Files: An employee's personnel file includes information such as his or her job application, résumé, offer letter, contracts, benefit forms, work history, salaries, vacations, sick days, performance evaluations, and correspondence concerning discipline. In accordance with the Americans with Disabilities Act, the School keeps medical records in a file separate from personnel files. Personnel files may include, but is not limited to, employment application, resume, signed offer letter, reference checks, college transcripts, job descriptions, records relating to hiring, promotion, demotion, transfer, layoff, rates of pay and other forms of compensation, and education and training records, records relating to other employment practices, letters of recognition, disciplinary notices or documents, performance evaluations, test documents used by an employer to make an employment decision, exit interviews, termination records, and fingerprints.

Personnel files will not include insurance records, EEO/invitation to self-identify disability or veteran status records, Immigration (1-9) forms, safety training records, child support/garnishments, litigation documents, workers' compensation claims, requests for employment/payroll verification, and medical records.

Personnel and medical files are the property of the School and access to the information is restricted. In addition to the employee to whom the personnel file applies, the only persons permitted to review personnel files are supervisors and members of School administration who have a legitimate reason to do so. Failure to report the correct information may adversely affect the benefits to which an employee is entitled. Providing false information may result in disciplinary action, including termination of employment.

All reference checks or inquiries from other employers should be directed to the School administration. No one in the School is authorized to respond either verbally or in writing to personnel inquiries of any type about current or prior employees of the School except as described below. The School will not release any information about its current and prior employees to external parties other than dates of employment, job title, and salary except where such release is required or authorized by law. Employees who wish the School to provide

information to any particular company or individual must provide a written release.[2]

Copyrights: Employees acknowledge that the entire right, title, and interest of any and all writings and other creations that they may prepare, create, write, initiate or otherwise develop as part of their efforts while employed or otherwise compensated by the School, including by training stipend or consulting agreement, shall be considered the School's property. This includes, but is not limited to, any development of a curriculum. These works will be "works for hire" and shall be the School's sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, employees hereby assign and transfer all rights, title and interests in all such items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. Employees further agree that at any reasonable time upon request, and without further compensation or limitation, they will execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in the School's opinion may be necessary or desirable to secure the School's full enjoyment of all right, title, interest and properties herein assigned. Employees agree not to charge the School for use of their copyrighted, trademarked and patented materials.

Nepotism: While the School may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morality, or conflicts of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship. The School will attempt to provide alternative employment within the School for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation.

With respect to the employment of a relative, the School's definition of relatives includes spouses, partners, parents, children, step-parents, step-children, siblings, and in-laws. This policy also relates to individuals who are not legally related but who reside with other employees.

Relationships With Our School Community: The School exists because of the community's need to have an alternative approach and philosophy in educating students. Impressions are constantly changed and formed by every contact parents and members of the community have with the School and its employees. Every time parents or members of the community hear or see anything having to do with the School, it strengthens or changes their perception of the School.

When parents send their children to Richmond Early College Charter School, they have high expectations and a positive impression of the School and its mission. It is up to each of the School's employees to fulfill these expectations and build a lasting impression. All employees must consider the quality and professionalism of every aspect of what they do and say. The School's reputation and commitment is the School's future.

[2] A portion of this policy, which is contained in the School's Personnel Handbook, has been omitted here due to space limitations in this application; the School will provide the complete Personnel Handbook upon request.

IV. **TIME AND ATTENDANCE**

Work days, work week and work year: Work hours will vary depending on student and class scheduling. There may, however, be exceptions to this requirement based on an employee's role in the organization. They should expect that on many occasions it will be necessary to meet with colleagues and administrators on School matters in the afternoon after the end of school hours or before the start of school in the morning. If an emergency happens and prevents you from finishing your work day, work release must be approved by the Principal and/or Vice President of Operations. You should find your own coverage, if possible.

All employees are expected to work the established work week hours as determined by their supervisor. Additionally, instructional staff are expected to work hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the School.

Work years for some employees last twelve months, while other employees such as instructional staff may have a shorter work year. Employees must consult their supervisors to determine the length of work year appropriate to their positions

Pay Periods: Pay periods are semi-monthly. The first pay period is from the first day of the month up to and including the fifteenth day of the month; the second pay period of the month is from the sixteenth day up to and including the last day of the month. If a payday falls on a holiday or weekend, checks will usually be distributed a day earlier. Employees may have pay directly deposited into their bank accounts if they designate the bank or financial institution to be paid and provide advance written authorization to the School. Employees will receive an itemized statement of wages when the School makes direct deposits. If an employee wishes someone else to pick up his or her paycheck or itemized statement, the School must have a note on file from the employee authorizing that person to do so.

Final Pay: The School will pay employees through their last day of employment, unless they are on an unpaid leave of absence. Employees who resign in accordance with the notice requirements described above will receive compensation for earned but unused vacation time as of the date of termination. Employees will not receive pay for any unused sick days or personal days. Employees will receive their final pay according to the normal payroll processing cycle, or in accordance with applicable wage laws.

For instructional employees, summer vacation pay shall be prorated for each school year in which instructional employees work and for the school year in which their service ceases. Instructional employees who begin work after the start of the school year or who are terminated, laid off, resign or retire on or before the end of the school year shall receive vacation pay for the summer following such year as follows: one-tenth of the amount of the vacation pay that would be payable for a full school year's service shall be paid for each month of service or major fraction thereof during the school year in which they worked or ceased service. A major fraction of a month of service is defined as more than half of the working days of that month.

Deductions and Garnishments: The only deductions from an employee's paycheck shall be those required by law or authorized by the employee in writing. The check stub shall identify each deduction and should be kept as a permanent record. Deductions may also be taken by the School in response to a garnishment notice received from a court or other legal authority. In all cases, the School will notify employees of garnishments that must be deducted from their paychecks.

Time Recording: To receive compensation for time worked at the School, non-exempt employees must log in and out each day they work. Employees may not clock in or out or sign in or out for one another. Non-exempt employees must submit their time records to their supervisors weekly. By signing the time record, the employee certifies the accuracy of all the time recorded. Supervisors will review and initial time records but employees maintain primary responsibility for the accuracy of the records.

Altering, falsifying, tampering with, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment. Such action may also result in charges of civil or even criminal theft or fraud.

Overtime: Exempt employees, as defined by law or other regulations and including all instructional employees, are ineligible to earn overtime for working more than the required minimum work day or minimum work week. Exempt employees are expected to work all hours necessary to complete their assignments.

Non-exempt staff employee overtime consists of extra hours worked in a given work week with the prior approval of a supervisor, who must pre-approve any overtime work. Non-exempt employees will be compensated at the per diem rate for work that is in excess of forty hours in a workweek. Overtime pay shall be based on actual hours worked. Holidays and paid personal, sick and vacation time do not count toward hours worked.

Drive Time (Non-exempt employees only): Drive time is paid when an employee is required to drive from one job-related location or site to another during a normally scheduled shift. Drive time is not paid when an employee is driving from home to work. Drive time is not paid while an employee is en route to the first site of a non-required or voluntary assignment. Drive time is not paid while an employee is driving home from the last site.

Visitors to the School: To maintain safety and security, only authorized visitors are allowed in the School. No visitors (such as children, parents, spouses, partners, or friends) may enter the School without official prior approval from the School administration. The presence of visitors may negatively affect classroom activities causing unwarranted disruption and diminished productivity. All visitors must show proper photo identification and sign in with the front desk.

V. **BENEFITS**

School Calendar and Holiday Leave: Each year the Board of Trustees, after consultation with the School administration, will establish a School Calendar that complies with the New York State Education Law relating to compulsory attendance. The School has discretion with regard

to the dates of attendance, and will be closed on all legal holidays (calendar dates of observance are subject to change). The School Calendar should be consulted for these and other dates that the School is closed.

Inclement Weather and Other Closings: The School may close due to inclement weather or other situations. In the event the Department of Education announces the closing of New York City public schools or there is a State of an Emergency, please check the School's website which will confirm whether or not the School will close that day. At the discretion of the School administration, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Personal Leave Accrual: Unless otherwise provided or as approved by the School administration, personal leave for regular full-time employees shall be accrued as follows:

- Each employee is granted three (3) days of paid personal leave on September 1 of each year to be available for use over the following ten (10) months.
- Employees hired after September 1 in any given year are granted a pro rata portion of the three (3) days of paid Personal Leave for that ten-month period immediately upon the first day of employment, rounded up to the next highest half-day increment.

Unless otherwise provided for, or as approved by the School administration, personal leave is to be used by regular full-time employees in accordance with the following provisions:

- All employees must ask their supervisor for permission to use personal leave, and the granting of such leave is conditional upon the approval of the School administration.
- Instructional employees shall make every reasonable attempt to use personal leave only when the use of such leave would not conflict with classroom instruction time.
- Instructional employees with a planned absence must email a lesson plan.

Unused Personal Leave may be rolled over from year to year or paid out to employees, in accordance with the School's Employee Rollover Days Policy.

Unused Personal Leave days, including those held by an employee in their Personal and Sick Leave Bank (see Employee Rollover Days Policy, below), will not be paid to employees upon termination from employment.

Sick Leave: Employees are entitled to seven (7) paid sick days per school year. Unless otherwise provided or as approved by the School administration, sick leave is to be used by regular full-time employees in accordance with the following provisions:

a. Sick leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose.

b. Misuse of sick leave is cause for termination of employment.

c. For the purposes of this section, “immediate family” is defined as a spouse, partner, parent, child, sibling, grandparent, any other relative permanently residing with the employee, or any other person as defined by the School administration.

Notice of absence from work due to illness must be provided to the School administration no later than 7:00 a.m. on the day of absence. You must make every effort to ensure proper communication of your absence. Appropriate notice allows enough time for the School administration to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff. Employees must provide notice of absence from work due to illness each day of their absence. If an employee is absent for three (3) or more consecutive days due to illness or injury, or the employee is absent on a day that has been closed to day off requests due to lack of coverage, the School may require a physician’s statement verifying the illness and its beginning and expected end dates.

When possible, such as in the event of foreseeable extended absences due to illnesses and planned medical procedures, notice of the use of Sick Leave should be given to the employee’s supervisor at least five (5) days in advance. Excessive tardiness, absenteeism, or an unauthorized absence may result in disciplinary action, up to and including termination of employment.

Employee Rollover Days Policy: Each employee will begin each school year with up to 10 (ten) paid days in their Personal and Sick Leave Bank. The days in each employee’s Personal and Sick Leave Bank will be reduced by the number of personal and/or sick days used by that employee during the school year. At the end of each school year, the School administration will provide each employee with a notice stating the number of days in their Personal and Sick Leave Bank, if any, and the options available for their use, which are as follows:

- **Option 1**: Receive half a day’s pay for each unused day, at the employee’s salary for the school year just ended.
  - If Option 1 is selected, the employee must acknowledge that he/she is forfeiting the rollover option.
- **Option 2**: Rollover the unused days for use during subsequent school years, as follows:
  - If Option 2 is selected, the employee must acknowledge that he/she will not receive half a day’s pay for the unused days.
  - These days may be used during the seven (7) day waiting period prior to receiving short or long term disability benefits (see the Benefits section of this Handbook), and must be used as part of any FMLA Leave as outlined in this Handbook, and for no other purposes.
  - These days will not be paid out to employees upon termination from employment.
  - An employee’s Personal and Sick Leave Bank may hold no more than thirty (30) days at any time.

Employees must choose between Option 1 or Option 2 and submit their selection in writing to the School, prior to the start of the next school year. Employees cannot change their choice once they have submitted their selection to the School.

Employees who have no unused personal or sick days at the end of the school year will not be eligible for this policy.

Bereavement Leave: If an employee suffers the loss of an immediate family member, he or she will be entitled to bereavement pay for up to three (3) consecutive days. The employee may be granted additional time without pay or may use earned unused personal days for additional bereavement leave. The employee should notify his or her supervisor as soon as possible, stating the reason for and expected length of absence. As used in this paragraph "immediate family member" means a spouse, partner, parent, child, sibling, grandparent, any other relative permanently residing with the employee, or any other person as defined by the School administration.

Time Off to Vote: The School encourages employees to fulfill their civic responsibilities by voting. If employees do not have sufficient time either before or after work to vote, the School will grant such employees time off to vote in accordance with state or local law. Employees should request time off to vote from their supervisors in writing at least two (2) working days prior to the election day. The School reserves the right to determine whether employees may take time off at the beginning or end of their shifts.

Military Leave of Absence: Members of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA) and New York State law. Advance written notice of military service must be given to the School administration, unless military necessity prevents such notice. Neither sick leave nor vacation time accrue during any period of military leave of absence. Employees returning from a military leave of absence will be reinstated in their jobs in accordance with federal and state law. The School will not discriminate against employees because they are subject to federal military duty.

Tuition Payment/Continued Education: The School is committed to supporting career advancement of employees and will utilize modified schedules and tuition reimbursement to do so within the constraints of the School budget. Support may, in the sole discretion of the School, be provided for those continuing education efforts consistent with the School's staffing needs.

Family and Medical Leave of Absence: The School provides up to twelve (12) weeks of unpaid, job-protected leave ("FMLA leave") (or up to twenty-six (26) weeks of service member leave) as set forth below during any 12-month period. However, any unused vacation time, personal days and sick days, including any days held in an employee's Personal and Sick Leave Bank, will be counted as FMLA leave. The purpose of this policy is to allow employees to take time off to meet certain personal and family obligations as defined below. Neither sick time, personal

days, nor vacation time, accrue during any period of FMLA leave. All FMLA leaves will be counted against your entitlement to any other leave, as applicable.[3]

Jury Duty and Witness Subpoenas: Employees will be granted jury duty leave when summoned for jury duty. Employees are required to report to work whenever the court schedule permits. An employee who receives a summons for jury duty must report the anticipated days of service to his or her supervisor immediately upon receipt of the summons. Upon completion of jury duty service, the employee must provide a copy of the "Completion of Jury Duty" notice to his or her supervisor, who will forward a copy to the Human Resources Administrator for inclusion in the employee's personnel file.

Employees will continue to earn all benefits and vacation, if applicable, during jury duty leave. It is the School's policy not to penalize, threaten, or coerce an employee with respect to his or her employment because the employee is required to attend court for jury service.

If an employee receives a duly issued subpoena to appear as a witness during work time, the employee should immediately notify his or her supervisor. All subpoenas involving possible testimony about the School and employment at the School must also immediately be reported to the School administration. The party issuing the subpoena is responsible to compensate the employee for appropriate witness fees and for his or her absence from work. The School will not pay the employee for hours or days not worked

Staff Lateness: Failure to arrive on time for your post can and may result in disciplinary action up to and including termination. The first time an employee is considered late, they shall receive a verbal warning. A second communicated or non-communicated lateness may result in a written letter in your personnel file. There are certain situations (i.e. yellow bus strike, family illness, personal problems) that should be discussed and handled on a case-by-case basis between the School Administration and the Employee.

Coverage for Absences: All Teachers and Teaching Assistants are expected to cover absences. It will be the employees' responsibility to check his/her emails to see if any coverages have been assigned. Failure to show up for an assigned coverage could result in disciplinary action up to and including termination.

You are expected to find your own coverage if you have a scheduled absence. An unscheduled absence is when the request happens from the moment class ends until the next morning. All other absences are considered approved, and you must find your own coverage. Once coverage is found, you must inform the Scheduling Coordinator of the person who will be covering your classes. If for some reason you are unable to find your own coverage and have made every effort to find a substitute, then you need to inform the Scheduling Coordinator and the Principal. They will assist you in finding coverage. However, it will not be acceptable to wait until the day before or the day of a scheduled absence to inform them. They must be given at least three days

[3] The School has a very detailed FMLA policy in its Personnel Handbook, which has been omitted here due to space limitations in this Application; the School will provide the complete Personnel Handbook upon request.

notice to help find you coverage. A staff coverage sheet schedule will be posted on the Google Drive, as well as the bulletin board by the main office. There will also be a live calendar on Google Docs to communicate absences and coverages daily.

VI. **VACATION DAYS**

Instructional Staff: Vacation leave for regular full-time instructional employees shall be provided only when classes are not in session. Vacation leave is considered time off work with pay. The School administration will annually prepare the School session calendar, noting which days instructional staff are not expected to report.

Non-Instructional Staff: Regular full-time non-instructional staff, including administrators and administrative staff receive a minimum of four weeks of vacation leave per year, accrued at the rate of 1.67 days of leave per month or major fraction thereof. Vacation is to be taken only during the summer when classes are not in session. Vacation leave is considered time off work with pay. Depending on the needs of the School, non-instructional staff may be required to work during non-summer periods when classes are not in session, such as spring and winter breaks. The Board of Trustees, in consultation with the School administration, will annually prepare the School session calendar, noting which days non-instructional staff are not expected to report. Unused non-instructional staff vacation may be rolled over, with the approval of the Board of Trustees, with a maximum accumulation of ten (10) days.

VII. **BENEFITS**

Overview of Benefits Provided: Eligible employees at the School are provided a range of benefits. A number of the programs (such as Social Security, Workers' Compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

This Handbook contains a number of brief summaries of the benefit programs the School provides for eligible employees. Detailed information concerning the terms, conditions, and limitations of these programs can be found in official plan documents, which are controlling. Consequently, if there is any actual or apparent conflict between the brief summaries contained in this Handbook or the information in the official plan documents, the provisions of the official plan documents, as interpreted in the sole discretion of the plan administrator, will control.

Benefits eligibility is dependent on a variety of factors, including employee classification. School administration will discuss eligible benefits with employees at hiring.

The benefits programs described in this Handbook do not establish terms or conditions of employment. As with all policies, procedures, and benefits, the School reserves the right to modify, reduce, or eliminate certain benefits without advance notice as business needs require. Therefore, before relying on an item in this Handbook, employees should check with the School administration as to whether the item is still current.

The School provides to eligible employees medical insurance, dental insurance, life insurance/long-term disability insurance, and a vision care plan. Employees should consult the materials distributed by the School for questions concerning these plans, or direct their questions to the School administration.

Workers Compensation Insurance: The School, in accordance with New York State Law, will provide Workers' Compensation to its employees in case of injury or illness arising out of and in the course of employment. Employees who sustain work-related injuries or illnesses should inform their supervisors as soon as is practicable after the injury.

Short-Term Disability Insurance: In accordance with state and local law, all employees who have worked more than four consecutive weeks are eligible for New York State short-term disability insurance benefits after the seventh (7th) consecutive day of absence due to a disability. Short-term disability insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace that result in the employee's inability to perform the regular duties of his or her employment, including disability caused by pregnancy. Under New York State law, employees on disability leave will receive 50% of their salary up to a maximum of $170 per week, for a maximum of twenty-six (26) weeks, regardless of years of employment. Any wage payments received through state disability insurance benefits during the time the employee is also receiving medical or maternity leave of absence payments from the School will be deducted from the medical or maternity leave pay provided by the School. Any employee wishing to claim disability pay must file appropriate reports and forms with the School administration. Employees are also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Declination of Benefits: Any employee who wishes not to accept any of the insurance benefits offered by the School is required to submit such a request in writing to the School administration.

Deferred Compensation: The School offers a deferred compensation (401(k)) program to all eligible employees. Under this program, employees may opt to defer a portion of their current gross pay, having that portion of pay invested in accordance with applicable federal and state guidelines governing deferred compensation programs and with procedures established by the plan.

Eligible employees will receive additional details and plan documents from the School administration. Please refer to these documents for enrollment information and the amount of income that may be deferred. In accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation. Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

Unemployment Compensation: The School contributes to the Unemployment Compensation plan administered by the State of New York.

COBRA: The federal Consolidated Omnibus Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the School's health plan for at least eighteen (18) months (under certain circumstances up to twenty-nine (29) or thirty-six (36) months) when a "qualifying event" would normally result in the loss of eligibility. If under federal law an employee would be eligible to receive fewer than thirty-six (36) months' continuation of coverage, New York state law extends health insurance coverage up to a total of thirty-six (36) months. Some common qualifying events are resignation, termination of employment for reasons other than "gross misconduct," or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at the School's group rates plus an administration fee. The School provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the School's health insurance plan. The notice contains information about the employee's rights and obligations.

This coverage, however, is only available in specific instances. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees, since usually the employer formerly paid a part of the premium. It is ordinarily less expensive, though, than individual health coverage.

VIII. **EVALUATION AND PROBLEM SOLVING PROCEDURES**

Performance/Job Requirements and Evaluations: Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Additional formal performance evaluations will be conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

Job performance of all new employees will be reviewed by the employee's supervisor on a regular basis. Employees will generally receive performance evaluations at least once a year, or more frequently as determined by the School. Evaluations or observations of teachers will be made with the objective of enhancing the experience and ability of the teacher, and will occur at least two to three times on a formal basis and eight to ten times on an informal basis. More frequent observations will occur with less experienced or new pedagogical staff.

At least one formal observation will be scheduled in advance. Ideally, the duration of the formal observation will span the entire length of the lesson (or as reasonable). Informal observations may be unannounced or casually mentioned ahead of time; these may be for any duration.

The evaluations will be in writing and employees will be asked to sign their evaluation forms to acknowledge having reviewed it. Employees should feel free to comment on any statement they do not understand or with which they disagree, either verbally or in writing. The evaluation, together with any written comments, becomes a part of each employee's personnel file and may

have bearing on any personnel decisions involving the employee. Employees will be rated on a HEDI scale (highly effective, effective, developing and ineffective).

As part of the observation process, each faculty member will be asked to participate in a self-study analysis. This document will assist the individual teacher in her or his development. Reasonable efforts will be made to schedule review meetings for teachers every Spring of the school year. Teachers are expected to participate in a self-study analysis as part of their review meetings. By Spring, the School will advise a teacher whether he or she can anticipate receiving an employment contract for the following school year.

The Board of Trustees, its administrators and faculty understand and appreciate that employment is directly associated with the budget process and enrollment. There is no expectation of employment from one school year to the next.

Position descriptions will be reviewed annually for accuracy at the time of the performance evaluation, and will be updated if necessary. Position descriptions and titles are approved by the President.

Problem/Conflict Resolution: In the event of a problem or dispute with other personnel, students, or parents, an employee may submit a complaint following a process such as the one described below. Careful documentation is key to a successful process. All documentation will be included in the employee's personnel file.

- The employee will make a good faith effort to work with the adversarial party or parties to resolve the conflict. This effort will consist of problem identification, discussion of possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up. In the event the complaint involves the immediate supervisor, the employee will work with that individual's supervisor.
- If the issue is not resolved after a good faith attempt as outlined above, the employee may submit the grievance in writing to the President.
- If the issue is not resolved after a good faith attempt with the President, the employee should bring the issue to the attention of the Board for resolution. Any Problem/Conflict Resolution Policy adopted by the Board will supersede the Policy described in this section and will be distributed to all employees.

IX. **HUMAN RESOURCES POLICY**

Confidentiality: Employees shall not in any way release any information about the School, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the School administration, and in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act (for more information pleases see http://www.omh.state.ny.us/omhweb/hipaa/index.htm), and any other applicable federal, state, or local law or regulation on school policy or regulation.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed, or used any private or proprietary information that such employee may in any way acquire, learn, develop, or create by reason of employment with the School, unless otherwise provided by the School administration. Any document or other material containing such information is required to be returned to the School upon an employee's termination or resignation.[4]

Ban on Acceptance of Gifts: In accordance with the Conflict of Interest Provision in this Handbook, no employee of the School may accept gifts of any kind of a value exceeding fifty dollars ($50.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from individuals, parents, schools, partner organizations, companies serving as vendors or potential vendors for the School, elected officials or their representatives, candidates for public office or their representatives or political party officials or their representatives.

The School may make exceptions, including in instances where such gifts intended for and will be used by the School. Offers of such gifts in excess of $50.00, even when refused, must be communicated immediately by the employee receiving such an offer to his or her supervisor or to the School administration.

Solicitation: In the interest of efficiency and security, the School's policy is to restrict solicitations or distributions by employees to non-work areas during non-work time. Employees and non- employees are prohibited from soliciting or distributing literature in work areas or during work time.

Personal Appearance/Dress Code: The properly groomed and attired employee helps to create a favorable image for the School. Employees are expected to groom and dress in a manner that is normally acceptable for employees of a school. If an employee reports to work improperly dressed or groomed, his or her supervisor may instruct the employee to return home to change clothes. If this occurs, the employee will be docked for time spent in transit. Dress should reflect the culture of the School.

Heavily scented colognes, perfumes or other aftershave lotions may be offensive to others or cause allergic reactions and are not acceptable at the School.

Staff are requested to generally to uphold the standards of conduct, manner and dress set forth for our students and, in doing so, lead by example. This carries forth to areas such as appropriate tone of voice, greetings, and conduct befitting the school setting.

The following attire is prohibited in academic classrooms.

This list is not intended to be all-inclusive.

[4] A portion of this policy, which is contained in the School's Personnel Handbook, has been omitted here due to space limitations in this application; the School will provide the complete Personnel Handbook upon request.

a. Blue jeans (except on Spirit/Dress Down days)

b. T-shirts (except on Spirit/Dress Down days)

c. Sweatshirts (Only the School Sweatshirt will be permitted)

d. Form-fitting or revealing clothing

e. Shorts

f. No sneakers (unless you are a movement teacher)

g. Tank shirts (unless the straps follow the "four finger rule)

h. Short skirts (skirts should reach top of knee)

Leggings may be worn as long as the length of the shirt worn is touching your fingertips. Low cut blouses are permitted only if there is a shirt underneath.

During special activities such as field trips, and other similar events, teachers may be exempted from the prohibitions, but are requested to adhere to standards of good taste.

Certain areas of instruction such as physical education are exempt from prohibition on shorts (must be to your knees), jogging suits, and sweat suits while teaching physical education.

Dress slacks with polo style shirts or button down may also be worn.

Employees performing duty at ball games and/or other extracurricular activities shall dress in a manner befitting their profession or befitting the occasion (which may require work-type clothes, as approved by administration).

Violence in the Workplace: The School is committed to preventing workplace violence, and has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. Employees may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the School premises.

The School will not tolerate conduct that threatens, intimidates, or coerces another employee, a student, parent, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law.

Employees must immediately report violence or threats of violence, both direct and indirect, to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

The School will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. To maintain workplace safety and the integrity of its investigation, the School may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action, up to and including termination of employment, and may face criminal charges.

The School encourages employees to bring their disputes or differences with other employees to the attention of their supervisors.

Code of Ethics and Standards of Conduct: The successful operation and reputation of the School are built on principles of ethical conduct. The School's reputation for integrity and excellence requires careful observation of all applicable laws and regulations, as well as scrupulous regard for the highest standards of conduct and personal integrity. The School will comply with all applicable laws and regulations and expects all employees to conduct their work in accordance with all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of unacceptable conduct that may result in disciplinary action, up to and including termination of employment:

i. Theft or inappropriate removal or possession of School property
ii. Falsification of timekeeping records
iii. Working under the influence of alcohol or illegal drugs
iv. Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
v. Fighting or threatening violence in the workplace
vi. Boisterous or disruptive activity in the workplace
vii. Negligence or improper conduct leading to harm to others or to damage of employer-owned property
viii. Insubordination or other disrespectful conduct (including refusal to follow supervisors' lawful directives)
ix. Violation of safety or health rules
x. Smoking in prohibited areas
xi. Sexual or other unlawful or unwelcome harassment
xii. Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace
xiii. Excessive absenteeism or any absence without notice
xiv. Unauthorized use of telephones, mail system, or other employer-owned equipment

xv. Unauthorized disclosure of confidential information
xvi. Violation of personnel policies
xvii. Unsatisfactory performance or conduct
xviii. Interaction with students on non-School public networking websites
xix. Leaving the class unattended in a classroom without another adult
xx. Not seeking the advice of administration to make accurate decisions which can include, but not limited to, cell phone confiscation and weapon confiscation

Some of the unacceptable forms of behavior listed here are separately discussed in more detail elsewhere in this Handbook. Other misconduct will be evaluated based on the specific facts and circumstances. Additionally, School employees are expected to conduct their personal lives to avoid unfavorable reflection upon the School.

Drug and Alcohol Free Workplace/Drug Screening: It is School policy to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, is strictly prohibited.

Pursuant to the Education Act, use of illegal drugs by a teacher may constitute grounds for dismissal to the extent that the teacher's conduct adversely affects the teacher-pupil relationship and evidences the teacher's unfitness to teach. Drug and/or alcohol testing may be required if the School has a reasonable suspicion that an employee is under the influence of alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner. Employees may periodically be required to attend information and training sessions in the area of alcohol and illegal drug dangers, treatment resources and workplace policy. Employees convicted of controlled substance-related felonies, including pleas of nolo contendere (no contest), must inform the School within five (5) days of such conviction or plea. The School may file charges against an employee convicted of a controlled substance-related felony, and may suspend the employee without pay while the charges are pending. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Employees who violate any aspect of this policy may be subject to disciplinary action, up to and including termination of employment. At its discretion, the School may require employees who violate this policy to complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

Use of Facilities and Equipment: All School equipment, including desks, computers and computer systems, computer software, data storage devices, e-mail, voicemail, mobile devices and other physical and electronic items are the School's property and are for business use only, with only incidental personal use permitted. All communications and information transmitted by, received from, or stored in these systems are School records and property. If the School

provides access to an internet service such as web browsing, such access is only for business use.[5]

Smoking: Pursuant to New York State Education Law section 409, tobacco use on school grounds is prohibited. "School grounds" means any building, structure and surrounding outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school.

X. REASONABLE ACCOMMODATION POLICY

Subject to applicable law, the School will comply with the requirement to provide a reasonable accommodation(s) to any qualified employee or applicant with a known disability, where his or her disability affects the performance of essential job functions, except where doing so would be unduly disruptive or would result in undue hardship.

Individuals who believe they need an accommodation to perform the essential functions of their jobs should submit a written request to the School administration with appropriate medical documentation to support the request, describing the activities they can and cannot perform. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner. Employees requesting an accommodation may be required to provide medical certification from the employee's health care provider.

XI. ETHICS/CONFLICTS OF INTEREST

It is imperative that the School, both in reality and in perception, operate solely in the best interests of the students it serves. Any stain on its reputation will significantly affect the mission of the School. School employees must be ever mindful of the need to conduct themselves both in and outside of the School in a manner that will not bring criticism upon themselves or the School.

Employees have a duty to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. Actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for him- or herself, for a relative or for anyone else who has a close personal relationship with the employee as a result of the School's business dealings.

Common conflicts which employees should avoid include, but are not limited to:

- Using proprietary or confidential information for personal gain or to the School's detriment

[5] A portion of this policy, which is contained in the School's Personnel Handbook, has been omitted here due to space limitations in this application; the School will provide the complete Personnel Handbook upon request.

- Directly or indirectly accepting gifts, loans, services, entertainment, etc. of more than a minimal value from a vendor or someone seeking to do business with the School (as noted elsewhere)
- Performing services for a competitor of the School
- Engaging in self-employment in competition with the School
- Using School assets or labor for personal use
- Instances in which an employee or an employee's relative or someone with a close personal relationship has a significant ownership in the vendor or firm with which the School does business.

No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. If an employee has any influence on transactions involving purchases, contracts, or supplies, however, he or she must immediately disclose that relationship to the School, administration or the Board of Trustees so that safeguards can be established to protect all parties.

If the School finds that any employee has engaged in any conduct, whether or not listed above, that presents a conflict of interest with the School, such employee will be subject to discipline, up to and including termination of employment.

XII. **PROCEDURES FOR REPORTING CHILD ABUSE**[6]

[6] The School has very detailed Procedures for Reporting Child Abuse contained in its Personnel Handbook, which have been omitted here due to space limitations in this Application; the School will provide the complete Personnel Handbook upon request.

8a. Resume for proposed school leader

The founding NECCS Principal, who has not yet been selected, will be a person with extensive experience in education leadership who will devote his/her full energies to the implementation of the NECCS educational design. It is not anticipated that much recruitment will be needed to find the right individual, because several qualified candidates have already expressed confidential interest in the position.

The selection process will not begin until after the charter has been approved.

New York State Education Department

Request for Proposals to Establish Charter S Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2017 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in BLUE
2. - Enter information into the GRAY cells
3. - Cells labeled in ORANGE contained guidance pertaining to that tab
4. - Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at State Aid--https://stateaid.nysed.gov/cha Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department

Request for Proposals to Establish Charter Schools

Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

	Nicotra Early College Charter School
Contact Name:	Dana Volini
Contact Email:	[redacted]
Contact Phone:	
District of Location	
	Examples
Pre-Opening Period	01/01/2018 to 06/30/2018
Operational Year ONE	07/01/2018 To 06/30/2019

Nicotra Early College Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
01/01/2018 to 06/30/2018

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

Assumptions

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

Total Revenue	**183,333**
Total Expenses	**173,000**
Net Income	**10,333**
Actual Student Enrollment	-
Total Paid Student Enrollment	-

		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	**CY** Per Pupil Rate	
District of Location	-	
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
		-
Special Education Revenue		
Grants		
Stimulus		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		
Title I		
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		183,333
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		183,333
LOCAL and OTHER REVENUE		
Contributions and Donations, Fundraising		-
Erate Reimbursement		-
Interest Income, Earnings on Investments,		-
NYC-DYCD (Department of Youth and Community Developmt.)		-
Food Service (Income from meals)		-
Text Book		-
OTHER		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-
TOTAL REVENUE		**183,333**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		***List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)***
Executive Management			
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	

CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	-	-
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		-
Fringe / Employee Benefits		-
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		-
TOTAL PERSONNEL SERVICE COSTS	-	-
CONTRACTED SERVICES		
Accounting / Audit		15,000
Legal		-
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-
Special Ed Services		-
Titlement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		125,000
TOTAL CONTRACTED SERVICES		140,000
SCHOOL OPERATIONS		
Board Expenses		-
Classroom / Teaching Supplies & Materials		20,000
Special Ed Supplies & Materials		-
Textbooks / Workbooks		-
Supplies & Materials other		1,000
Equipment / Furniture		-
Telephone		-
Technology		-
Student Testing & Assessment		-
Field Trips		-
Transportation (student)		-
Student Services - other		-
Office Expense		2,000
Staff Development		-
Staff Recruitment		-
Student Recruitment / Marketing		10,000
School Meals / Lunch		-
Travel (Staff)		-

Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	33,000
FACILITY OPERATION & MAINTENANCE	
Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**173,000**
NET INCOME	**10,333**

ENROLLMENT - *School Districts Are Linked To Above Entries*	
District of Location	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Nicotra Early College Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
01/01/2018 to 06/30/2018

* This section sho

Total Revenue	46,666	15,000	10,000	50,000	10,000	20,000	151,666	-	-	-
Total Expenses	25,500	17,700	17,750	27,650	38,000	20,300	146,900	-	-	-
Net Income	21,166	(2,700)	(7,750)	22,350	(28,000)	(300)	4,766	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	10,000	31,166	28,466	20,716	43,066	15,066	10,000	-	-	-
Net Income	31,166	28,466	20,716	43,066	15,066	14,766	14,766	-	-	-

		January	February	March	April	May	June	TOTAL	July	August	September
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
District of Location		-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation		36,666	-	-	50,000	-	-	86,666	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		36,666	-	-	50,000	-	-	86,666	-	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-
OTHER		10,000	15,000	10,000	-	10,000	20,000	65,000	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		10,000	15,000	10,000	-	10,000	20,000	65,000	-	-	-
TOTAL REVENUE		46,666	15,000	10,000	50,000	10,000	20,000	151,666	-	-	-
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management		-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-	-

INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES											
Accounting / Audit		-	-	-	-	5,000	-	5,000	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-		-	-	-	-	-
Other Purchased / Professional / Consulting		25,000	15,000	15,000	25,000	20,000	15,000	115,000	-	-	-
TOTAL CONTRACTED SERVICES		25,000	15,000	15,000	25,000	25,000	15,000	120,000	-	-	-
SCHOOL OPERATIONS											
Board Expenses		-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	10,000	5,000	15,000	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		500	200	250	150	500	300	1,900	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-
Telephone		-	-	-	-	-	-	-	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	2,500	2,500	2,500	2,500	-	10,000	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		500	2,700	2,750	2,650	13,000	5,300	26,900	-	-	-
FACILITY OPERATION & MAINTENANCE											

Insurance	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	25,500	17,700	17,750	27,650	38,000	20,300	146,900	-	-	-
NET INCOME	21,166	(2,700)	(7,750)	22,350	(28,000)	(300)	4,766	-	-	-
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										
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
NET INCOME	21,166	(2,700)	(7,750)	22,350	(28,000)	(300)	4,766	-	-	-
Beginning Cash Balance	10,000	31,166	28,466	20,716	43,066	15,066	10,000	-	-	-
ENDING CASH BALANCE	31,166	28,466	20,716	43,066	15,066	14,766	14,766	-	-	-

PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

01/01/2018 to 06/30/2018

ould be left blank unless and/or until the charter agreement is duly modified to include a planning year

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October	November	December	January	February	March	April	May	June	TOTAL
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Nicotra Early College Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

07/01/2018 To 06/30/2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	**2,528,114**	**1,042,361**	**-**	**-**	**-**	**3,570,475**
Total Expenses	**1,879,847**	**1,222,590**	**-**	**13,665**	**329,854**	**3,445,956**
Net Income	**648,267**	**(180,229)**	**-**	**(13,665)**	**(329,854)**	**124,519**
Actual Student Enrollment	**86**	**58**				**144**
Total Paid Student Enrollment	**137**	**-**				**137**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
District of Location	14,027	1,918,894	1,042,361	-	-	-	2,961,255
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		1,918,894	1,042,361	-	-	-	2,961,255
Special Education Revenue		-	-	-	-	-	-
Grants							
Stimulus		-	-	-	-	-	-
Other		383,779	-	-	-	-	383,779
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,302,673	1,042,361	-	-	-	3,345,034
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		20,940	-	-	-	-	20,940
Title I		-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-
School Food Service (Free Lunch)		21,168	-	-	-	-	21,168
Grants							
Charter School Program (CSP) Planning & Implementation		183,333	-	-	-	-	183,333
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		225,441	-	-	-	-	225,441
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-
TOTAL REVENUE		**2,528,114**	**1,042,361**	**-**	**-**	**-**	**3,570,475**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS No. of Positions

Executive Management	6.00	-	-	-	10,000	100,998	110,998
Instructional Management	1.00	112,500	37,500	-	-	-	150,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	39,068	39,068
TOTAL ADMINISTRATIVE STAFF	7.00	112,500	37,500	-	10,000	140,066	300,066
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	537,600	358,400	-	-	-	896,000
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	500	-	-	-	500
Teaching Assistants	-	-	224,000	-	-	-	224,000
Summer School	-	67,200	44,800	-	-	-	112,000
Aides	-	55,000	-	-	-	-	55,000
Therapists & Counselors	-	-	130,200	-	-	-	130,200
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	659,800	757,900	-	-	-	1,417,700
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	45,000	-	-	-	-	45,000
Other	-	25,000	-	-	-	-	25,000
TOTAL NON-INSTRUCTIONAL	-	70,000	-	-	-	-	70,000
SUBTOTAL PERSONNEL SERVICE COSTS	7.00	842,300	795,400	-	10,000	140,066	1,787,766
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		64,436	60,848	-	765	10,715	136,764
Fringe / Employee Benefits		117,922	111,356	-	1,400	19,609	250,287
Retirement / Pension		42,115	39,770	-	500	7,003	89,388
TOTAL PAYROLL TAXES AND BENEFITS		224,473	211,974	-	2,665	37,328	476,440
TOTAL PERSONNEL SERVICE COSTS	7.00	1,066,773	1,007,374	-	12,665	177,394	2,264,206
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	15,000	15,000
Legal		-	-	-	-	1,500	1,500
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		40,000	20,000	-	-	-	60,000
Payroll Services		-	-	-	-	5,000	5,000
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-
Other Purchased / Professional / Consulting		1,500	1,000	-	-	-	2,500
TOTAL CONTRACTED SERVICES		41,500	21,000	-	-	21,500	84,000
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		4,320	2,880	-	-	-	7,200
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		51,600	34,400	-	-	-	86,000
Supplies & Materials other		1,320	880	-	-	-	2,200
Equipment / Furniture		49,800	33,200	-	-	-	83,000
Telephone		1,000	500	-	500	1,000	3,000
Technology		5,000	-	-	-	-	5,000
Student Testing & Assessment		4,500	3,000	-	-	-	7,500
Field Trips		-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-
Office Expense		-	-	-	500	1,500	2,000

Staff Development	1,200	800	-	-	-	2,000
Staff Recruitment	-	-	-	-	750	750
Student Recruitment / Marketing	3,000	2,000	-	-	-	5,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	121,740	77,660	-	1,000	3,250	203,650
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	22,000	22,000
Janitorial	30,000	10,000	-	-	10,000	50,000
Building and Land Rent / Lease	480,834	20,556	-	-	55,710	557,100
Repairs & Maintenance	18,000	12,000	-	-	-	30,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	81,000	54,000	-	-	15,000	150,000
TOTAL FACILITY OPERATION & MAINTENANCE	609,834	96,556	-	-	102,710	809,100
DEPRECIATION & AMORTIZATION	40,000	20,000	-	-	-	60,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000
TOTAL EXPENSES	**1,879,847**	**1,222,590**	**-**	**13,665**	**329,854**	**3,445,956**
NET INCOME	**648,267**	**(180,229)**	**-**	**(13,665)**	**(329,854)**	**124,519**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**		
District of Location	86	58		144
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	**86**	**58**	**-**	**144**
REVENUE PER PUPIL	**29,397**	**17,972**	**-**	**24,795**
EXPENSES PER PUPIL	**21,859**	**21,079**	**-**	**23,930**

Assumptions

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

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

Nicotra Early College Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2018 to June 30, 2019

Total Revenue		**594,171**	**557,506**	**-**	**557,506**	**-**	**557,506**	**50,000**	**578,445**	**-**	**557,506**
Total Expenses		**224,405**	**220,700**	**275,154**	**244,553**	**245,354**	**249,326**	**253,804**	**250,176**	**245,704**	**246,104**
Net Income		**369,766**	**336,806**	**(275,154)**	**312,953**	**(245,354)**	**308,180**	**(203,804)**	**328,269**	**(245,704)**	**311,402**
Cash Flow Adjustments		**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance		**10,000**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Net Income		**379,766**	**336,806**	**(275,154)**	**312,953**	**(245,354)**	**308,180**	**(203,804)**	**328,269**	**(245,704)**	**311,402**
		July	**August**	**September**	**October**	**November**	**December**	**January**	**February**	**March**	**April**
REVENUE		*** Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Colum Assumptions'.**									
REVENUES FROM STATE SOURCES											
Per Pupil Revenue	**CY** Per Pupil Rate										
District of Location	-	319,815	319,816	-	319,816	-	319,816	-	319,815	-	319,816
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		319,815	319,816	-	319,816	-	319,816	-	319,815	-	319,816
Special Education Revenue		173,727	173,727	-	173,727	-	173,727	-	173,727	-	173,726
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other(20% Additional Payment Towards Rent)		63,963	63,963	-	63,963	-	63,963	-	63,963	-	63,964
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		557,505	557,506	-	557,506	-	557,506	-	557,505	-	557,506
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	-	-	-	20,940	-	-
Title I		-	-	-	-	-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation		36,666	-	-	-	-	-	50,000	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		36,666	-	-	-	-	-	50,000	20,940	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE		**594,171**	**557,506**	**-**	**557,506**	**-**	**557,506**	**50,000**	**578,445**	**-**	**557,506**
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	-	9,249	9,249	9,249	9,249	9,249	9,249	9,249	9,249	9,249	9,249
Instructional Management	-	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	3,255	3,255	3,256	3,255	3,256	3,256	3,256	3,256	3,256	3,256
TOTAL ADMINISTRATIVE STAFF	-	25,004	25,004	25,005	25,004	25,005	25,005	25,005	25,005	25,005	25,005
INSTRUCTIONAL PERSONNEL COSTS											

Teachers - Regular	-	-	-								
Teachers - SPED	-	-	-	74,667	74,667	74,667	74,667	74,667	74,667	74,667	74,667
Substitute Teachers	-	-	-	-	-	-	100	-	100	-	-
Teaching Assistants	-	-	-	18,667	18,667	18,667	18,667	18,667	18,667	18,667	18,667
Summer School	-	33,600	33,600	-	-	-	-	-	-	-	-
Aides	-	-	-	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583
Therapists & Counselors	-	10,850	10,850	10,850	10,850	10,850	10,850	10,850	10,850	10,850	10,850
Other	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	44,450	44,450	108,767	108,767	108,767	108,867	108,767	108,867	108,767	108,767
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750
Other	-	2,087	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
TOTAL NON-INSTRUCTIONAL	-	2,087	2,083	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833
SUBTOTAL PERSONNEL SERVICE COSTS	-	71,541	71,537	139,605	139,604	139,605	139,705	139,605	139,705	139,605	139,605
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		5,473	5,473	10,680	10,680	10,680	10,687	10,680	10,687	10,680	10,680
Fringe / Employee Benefits		10,016	10,015	19,545	19,545	19,545	19,559	19,545	19,559	19,545	19,545
Retirement / Pension		-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		15,489	15,488	30,224	30,224	30,224	30,246	30,224	30,246	30,224	30,224
TOTAL PERSONNEL SERVICE COSTS	-	87,030	87,025	169,829	169,828	169,829	169,951	169,829	169,951	169,829	169,829
CONTRACTED SERVICES											
Accounting / Audit		-	-	-	-	-	-	-	-	-	-
Legal		500	-	-	250	-	-	-	500	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		3,000	3,000	5,000	5,000	5,000	5,000	4,500	5,000	4,000	5,000
Payroll Services		300	300	300	300	300	300	1,500	300	300	300
Special Ed Services		-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		750	750	-	500	-	-	-	500	-	-
TOTAL CONTRACTED SERVICES		4,550	4,050	5,300	6,050	5,300	5,300	6,000	6,300	4,300	5,300
SCHOOL OPERATIONS											
Board Expenses		-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		3,000	1,000	500	400	400	300	300	400	200	200
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		5,000	25,000	20,000	2,000	2,000	500	7,500	7,500	1,500	2,000
Supplies & Materials other		150	500	100	200	-	-	500	-	300	-
Equipment / Furniture		40,000	30,000	13,000	-	-	-	-	-	-	-
Telephone		-	250	250	250	250	250	250	250	250	250
Technology		2,500	500	150	-	250	-	-	250	-	250
Student Testing & Assessment		-	2,000	-	-	-	3,000	-	-	-	2,500
Field Trips		-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-
Office Expense		500	-	100	500	-	200	100	200	-	200
Staff Development		-	200	-	-	-	1,500	-	-	-	-
Staff Recruitment		250	250	-	-	-	-	-	-	-	250
Student Recruitment / Marketing		-	-	-	-	-	3,000	1,000	-	1,000	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		51,400	59,700	34,100	3,350	2,900	8,750	9,650	8,600	3,250	5,650
FACILITY OPERATION & MAINTENANCE											
Insurance		-	4,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000

Janitorial	-	3,000	3,000	4,400	4,400	4,400	4,400	4,400	4,400	4,400
Building and Land Rent / Lease	46,425	46,425	46,425	46,425	46,425	46,425	46,425	46,425	46,425	46,425
Repairs & Maintenance	5,000	4,000	2,000	-	2,000	-	3,000	-	3,000	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500
TOTAL FACILITY OPERATION & MAINTENANCE	51,425	69,925	65,925	65,325	67,325	65,325	68,325	65,325	68,325	65,325
DEPRECIATION & AMORTIZATION	5,000	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**224,405**	**220,700**	**275,154**	**244,553**	**245,354**	**249,326**	**253,804**	**250,176**	**245,704**	**246,104**
NET INCOME	**369,766**	**336,806**	**(275,154)**	**312,953**	**(245,354)**	**308,180**	**(203,804)**	**328,269**	**(245,704)**	**311,402**
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	**369,766**	**336,806**	**(275,154)**	**312,953**	**(245,354)**	**308,180**	**(203,804)**	**328,269**	**(245,704)**	**311,402**
Beginning Cash Balance	10,000	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**379,766**	**336,806**	**(275,154)**	**312,953**	**(245,354)**	**308,180**	**(203,804)**	**328,269**	**(245,704)**	**311,402**

-	-	**3,452,640**
245,869	**247,203**	**2,948,355**
(245,869)	**(247,203)**	**504,285**
-	-	-
-	-	**10,000**
(245,869)	**(247,203)**	**514,285**

May	June	TOTAL

n N) on tab '4.) Year Budget &

-	-	1,918,894
-	-	-
-	-	-
-	-	-
-	-	-
-	-	1,918,894
-	-	1,042,361
-	-	-
-	-	383,779
-	-	-
-	-	3,345,034
-	-	20,940
-	-	-
-	-	-
-	-	-
-	-	86,666
-	-	-
-	-	-
-	-	107,606
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	**3,452,640**

9,249	9,249	110,988
12,500	12,500	150,000
-	-	-
-	-	-
-	-	-
3,256	3,255	39,068
25,005	25,004	300,056

		-
74,667	74,667	746,670
300	-	500
18,667	18,667	186,670
-	-	67,200
4,583	4,583	45,830
10,850	10,850	130,200
-	-	-
109,067	108,767	1,177,070
-	-	-
-	-	-
-	-	-
3,750	3,750	37,500
2,083	2,083	25,000
5,833	5,833	62,500
139,905	139,604	1,539,626
10,703	10,680	117,781
19,587	19,545	215,548
-	-	-
30,289	30,224	333,329
170,194	169,828	1,872,955
-	7,500	7,500
-	-	1,250
-	-	-
-	-	-
4,000	5,000	53,500
300	300	4,800
-	-	-
-	-	-
-	-	2,500
4,300	12,800	69,550
-	-	-
200	-	6,900
-	-	-
2,500	1,000	76,500
-	-	1,750
-	-	83,000
250	250	2,750
-	-	3,900
-	-	7,500
-	-	-
-	-	-
-	-	-
100	-	1,900
-	-	1,700
-	-	750
-	-	5,000
-	-	-
-	-	-
-	-	-
-	-	-
3,050	1,250	191,650
2,000	-	22,000

4,400	4,400	45,600
46,425	46,425	557,100
3,000	-	22,000
-	-	-
-	-	-
12,500	12,500	137,500
68,325	63,325	784,200
-	-	5,000
-	-	25,000
245,869	**247,203**	2,948,355
(245,869)	**(247,203)**	**504,285**
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	**-**	**-**
(245,869)	**(247,203)**	**504,285**
-	-	10,000
(245,869)	**(247,203)**	**514,285**

Nicotra Early College Charter School
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

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

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

Total Revenue		3,570,475	5,580,845	7,229,247	8,690,101	9,736,462
Total Expenses		3,435,956	4,774,180	6,274,702	7,547,823	8,522,821
Net Income (Before Cash Flow Adjustments)		134,519	806,665	954,545	1,142,278	1,213,641
Actual Student Enrollment		144	230	308	370	414
Total Paid Student Enrollment		-	-	-	-	-
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2019	**2020**	**2021**	**2022**	**2023**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
District of Location	14,027	1,918,894	3,064,900	4,104,300	4,930,491	5,516,819
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		1,918,894	3,064,900	4,104,300	4,930,491	5,516,819
Special Education Revenue	19,049	1,042,361	1,664,883	2,229,495	2,678,289	2,996,789
Grants						
Stimulus		-	-	-	-	-
Other(20% Additional Payment Towards Rent)	20%	383,779	612,980	820,860	986,098	1,103,363.82
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		3,345,034	5,342,762	7,154,655	8,594,878	9,616,972
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		20,940	20,940	29,316	40,833	58,632
Title I		-	-	-	-	-
Title Funding - Other		-	-	-	-	-
School Food Service (Free Lunch)		21,168	33,810	45,276	54,390	60,858
Grants						
Charter School Program (CSP) Planning & Implementation		183,333	183,333	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		225,441	238,083	74,592	95,223	119,490
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		-	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-
TOTAL REVENUE		**3,570,475**	**5,580,845**	**7,229,247**	**8,690,101**	**9,736,462**

EXPENSES

	No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	6	110,998	122,097	124,307	135,495	147,690
Instructional Management	1.00	150,000	183,750	192,938	202,584	212,714
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	-	39,068	42,193	45,569	78,379	134,811
TOTAL ADMINISTRATIVE STAFF	7.00	300,066	348,040	362,814	416,458	495,215
INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Teachers - Regular	0					
Teachers - SPED	8.00	896,000	1,474,044	2,013,417	2,418,715	2,706,346
Substitute Teachers	-	500	1,000	1,500	1,500	1,500
Teaching Assistants	8.00	224,000	357,778	479,111	525,778	479,111
Summer School	5.00	112,000	115,360	118,821	122,385	126,057
Aides	2.00	55,000	55,550	56,106	56,667	57,233
Therapists & Counselors	2.00	130,200	211,119	277,319	329,940	367,284
Guidance Teachers	-	-	-	-	65,000	130,000
TOTAL INSTRUCTIONAL	25.00	1,417,700	2,214,851	2,946,273	3,519,984	3,867,530
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	1.00	45,000	72,594	98,185	99,166	100,158
Other	1.00	25,000	40,330	54,547	55,092	55,643
TOTAL NON-INSTRUCTIONAL	2.00	70,000	112,924	152,732	154,259	155,802
SUBTOTAL PERSONNEL SERVICE COSTS	34.00	1,787,766	2,675,815	3,461,819	4,090,701	4,518,547
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		136,764	204,700	264,829	312,939	345,669
Fringe / Employee Benefits		250,287	374,614	484,655	572,698	632,597
Retirement / Pension		89,388	133,791	173,091	204,535	225,927
TOTAL PAYROLL TAXES AND BENEFITS		476,440	713,105	922,575	1,090,172	1,204,193
TOTAL PERSONNEL SERVICE COSTS	34.00	2,264,206	3,388,920	4,384,393	5,180,873	5,722,740
CONTRACTED SERVICES						
Accounting / Audit		15,000	16,000	18,000	20,000	22,000
Legal		1,500	1,500	1,500	2,000	2,500
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		60,000	84,410	113,036	135,790	151,938
Payroll Services		5,000	5,500	6,000	6,500	7,000
Course Fees to SJU		-	-	-	195,000	325,000
Titlement Services (i.e. Title I)		-	-	-	201,500	344,500
Other Purchased / Professional / Consulting		2,500	3,000	5,000	10,000	15,000
TOTAL CONTRACTED SERVICES		84,000	110,410	143,536	570,790	867,938
SCHOOL OPERATIONS						
Board Expenses		-	2,500	2,500	3,000	3,000
Classroom / Teaching Supplies & Materials		7,200	11,050	15,400	18,500	20,700
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		86,000	138,000	185,000	132,000	135,000
Supplies & Materials other		2,200	14,000	12,000	12,000	7,500
Equipment / Furniture		83,000	45,000	40,000	40,000	42,000
Telephone		3,000	35,000	35,000	4,000	4,200
Technology		5,000	2,500	2,500	3,500	4,000
Student Testing & Assessment		7,500	11,500	15,400	18,500	20,700
Field Trips		-	-	-	-	-
Transportation (student)		-	-	-	-	-
Student Services - other		-	-	-	-	-
Office Expense		2,000	2,550	3,000	4,000	5,000

Staff Development	2,000	2,000	4,000	4,500	5,550
Staff Recruitment	750	750	1,000	1,000	1,000
Student Recruitment / Marketing	5,000	5,000	6,000	6,000	7,000
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	203,650	269,850	321,800	247,000	255,650
FACILITY OPERATION & MAINTENANCE					
Insurance	22,000	25,000	27,000	29,160	31,493
Janitorial	50,000	75,000	100,000	120,000	125,000
Building and Land Rent / Lease	557,100	600,000	987,973	1,000,000	1,100,000
Repairs & Maintenance	30,000	30,000	40,000	40,000	40,000
Equipment / Furniture	-	-	-	-	-
SJU Facility Expense	-	-	-	100,000	100,000
Utilities	150,000	175,000	185,000	200,000	200,000
TOTAL FACILITY OPERATION & MAINTENANCE	809,100	905,000	1,339,973	1,489,160	1,596,493
DEPRECIATION & AMORTIZATION	50,000	75,000	60,000	60,000	80,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-
TOTAL EXPENSES	**3,435,956**	**4,774,180**	**6,274,702**	**7,547,823**	**8,522,821**
NET INCOME	**134,519**	**806,665**	**954,545**	**1,142,278**	**1,213,641**

ENROLLMENT - *School Districts Are Linked To Above Entries*					
District of Location	144	230	308	370	414
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**144**	**230**	**308**	**370**	**414**
REVENUE PER PUPIL	**24,795**	**24,265**	**23,472**	**23,487**	**23,518**
EXPENSES PER PUPIL	**23,861**	**20,757**	**20,372**	**20,400**	**20,587**

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	50,000	75,000	60,000	60,000	80,000
Other	-	-	-	-	-
Total Operating Activities	50,000	75,000	60,000	60,000	80,000
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	10,000	(5,000)	(5,000)	(105,000)	75,000
Other	-	-	-	-	-
Total Investment Activities	10,000	(5,000)	(5,000)	(105,000)	75,000
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	**60,000**	**70,000**	**55,000**	**(45,000)**	**155,000**
NET INCOME	**194,519**	**876,665**	**1,009,545**	**1,097,278**	**1,368,641**
Beginning Cash Balance	10,000	204,519	1,081,184	2,090,729	3,188,007
ENDING CASH BALANCE	**204,519**	**1,081,184**	**2,090,729**	**3,188,007**	**4,556,648**

Assumptions

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

List exact titles included in the position category, if different from description,

and staff FTE"s (Full time eqiuilivalent)

State number of postions for years 2 thru 5 in assumptions if differ from year

Principal: Increase: 1 Asst. Principal

Receptionist, Admin Staff, Office Manager Increase : 4

Increase to 24 in 5th Year

Increase: 8 - 24 through

psychologists and Social Workers Increase : 4

Food Service Staff, Increase: 3

Student Computers/Tablets
Student Desks, Chairs & Trachers' Desks & Chairs. Student & Teachers Computers

Inception & Mait. Of School website

Lois & Richard Nicotra Early College Charter School

Attachment 10-Evidence of Financial Support

ICS has received a commitment of a leadership contribution from Lois & Richard Nicotra. However, the proposed NECCS budget relays only on public funding to meet operational requirements.

Table 1: Applicant Group Information

Created: 06/28/2017 • Last updated: 07/05/2017

Include minimum 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	David Lehr [redacted]	Retired	Attorney	trustee	trustee
2	Deborah Miller [redacted]	Parent; Director of Parent Resource Center, JBFCS Staten Island	Social Work & Advocacy	trustee	co-chair
3	Richard [redacted]	Entrepreneur	Advocacy	trustee	trustee
4	Doris Schueler [redacted]	Psychologist in private practice	Psychologist	trustee	trustee
5	Jill Patel [redacted]	Retired Dir. Workforce Health & Safety at NY Presbyterian Hospital	Non-profit mgmt	trustee	treasurer
6	Jonathan Lipschitz [redacted]	1st Vice President, Controller Victory State Bank	Finance	trustee	co-chair
7	Joseph Carroll [redacted]	District Manager, Community Board 1	Extensive experience & knowledge of Staten Island	trustee	Secretary

8	Kathleen (Kay) Pesile [redacted]	Financial Advisor	Finance	trustee	trustee
9	Lily McNair [redacted]	Wagner College Provost	Educator & Psychologist Community Advisory Council	trustee	trustee
10	Martin Krongold [redacted]	Former Staten Island Representative, Citywide Council on High School	Extensive experience in public administration and education policy	trustee	trustee
11	Michael Caridi [redacted]	Managing Dir. of VGE Management Group	Business Mgmt.	trustee	trustee
12	Robin Lefkowitz [redacted]	Parent; Sr. VP, Dir. of Business Development at Northfield Bank	Finance	trustee	trustee
13	Sheldon Blackman, Ph.D [redacted]	Parent; Retired VP for Grants & Program Design at Staten Island University Hospital	Psychologist; extensive experience fund-raising and charter school leadership	trustee	trustee
14	Kenneth Byalin, [redacted]	President at Integration Charter School	President of Education Corp - ICS; social worker	President-employee	na
15	Dana Volini [redacted]	VP of Operations at Integration Charter School	VP of Education Corp - ICS; math teacher and school leader	VP of Operations-employee	na
16	Aurelia Curtis, Ph.D. [redacted]	Retired Principal	Extensive experience in education leadership	Community Advisory Council/Trustee	trustee
17	Bonnie Fritz [redacted]	Educator at the College of	Educator	Community Advisory	trustee

	[redacted]	Staten Island		Council/Trustee	
18	Dirk Tillotson, Esq [redacted]	Founder and Executive Director of the New York Charter School Incubator	Attorney; extensive experience in charter school leadership	Community Advisory Council/Trustee	trustee
19	Eleni (Nelly) Tournaki [redacted]	Professor, Coordinator for the Master's degree program in Special Education, College of Staten Island	Educator & Special Education Expert	Community Advisory Council/Trustee	trustee
20	Susan Lavelle [redacted]	Richmond University Medical Center (RUMC)	Nurse	Community Advisory Council/Trustee	trustee
21					
22					
23					
24					
25					

Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

The applicant group includes all members of the Board of Trustees of Integration Charter Schools (ICS), the education corporation that operates John W. Lavelle Preparatory Charter School (LPCS) and New Ventures Charter School (NVCS), and which seeks to operate the new school that is the subject of this application.
13 of the 18 ICS trustees have completed the Background Information form. The additional 5 trustees will have their completed forms by the time the full application is submitted in August. Currently there is 1 chair of the board, but ICS is going to propose a co-chair model at their first board meeting on July 6th.

Members of the current applicant group were among the original applicants for both LPCS and NVCS. The LPCS charter application was submitted in 2008 to the NYC DOE, approved that year by the Chancellor, and in 2009 by the Board of Regents. The NVCS charter application was submitted to NYSED in January 2014, withdrawn, subsequently resubmitted, and approved. Members of the applicant group also submitted a replication application for LPCS North to SUNY CSI in 2012. This application was subsequently withdrawn. Members of the applicant group submitted an earlier version of this application in the first 2017 round as Richmond Early College Charter School (RECCS), but withdrew the application. Based on the feedback we received from the director and staff of the NYSED Charter School Office, we have added more detail and depth to our application.